

***What a
Solomon Schechter
Third Grader
Should Know
and
Be Able To Do!***

General Studies

Judaic Studies

Specials Program

ושננתם לבניך

“And you shall teach
your children...”



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A Message to the Reader

This brochure lists skills and abilities in General Studies, Judaic Studies, and the Specials program that students should acquire by the end of Third Grade to earn promotion to the Fourth Grade. It answers questions that everyone in the school community needs to ask, such as:

- **What are students expected to know and be able to do?**
- **How are their achievements measured?**

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the Nevada Education Department, the New York State Education Department, and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-5 curriculum of the Solomon Schechter Day School of Las Vegas. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact Mr. Mitzmacher at 702-804-1333. We value your feedback and input.

Mission Statement

The Solomon Schechter Day School of Las Vegas provides an outstanding secular education in a dynamic Jewish setting. It is our goal to instill in our students a lifelong love of learning and discovery, a healthy self image, and a strong, positive Jewish identity. Each student's ability to think critically is developed through a dual-language program. Additionally, our school fosters a synergy and appreciation of both Jewish and American cultures.

We strive for educational excellence by encouraging free inquiry, discussion, and creativity, while promoting intellectual integrity in a warm, personal, and highly motivating atmosphere. Our students receive personalized instruction to address fully their needs, develop their abilities, and stimulate their interests. The School guides each student on a path toward success by fostering the fulfillment of his or her individual potential through a uniquely integrated curriculum of general and Jewish studies.

Language Arts

Reading—Reading Habits

By the end of the school year, students should:

- Continue to have good literature read to them daily in all subject areas.
- Read and understand chapter books as well as keep a personal log to record thoughts and ideas pertaining to the books.
- Read several books by the same author in the same genre, and on the same subject.
- Use simple reference books to obtain information and learn new words daily.
- Discuss books daily with the teacher, a classmate, or in a group.

Reading—Getting the Meaning

By the end of the school year, students should:

- Be able to write about, discuss, and summarize the plot, setting, character, and main ideas in books that they have read.
- Compare and contrast characters, setting, and plot from one book to another, as well as with short stories and plays.
- Continue to read aloud independently from books they have previewed on their own, using appropriate expression.
- Use punctuation to help understand meaning, and read aloud fluently from books that they have chosen.
- Employ self-questioning techniques to improve reading comprehension.
- Expand their growing vocabulary.

Writing—Habits

By the end of the school year, students should:

- Write daily for extended periods of time on topics they choose in all subject areas.
- Take their written work through the writing process.
- Have a well-developed sense of what makes a good piece of writing, and strategies for making work better and more interesting by utilizing a writing rubric and displaying good writing traits.
- Continue to write in a variety of genres and maintain a collection of their writing in a portfolio.
- Have opportunities to share finished work with an audience.

Writing—Purposes

By the end of the school year, students should:

- Write in order to:
 - Share an experience or event, real or imagined (narrative).
 - Learn new things and communicate information to others (report writing).
 - Respond to literature.
 - Describe how to do something (procedural writing).
- Begin to include details that establish a mood and tone in their writing.
- Include different types of characters in short stories, stories and plays developed more fully with dialogue and description.
- Use author's study to incorporate language and ideas into their own writing.

Writing—Language Use and Conventions

By the end of the school year, students should:

- Spell most words correctly, and notice when a word does not look correct.
- Include new and more sophisticated vocabulary in their writing.
- Use punctuation and writing conventions correctly almost always.
- Use classroom resources to help with writing and editing.

Listening and Speaking

By the end of the school year, students should:

- Listen and speak daily in whole class and small group discussions, and in one to one conversations with the teacher in order to:
 - Continue to add to their vocabulary.

- Share ideas, facts, observations, and opinions with classmates and teachers.
- Demonstrate the difference between fact and opinion.
- Be able to support opinions with reasons.
- Present a short oral report.
- Give or follow multi – step directions.
- Listen respectfully and take turns speaking.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Count, use, and read numbers through 100,000.
- Count to 100 by twos, threes, fours, fives, and tens.
- Learn about positive and negative numbers.
- Estimate numbers by rounding, using number lines, and measuring instruments such as thermometers or yard sticks.
- Predict when the sum of two numbers will be odd or even.
- Add two, three, and four digit numbers with sums less than 10,000.
- Subtract two numbers each less than 10,000.
- Explore the role of zero and one in multiplication.
- Experiment with grouping two or more factors when multiplying (associative law).
- Study short and long division procedures.
- Explore division as finding the number of equal groups of items.
- Explore the relationship of multiplication and division.
- Compare fractions using $<$ and $>$ symbols.
- Use the terms “numerator” and “denominator”.
- Understand the relationship between fractions and decimals.
- Add and subtract fractions with like denominators.
- Add and subtract decimals with one place (tenths).

Geometry and Measurement Concepts

By the end of the school year, students should:

- Identify equivalent units of measure (12 inches = 1 foot).
- Find the distance around polygons (perimeter).
- Investigate the properties of circles, including diameter and radius.
- Explore three dimensional figures to begin the understanding of volume.
- Investigate symmetry.
- Locate points on a grid and a map.
- Investigate solid figures, such as cubes.

Function and Algebra Concepts

By the end of the school year, students should:

- Use formulas to find perimeter and area of geometric shapes.
- Explore and explain commutative and associative properties of multiplication and addition.
- Find the average (mean) and mode of a set of data.

Statistics and Probability Concepts

By the end of the school year, students should:

- Organize data using tables and bar graphs.

- Discuss graphs found in everyday publications.
- Conduct experiments and predict outcomes.
- Understand and use fractional notation to show the probability of the outcome of an experiment.

Mathematical Process

By the end of the school year, students should:

- Draw pictures, charts, and diagrams to help understand problem information.
- Clarify problems by discussing them with classmates.
- Use estimation, number relationships, and mathematical checks to justify answers.
- Break a problem into parts to make it easier to solve.
- Identify missing information in a problem.
- Recognize the use of mathematics in other subject areas such as Science, and Social Studies.
- Understanding that a group of things may be researched by studying just a few of them (sampling).

Science

Physical Sciences

By the end of the school year, students should:

- Continue to observe, investigate, describe, and classify properties of matter and interaction.
- Observe and investigate examples of interaction and variables associated with the water cycle.
- Conduct simple experiments to explore electrical energy.

Life Sciences

By the end of the school year, students should:

- Demonstrate an understanding of the life cycle of organisms.
- Investigate the characteristics of vertebrates.
- Observe and explain how plants and animals depend on each other (ecosystems).

Earth and Space Sciences

By the end of the school year, students should:

- Observe and investigate Earth's geology.
- Begin to investigate the effects of the interrelationships among the Sun, the Earth, and the Moon.

Scientific Thinking

By the end of the school year, students should:

- Begin to describe natural events using scientific language.
- Work cooperatively and independently to solve scientific problems through experimentation.

Scientific Tools and Technology

By the end of the school year, students should:

- Continue to use technology and scientific tool to conduct and record experiments (magnifiers, thermometers, charts, and tables).

- Continue to use standard and non standard units of measurement to record, read, and understand experiment results.

Social Studies

World Communities – Learning About People and Places

Students will learn about communities that reflect the diversity of the world's people and cultures. They will study western and non-western examples from a variety of geographic areas. Students also begin to learn about historic chronology by using time lines. Students locate world communities, and learn how these communities meet basic needs and wants.

History

By the end of the school year, students should understand:

- What a culture is and what a civilization is.
- How and why cultures change.
- Where people settle/live and why.
- Study the different ways in which world communities transmit values, ideas, beliefs, and traditions in the context of a multicultural society.
- View historical events through art, writing, music, and artifacts.

Geography

By the end of the school year, students should understand that:

- World communities can be located on maps and globes (latitude and longitude).
- Regions represent areas of the Earth's surface with unifying geographic characteristics.
- The Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.
- World communities are influenced by environmental and geographic factors.

Economics

By the end of the school year, students should understand that:

- Societies organize their economies around goods and services.
- Human needs and wants differ.
- How people in world communities locate, develop, and make use of their natural resources.
- Investigate how all world communities make economic decisions.

Political

By the end of the school year, students should understand that:

- Various holidays and festivals are celebrated in world communities.
- Why people in world communities form governments.
- How governments in world communities plan, organize, and make decisions.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God.
- The centrality of Mitzvah and Torah Study.
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us.
- Identity with Jews in Israel and the world.

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam l'chavero*). For example, all children give tzedakah each week. So too, Kashrut is strictly observed throughout the school. At the same time, we teach respect for teachers through an emphasis on proper behavior. Children observe the mitzvah of *kavod ha Briot* through recognition of the differences among our students and teachers.

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

Among the mitzvot lived in Third Grade are:

- Hachnasat Orchim – Welcoming Guests
- Identifying and Performing Acts of Gemilut Chasadim – Acts of Kindness
- Bikur Cholim – Visiting the Sick
- Ezrat haDadit – Acts of Kindness
- Tzedakah – Helping those in need
- Returning Lost Items and Respect for Each Other's Property
- Shabbat – Candles, Kiddush, Challah, Tefillah
- Derech Eretz – Politeness and Proper Manners
- Food – Kashrut, Brachot
- Tefillah

Tefillah

Tefillah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefillah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefillah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefillah both to help children learn the *matbayah tefillah* (the way the tefillot are recited in the synagogue services) and the ideas and aspirations the tefillah encompasses.

Tefillah is a sequential curriculum. Each year builds on the tefillot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefillot.

The Third Grade adds the study and recitation of the *minchah* (afternoon) tefillot to the curriculum. A special effort is made to ensure that students in Third Grade find time to pray in the afternoons in order that they may experience an authentic *minchah* experience.

By the end of the third grade, the expectation is that our students will be familiar with the following tefillot: Modeh Ani; Mah Tov; Yigdal; Reyshet Chochmah; Birchot haShachar; Baruch Sheamar; Ashrei; Haleluyah; Yishtabach; Barcho...Yotzer Or; Shema v'ahavtah; Amidah – Avot, Gevurot, and Kedusha Brachot; Oseh Shalom; Torah Tzeva Lano Moshe; Birchot haTorah; V'zot HaTorah; Aleino; Ayn Keloheino; Adon Olam; Kiddush Shel Shabbat; KabbalatShabbat; Hallel for Rosh Hodesh and Holidays; Tefilat Mincha – Ashrei, Amidah, Aleino.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world.

The Tal AM program provides curriculum which includes Shabbat and Holidays. It is fully integrated with the Hebrew curriculum and includes a variety of workbooks and reading books. For the holiday of Shavuot, the children study the *Aseret Dibrot*, Ten Commandments.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

Torah Study in Schechter consists of both weekly study of that week's Torah Portion (Parashat Ha'Shavua) in which students learn to glean the relevant *mitzvot* and values and apply them to their daily lives. Torah Study also consists of more detailed study each year of different biblical texts.

Beginning with the story of God's command to Avram to leave his homeland, the children learn about the major episodes of Avraham's life. The children study Avraham to see the personal and religious

qualities he possessed. They study Avraham as the first Jew and the beginning of our people of our people's relationship with God and our role as a Chosen People. The focus of the school year is the lives and events of the Avot and Emahot (Forefathers and Foremothers).

The children study the travels of the Avot. There is a connection made between the lives of the Avot and our connection to the Land of Israel and to the Jewish people as a whole. As the children study each of the three Avot, they come to appreciate the nature of the religious quest.

By the end of the year, the children should know and understand:

- Avram's travels from Ur to Canaan.
- The qualities (*midot tovo*) of Avraham.
- God's promise to Avraham.
- Hagar and the birth of Yishamael.
- Mitzvah of brit milah for all generations.
- Birth of Yitzchak.
- Death of Sarah and Avraham.

Hebrew Language

By the end of the year, children should be able to:

- Read and understand class material.
- Read independently from the classroom library and summarize in written form.
- Speak and write in complete sentences.
- Begin to apply rules of grammar appropriate to Third Grade in both speaking and writing.
- Actively and comfortably use classroom vocabulary words.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern day Israel, the children daily express our love of Medinat Yisrael by singing Hatikvah at the start of the school day. The children learn about the Flag of Israel.

Through our annual celebration of Yom Ha'Atzmaut (Israel Independence Day), the children learn about different aspects of modern day life in Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence. So too, the children periodically learn about the political conflicts confronting present day Israel. Finally, the children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israeli Jews. These projects range from letter writing to tzedakah projects.

In Grade Three, students study Theodor Herzl and the founding of the Zionism in addition to David Ben-Gurion and the founding of the modern State of Israel. They become familiar with the map of Israel – including not only the modern state, but of biblical events as well.

Specials

In addition to classroom learning, all children are offered an enriching "Specials" program. Children have Music, Computer, and Art, for 40 minutes each week. The children have Physical Education twice a week. Each of the special areas is taught by a professional teacher who specializes in the given area.

MUSIC

The Music program combines singing, clapping, and body movement with the playing of both pitched and unpitched instruments to teach beat competence, vocal development, music notation, form, rhythm, melody, harmony, timbre, dynamics, and conducting. In addition, separate educational units are presented in the areas of the science of sound, musical instruments and their respective families, unconventional musical instruments, the recorder, and famous composers. The vocal repertoire, approximately 80% of which is Judaic, is often used as a tool in teaching the elements of music.

PHYSICAL EDUCATION

The primary goals in Physical Education are to teach students individual and team games that stress the importance of physical activity and fitness. Instructional emphasis in Grades K-3 is based on motor skill theme development, movement concepts, and improvement in muscular strength, endurance, flexibility, and agility. In Grades 4-5, emphasis is on refinement of motor skill themes, and development of a high level of physical fitness. Students will improve skills, knowledge, and attitudes to help them lead active, healthy, and productive lives as adults.

COMPUTER

The Computer program is fully integrated with the classroom curriculum. Kindergarten classes work on early learning programs, including early literacy and math. First Graders are introduced to a range of phonic awareness, reading, and math programs. Second Graders begin to use desktop publishing programs. They also learn basic editing skills and graphics programs. Third Graders are given their own disks to learn data management. They also use the computer as a research tool.

Fourth and Fifth Graders use the Internet to supplement their class learning and research projects. The Fourth Graders learn about databases. Students in Fifth Grade learn the fundamentals of spreadsheets.

ART

Each week, every child in SSDS has art for approximately 40 minutes. The children learn basic methods for drawing and painting and are given opportunities to explore new media. Curriculum objectives include understanding color, composition and tone and value relationships. Historically important artists and art movements will be discussed to enhance understanding of subject matter. Children should be able to discuss their artwork and the material

presented in class in both the classroom and at home. Children should be able to participate in a critique of peer's work.



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