

Curriculum Compendium

As our instructional approaches continue to evolve and improve, so does this document.

The Curriculum Compendium is updated and revised on an ongoing basis.

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Table of Contents

I.	Introduction	3
II.	Kindergarten	5
III.	First Grade	7
IV.	Second Grade	9
V.	Third Grade	11
VI.	Fourth Grade	13
VII.	Fifth Grade	15
VIII.	IB/MYP Overview	17
IX.	Science	18
X.	Language and Literature	19
XI.	Mathematics	20
XII.	Individuals and Societies	22
XIII.	Language Acquisition	23
XIV.	Service Learning	25
XV.	Design	26
XVI.	Physical Education and Health	27
XVII.	Visual and Performing Arts	28
XVIII.	Reflections	29

I. Introduction

The overarching instructional models used at Hatikvah—Gradual Release of Responsibility (and Proficiency Approach (for Hebrew and Spanish language instruction) are mission-aligned, grounded in research and are highly effective in classrooms of diverse learners. GRR requires that teachers transition from assuming all the responsibility for performing a task to a situation in which the students assume all the responsibility. The model ensures that students develop the skills to analyze, synthesize and apply information in a variety of environments and experiences across all disciplines. Hatikvah teachers draw upon GRR to support their instructional decisions as they guide students to understand important skills and concepts through iterative cycles of focus lessons; guided, collaborative, and independent practice; and regular opportunities for application and transfer. GRR starts with instructional scaffolds—purposeful, educator-designed supports for learning, such as providing guided notes, previewing vocabulary, and progressing from simple to complex applications of the same concept.

The main objective is to release cognitive responsibility to learners over time and to ensure that each student is pushed at an appropriately challenging level each day. As a learning-centered framework, GRR ensures teachers establish goals, check for understanding, provide feedback, align future instruction and tasks with student performance, and gradually remove instructional scaffolds to promote independent performance and transfer.

GRR supports differentiation of instruction especially as it relates to different ability levels of student groupings—English Language Learners, students with disabilities, accelerated students, struggling students, etc. Teachers use comprehensive and ongoing formal and informal assessment data to identify students' needs, tailor instruction, and determine flexible small group composition. During GRR's practice/application phase, teachers pull individual students or small groups of students for additional and differentiated instruction based on assessment information.

GRR also promotes a focus on accelerating student learning as it relies on teachers being attuned to ongoing student strength, areas for growth, and understandings and misunderstandings to inform their instruction. Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning. Students learn faster and comprehend at a higher level when they have prior knowledge of a given concept. A crucial aspect of the acceleration model is putting key prior knowledge into place so that students have something to which they can connect new information. During GRR's mini-lessons, Hatikvah teachers thoughtfully activate prior knowledge that will best help students grasp the upcoming standard. GRR challenges students to analyze, evaluate and create and supports the underlying premise of teaching for understanding promoted by Wiggins and McTighe's Understanding by Design (UbD) approach. It also promotes a high degree of instructional differentiation because teachers are aware of what ongoing student assessment is telling them about each student, subgroup of students or their class as a whole, to target interventions in the guided portion and individual conferencing portions of the model, or lessons can be re-taught if class-wide data reflects that need.

Highly individualized instruction is further supported by co-teaching. In addition to the co-teaching model used in the majority of elementary classrooms, Hatikvah has an in-class resource setting at every grade level, K-8th. Co-teachers differentiate instruction by varying the level of scaffolding provided to students during guided instruction giving students equitable access to challenging curriculum. Teachers plan lessons for students to master targeted skills and concepts without diluting the content. This also allows for multiple points of entry to engage diverse learners. Hatikvah teachers implement a highly interactive instructional model that engages students in strategic, authentic disciplinary reading. In addition to engaging in before and after-reading strategies, teachers teach students to use during reading strategies through asking open-ended queries that require them to make literal sense of a segment of the text and then reflect on its meaning. Using this process iteratively, students develop the habit of continually monitoring their understanding of a text and pausing when gaps arise. Hatikvah teachers facilitate questioning and student discussions in whole groups, small groups, or individually, and can eventually release responsibility to independent study groups.

An inquiry process designed around open-ended essential questions challenges students to engage with real world issues and seek solutions using the methods of academic disciplines.

Students are taught structured problem-solving processes and questioning techniques. They are encouraged to rethink assumptions and engage with their world as a place to improve rather than to accept. The inquiry develops students' conscious control of the concepts and procedures they are using, building transferable strategies they can apply to new situations.

The Proficiency Approach (PA) used to deliver Hebrew (and in 8th grade, Spanish) instruction is grounded in research. In second language teaching, academics distinguish between learning a language and acquiring a language. Learning a language involves accumulating knowledge about the language, its behavior, and its structure: one relates to it as an outsider. Acquiring a language involves internalizing its structure and its behavior and as a result, using its linguistic components automatically to understand or create meaningful messages. PA increases students' ability to read, speak, write and listen to the learned language and is considered the gold standard for foreign language instruction by the American Council for the Teaching of Foreign Languages (ACTFL). PA incorporates robust assessment tools for both formative and summative evaluations. Hebrew classes are conducted exclusively in Modern Hebrew, so students hear the language as it is naturally spoken; vocabulary and expressions are modeled for students who then begin to practice with their peers. PA is fully consistent with GRR, providing a seamless transition for students from Modern Hebrew instruction to other core subject instruction.

Hatikvah's curriculum is homegrown and anchored in the learning standards which include the NJ Student Learning Standards (NJSLS) across all content areas, Next Generation Science Standards (NGSS) in science and the ACTFL Proficiency Standards.

For grades 6-8, the addition of the IB MYP criterion-based and discipline-specific rubrics adds a layer of rich assessment practices to the curriculum which assists teachers, students, and parents in understanding discipline-specific development.

Hatikvah does not have a separate Gifted and Talented program. Hatikvah's practice is a mission aligned approach to meeting the individual needs of all students including those that have mastered topics which are about to be taught. The teachers pre-test children in reading, writing, and mathematics in order to customize assignments so that children continue to learn and grow at their own pace. The school accomplishes this with multiple teachers in the classrooms in K-5 and in some classes in grades 6-8*, and by running small group instruction in addition to mini-lessons that offer more general whole group instruction. Instead, it is the school's policy to offer all students the same educational opportunities, regardless of any demographic differences or any special education eligibility. Students who possess or demonstrate higher levels of ability in one or more content areas, when compared with peers, have modified school work to match their needs and to work with peers, or move to higher, more appropriate instructional grade that meet their needs when classroom peers are unavailable at their level. These determinations are made through the use of multiple assessments.

*The majority of Hatikvah's middle school teachers are high school certified and they teach a rigorous curriculum similar to what is expected in high school. Assignments are modified to a lower level for students who present with a need for modified instructions, texts, and concepts.

II. Kindergarten

Reading

Literacy is taught in a blended approach. In order to ensure Kindergarten students have a strong grasp of phonemic awareness and other foundational reading skills, our teachers use the Lindamood Phoneme Sequencing Program (LiPS), the Fountas and Pinnell Leveled Literacy Intervention System (LLI), and they further differentiate instruction, based on students' readiness levels, through guided, strategy-based groupings. Students' progress is assessed and monitored throughout the year using Dynamic Indicators of Basic Early Reading Skills (Dibels) and the Fountas and Pinnell Benchmark Assessment System (F&P). Curricular units are anchored by Columbia Teachers College Readers Workshop and University of Pittsburgh's Institute of Learning.

Reading units are aligned with New Jersey Student Learning Standards (NJSLS) and include:

- ❖ We are Readers
- ❖ Sharing Reading
- ❖ Super Powers Reading
- ❖ Boosting Reading Powers
- ❖ Exploring Who We Are (Univ. Pitt)
- ❖ Becoming Avid Readers
- ❖ Exploring Characters (Univ. Pitt)

Writing

Writing units are anchored by Columbia Teachers College Writers Workshop and are aligned with NJSLS. Teachers monitor and address students' learning needs through individual conferences, small group strategy sessions, and benchmark assessments. Kindergarten units of study include:

- ❖ Grammar and Writing Conventions- integrated through all units
- ❖ Launching Writing Workshop
- ❖ Observing Closely: labeling and Listing like a Scientist
- ❖ Writing for Readers
- ❖ Persuasive Writing
- ❖ Nonfiction Writing: How-To Books
- ❖ Nonfiction Writing: All About Books
- ❖ Writing Stories Using All We Know

Mathematics

Math units are home grown, through years of collaboration with Rutgers Graduate School of Mathematics. In 2013, Hatikvah developed a partnership with Rutgers Graduate School of Mathematics and Dr. Carolyn Maher, Distinguished Professor; Director, Robert B. Davis Institute for Learning; Editor, The Journal of Mathematical Behavior. Dr. Maher committed to helping Hatikvah move its math program towards one with a conceptual focus in order to promote deep level thinking about math and application of key concepts. In math, teachers administer a unit pretest of skills allowing them to identify what the students know prior to the lesson, determine which areas to target for each student and how much support each student requires. At the conclusion of the unit, the teacher administers a post-test to ensure all students have mastered key concepts, or if re-teaching is required. Additionally, in accordance with the NJSLS standards, teachers will focus greater efforts on helping students understand how problems can be solved multiple ways. Without building conceptual understanding, students risk greater challenges in the future as they engage in more complex coursework lacking foundational understanding of their computations. Savvas EnVision workbooks are used as a supplemental resource.

Kindergarten math units of study include:

- ❖ Understanding Numbers
- ❖ Groups in Numbers
- ❖ Higher Numbers as Tens and Ones
- ❖ Addition and Subtraction
- ❖ Geometry
- ❖ Measurement and Data

Science

Science is taught through an inquiry-based approach. Since 2012, Hatikvah has partnered with a Rutgers University Associate Professor of Graduate Education in Science to develop and refine Next Generation Science Standards (NGSS) units. Units are adapted from OpenSciEd. This instructional model uses a storyline-approach: a logical sequence of learning experiences that are guided by students' questions which are sparked by their interactions with phenomena.

Kindergarten science units of study include:

- ❖ Weather and Climate
- ❖ Ecosystems: Living and Non-Living
- ❖ Forces and Interactions

Social Studies

Our goal in this content area is to foster students who are globally-aware, civic-minded, and socially-responsible. Throughout all K-8 units, there is an emphasis on helping students learn to consider multiple perspectives, value diversity, and promote cultural understanding.

Social Studies units are teacher-created and aligned with NJSLS. Units of study include:

- ❖ Getting Along in Our Community
- ❖ The Global Community
- ❖ Our Environment and Its Geography

Modern Hebrew:

Modern Hebrew is taught through "The Natural Approach" or "The Proficiency Based Approach" in our second language teaching. The curriculum is anchored in ACTFL (American Council on Teaching Foreign Language) standards and aligned with NJSLS. The emphasis in Kindergarten is spoken language and intercultural connection. There is exposure to Hebrew print and children's books in order to cultivate reading readiness. Students are continuously assessed through formative embedded assessments and Summative tasks. Units of study for Modern Hebrew Language in Kindergarten focus on "Novice" Level vocabulary and structures, which center on the student's immediate environment. Students speak using isolated words, lists, memorized and some formulaic phrases.

Hebrew Units of study in Kindergarten may include:

- ❖ My Class and Me
- ❖ My House and Family (basic vocabulary and structures)
- ❖ All About Animals/ My Pets
- ❖ Trips with My Family

Physical Education and the Arts

Kindergarten students take a "special" class everyday. Curricular units in each of the following disciplines were developed and revised with fidelity to the most current 2020 New Jersey Student Learning Standards:

Visual Art

Music

Drama

Health and Physical Education

- Health Topics: Safety; Senses

III. First Grade

Reading

Continued focus on phonemic awareness and other foundational reading skills occurs in first grade. Our teachers use the Lindamood Phoneme Sequencing Program (LiPS), the Fountas and Pinnell Leveled Literacy Intervention System (LLI), and they further differentiate instruction, based on students' readiness levels, through guided, strategy-based groupings. This balanced approach builds students' reading accuracy, comprehension, and fluency skills. Students' progress is assessed and monitored throughout the year using Dynamic Indicators of Basic Early Reading Skills (Dibels) and the Fountas and Pinnell Benchmark Assessment System (F&P). Curricular units are anchored by Columbia Teachers College Readers Workshop and University of Pittsburgh's Institute of Learning.

Reading units are aligned with New Jersey Student Learning Standards (NJSLS) and include:

- ❖ Readers Build Good Habits
- ❖ Word Detectives
- ❖ Learning About the World Through Non-Fiction
- ❖ My Amazing Body (Univ. Pitt)
- ❖ Readers Have Big Jobs to Do
- ❖ Reading Poetry
- ❖ Meeting Characters and Learning Lessons
- ❖ Dramatize our Characters: Reader's Theater

Writing

Writing units are anchored by Columbia Teachers College Writers Workshop and are aligned with NJSLS. Teachers monitor and address students' learning needs through individual conferences, small group strategy sessions, and benchmark assessments. First grade units of study include:

- ❖ Grammar and Writing Conventions- integrated through all units
- ❖ Small Moments: Writing with Focus, Detail, and Dialogue
- ❖ How-To Writing
- ❖ All About Books / Research Writing
- ❖ Opinion Writing
- ❖ Poetry
- ❖ Realistic Fiction: Scene to Series

Mathematics

Math units are home grown, through years of collaboration with Rutgers Graduate School of Mathematics. In 2013, Hatikvah developed a partnership with Rutgers Graduate School of Mathematics and Dr. Carolyn Maher, Distinguished Professor; Director, Robert B. Davis Institute for Learning; Editor, The Journal of Mathematical Behavior. Dr. Maher committed to helping Hatikvah move its math program towards one with a conceptual focus in order to promote deep level thinking about math and application of key concepts.

In math, teachers administer a unit pretest of skills allowing them to identify what the students know prior to the lesson, determine which areas to target for each student and how much support each student requires. At the conclusion of the unit, the teacher administers a post-test to ensure all students have mastered key concepts, or if re-teaching is required. Additionally, in accordance with the NJSLS standards, teachers will focus greater efforts on helping students understand how problems can be solved multiple ways. Without building conceptual understanding, students risk greater challenges in the future as they engage in more complex coursework lacking foundational understanding of their computations. Savvas EnVision math workbooks are used as a supplemental resource.

First grade math units of study include:

- ❖ Number Partners and Number Patterns
- ❖ Addition and Subtraction Strategies
- ❖ Unknown Numbers in Addition and Subtraction
- ❖ Place Value Concepts
- ❖ Place Value Situations
- ❖ Comparative Data
- ❖ Geometry, Measurement, and Equal Shares
- ❖ Two-Digit Addition

Science

Science is taught through an inquiry-based approach. Since 2012, Hatikvah has partnered with a Rutgers University Associate Professor of Graduate Education in Science to develop and refine Next Generation Science Standards (NGSS) units. Units are adapted from OpenSciEd. This instructional model uses a storyline-approach: a logical sequence of learning experiences that are guided by students' questions which are sparked by their interactions with phenomena.

First grade science units of study include:

- ❖ Space Systems, Patterns, and Cycles
- ❖ Waves, Light, and Sound
- ❖ Structure, Function (Adaptations), and Information Processing

Social Studies

Our goal in this content area is to foster students who are globally-aware, civic-minded, and socially-responsible. Throughout all K-8 units, there is an emphasis on helping students learn to consider multiple perspectives, value diversity, and promote cultural understanding.

Social Studies units are teacher-created and aligned with NJLS. First grade units of study include:

- ❖ Rights and Responsibilities
- ❖ Geography: Where People Live
- ❖ Holiday Traditions
- ❖ We Love Our Country
- ❖ Our Changing World
- ❖ Meeting People
- ❖ Marketplace

Modern Hebrew:

Modern Hebrew is taught through "The Natural Approach" or "The Proficiency Based Approach" in our second language teaching. The curriculum is anchored in ACTFL (American Council on Teaching Foreign Language) standards and aligned with NJLS. The emphasis in first grade is spoken language and intercultural connection, as well as emergent reading and writing. The Hebrew alphabet is introduced for phonemic awareness and sight/high frequency words. Students are continuously assessed through formative embedded assessments and Summative tasks. Units of study for Modern Hebrew Language in first grade focus on "Novice Mid" Level vocabulary and structures, which center on the student's immediate environment. Students speak mostly in formulaic phrases.

Units of study may include:

- ❖ My Routines in the day and the Night
- ❖ Seasons
- ❖ My Home and My Family (expanded vocabulary and structures)
- ❖ All Around the Neighborhood

Physical Education and the Arts

First grade students take a "special" class everyday. Curricular units in each of the following disciplines were developed and revised with fidelity to the most current 2020 New Jersey Student Learning Standards:

Visual Art

Music

Drama

Health and Physical Education

- Health Topics: Safety; Senses

IV. Second Grade

Reading

In second grade, our teachers continue to employ a balanced approach to further bolster students' foundational reading skills, reading accuracy, comprehension, and fluency skills. Teachers use the Lindamood Phoneme Sequencing Program (LiPS), the Fountas and Pinnell Leveled Literacy Intervention System (LLI), and they further differentiate instruction, based on students' readiness levels, through guided, strategy-based groupings. Students' progress is assessed and monitored throughout the year using Dynamic Indicators of Basic Early Reading Skills (Dibels) and the Fountas and Pinnell Benchmark Assessment System (F&P). Curricular units are anchored by Columbia Teachers College Readers Workshop and University of Pittsburgh's Institute of Learning.

Reading units are aligned with New Jersey Student Learning Standards (NJSLS) and include:

- ❖ Taking Charge of Reading: Building Good Reading Habits
- ❖ Getting to Know Characters
- ❖ Reading Informational Books
- ❖ Fairy Tales
- ❖ Series Books
- ❖ Poetry
- ❖ "Funny Fears": A Unit on Perspective-Taking (Univ. Pitt)

Writing

Writing units are anchored by Columbia Teachers College Writers Workshop and are aligned with NJSLS. Teachers monitor and address students' learning needs through individual conferences, small group strategy sessions, and benchmark assessments. Second grade units of study include:

- ❖ Grammar and Writing Conventions- integrated through all units
- ❖ Personal Narrative (Univ. Pitt)
- ❖ Informational Writing
- ❖ Gripping Stories: Realistic Fiction
- ❖ Poetry
- ❖ Fairy Tales and Fables

Mathematics

Math units are home grown, through years of collaboration with Rutgers Graduate School of Mathematics. In 2013, Hatikvah developed a partnership with Rutgers Graduate School of Mathematics and Dr. Carolyn Maher, Distinguished Professor; Director, Robert B. Davis Institute for Learning; Editor, The Journal of Mathematical Behavior. Dr. Maher committed to helping Hatikvah move its math program towards one with a conceptual focus in order to promote deep level thinking about math and application of key concepts.

In math, teachers administer a unit pretest of skills allowing them to identify what the students know prior to the lesson, determine which areas to target for each student and how much support each student requires. At the conclusion of the unit, the teacher administers a post-test to ensure all students have mastered key concepts, or if re-teaching is required. Additionally, in accordance with the NJSLS standards, teachers will focus greater efforts on helping students understand how problems can be solved multiple ways. Without building conceptual understanding, students risk greater challenges in the future as they engage in more complex coursework lacking foundational understanding of their computations. Savvas EnVision math workbooks are used as a supplemental resource.

Second grade math units of study include:

- ❖ Place Value through 100
- ❖ Two-Digit Addition and Subtraction
- ❖ Place Value through 1000
- ❖ Three-Digit Addition and Subtraction
- ❖ Arrays, Equal Shares, Fractions
- ❖ Geometry
- ❖ Measurement
- ❖ Graphing, Money, Time

Science

Science is taught through an inquiry-based approach. Since 2012, Hatikvah has partnered with a Rutgers University Associate Professor of Graduate Education in Science to develop and refine Next Generation Science Standards (NGSS) units. Units are aligned to NJSLS and adapted from OpenSciEd Storyline units. This instructional model uses a storyline-approach: a logical sequence of learning experiences that are guided by students' questions which are sparked by their interactions with phenomena.

Second grade science units of study include:

- ❖ Interdependent Relationships in Ecosystems
- ❖ Structures and Properties of Matter
- ❖ Earth Systems: Processes that Shape the Earth

Social Studies

Our goal in this content area is to foster students who are globally-aware, civic-minded, and socially-responsible. Throughout all K-8 units, there is an emphasis on helping students learn to consider multiple perspectives, value diversity, and promote cultural understanding.

Social Studies units are teacher-created and aligned with NJSLS. Second grade units of study include:

- ❖ Civics, Government, and Human Rights
- ❖ Geography: People and the Environment
- ❖ History, Culture, and Perspective
- ❖ Economics, Innovation, and Technology

Modern Hebrew:

Modern Hebrew is taught through "The Natural Approach" or "The Proficiency Based Approach" in our second language teaching. The curriculum is anchored in ACTFL (American Council on Teaching Foreign Language) standards and aligned with NJSLS. The emphasis in second grade is spoken language and intercultural connection, and increased authentic reading and writing. Students are continuously assessed through formative embedded assessments and Summative tasks. In second grade students also take the AvantSTAMP Oral and listening proficiency assessments. Units of study for Modern Hebrew Language in second grade focus on "Novice High" Level vocabulary and structures, which still center on the student's immediate environment, but will now involve more recombined and inventive language.

Units of study may include:

- ❖ Back to School
- ❖ All about Autumn
- ❖ Foods we love
- ❖ Me in the Mirror/Reflections

Physical Education and the Arts

Second grade students take a "special" class everyday. Curricular units in each of the following disciplines were developed and revised with fidelity to the most current 2020 New Jersey Student Learning Standards:

Visual Art

Music

Drama

Health and Physical Education

- Health Topics: Nutrition, Safety; Body Systems

V. Third Grade

Reading

Learning to read transitions to *reading to learn* in third grade. At this grade level, our teachers continue to employ a balanced approach to further bolster students' foundational reading skills, reading accuracy, comprehension, and fluency skills. Teachers differentiate instruction, based on students' readiness levels, through guided, strategy-based groupings. As needed, they use the Lindamood Phoneme Sequencing Program (LiPS), the Fountas and Pinnell Leveled Literacy Intervention System (LLI) to help students who are still developing foundational reading skills. Students' progress is assessed and monitored throughout the year using Dynamic Indicators of Basic Early Reading Skills (Dibels) and the Fountas and Pinnell Benchmark Assessment System (F&P). Curricular units are anchored by Columbia Teachers College Readers Workshop and University of Pittsburgh's Institute of Learning.

Reading units are aligned with New Jersey Student Learning Standards (NJSLS) and include:

- ❖ Building a Reading Life
- ❖ Studying Characters
- ❖ Nonfiction Reading
- ❖ Imagine That! (Univ. Pitt)
- ❖ Mysteries of the Deep (Univ. Pitt)
- ❖ Biography Books
- ❖ Mystery Book Clubs
- ❖ Poetry

Writing

Writing units are anchored by Columbia Teachers College Writers Workshop and are aligned with NJSLS. Teachers monitor and address students' learning needs through individual conferences, small group strategy sessions, and benchmark assessments. Third grade units of study include:

- ❖ Grammar and Writing Conventions- integrated through all units
- ❖ Personal Narrative
- ❖ Writing Realistic Fiction
- ❖ The Art of Informational Writing
- ❖ Literary Essays
- ❖ "No Nonsense" Research Essays
- ❖ Stand Up and Shout: A Research-Based Persuasive Unit
- ❖ Poetry

Mathematics

Math units are home grown, through years of collaboration with Rutgers Graduate School of Mathematics. In 2013, Hatikvah developed a partnership with Rutgers Graduate School of Mathematics and Dr. Carolyn Maher, Distinguished Professor; Director, Robert B. Davis Institute for Learning; Editor, The Journal of Mathematical Behavior. Dr. Maher committed to helping Hatikvah move its math program towards one with a conceptual focus in order to promote deep level thinking about math and application of key concepts.

In math, teachers administer a unit pretest of skills allowing them to identify what the students know prior to the lesson, determine which areas to target for each student and how much support each student requires. At the conclusion of the unit, the teacher administers a post-test to ensure all students have mastered key concepts, or if re-teaching is required. Additionally, in accordance with the NJSLS standards, teachers will focus greater efforts on helping students understand how problems can be solved multiple ways. Without building conceptual understanding, students risk greater challenges in the future as they engage in more complex coursework lacking foundational understanding of their computations. Savvas Envision workbooks are used as a supplemental resource.

Third grade math units of study include:

- ❖ Understanding Place Value and Rounding
- ❖ Multi-Digit Addition and Subtraction
- ❖ Multiplication and Division
- ❖ Polygons, Perimeter, and Area
- ❖ Fractions
- ❖ Pictographs, Bar Graphs, and Line Plots
- ❖ Writing Equations to Solve Problems

Science

Science is taught through an inquiry-based approach. Since 2012, Hatikvah has partnered with a Rutgers University Associate Professor of Graduate Education in Science to develop and refine Next Generation Science Standards units. Units are adapted from OpenSciEd. This instructional model uses a storyline-approach: a logical sequence of learning experiences that are guided by students' questions which are sparked by their interactions with phenomena. Science incorporates unit tests and performance tasks to monitor progress and predict outcomes on high-stakes assessments.

Third grade science units of study include:

- ❖ Forces and Interactions
- ❖ Interdependent Relationships and Ecosystems
- ❖ Inheritance and Variation of Traits
- ❖ Weather and Climate

Social Studies

Our goal in this content area is to foster students who are globally-aware, civic-minded, and socially-responsible. Throughout all K-8 units, there is an emphasis on helping students learn to consider multiple perspectives, value diversity, and promote cultural understanding. Social Studies units are teacher-created and aligned with NJSLs.

Third grade units of study include:

- ❖ Government
- ❖ Civil Rights
- ❖ Geography & Maps

Modern Hebrew:

Modern Hebrew is taught through "The Natural Approach" or "The Proficiency Based Approach" in our second language teaching. The curriculum is anchored in ACTFL (American Council on Teaching Foreign Language) standards and aligned with NJSLs. The emphasis in third grade is spoken language and intercultural connection. The students begin to read connected texts for meaning and purpose. Writing focuses on meaningful and informative personal expression. Students are continuously assessed through formative embedded assessments and Summative tasks. Units of study for Modern Hebrew Language in third grade focus on "Novice High" level vocabulary and structures, which still center mostly on the student's immediate environment but can include added language from more pretend and global contexts. Students will continue to recombine and create with language and their message will begin to take on more personal and original content.

Units of study may include:

- ❖ Nice to Meet You- Me, My friends, and Hobbies We Enjoy
- ❖ Traveling and Exploring- Near and Far
- ❖ The Land of Make Believe (A Fiction and Fantasy Unit)

Physical Education and the Arts

Second grade students take a "special" class everyday. Curricular units in each of the following disciplines were developed and revised with fidelity to the most current 2020 New Jersey Student Learning Standards:

Visual Art

Music

Drama

Health and Physical Education

- Health Topics: Nutrition; Mammals; Body Systems

VI. Fourth Grade

Reading

In fourth grade, students learn a strategy or skill and apply it in varying circumstances and within varying levels of text complexity. Teachers differentiate instruction, based on students' readiness levels, through guided, strategy-based groupings. Students' progress is assessed and monitored throughout the year using the Fountas and Pinnell Benchmark Assessment System (F&P). Curricular units are anchored by Columbia Teachers College Readers Workshop and University of Pittsburgh's Institute of Learning.

Reading units are aligned with New Jersey Student Learning Standards (NJSLS) and include:

- ❖ Interpreting Character: The Heart of the Story
- ❖ Greek Myths
- ❖ High-Interest Nonfiction Texts and Articles
- ❖ Child Labor (Univ. Pitt)
- ❖ Reading History

Writing

Writing units are anchored by Columbia Teachers College Writers Workshop and are aligned with NJSLS. Teachers monitor and address students' learning needs through individual conferences, small group strategy sessions, and benchmark assessments. Fourth grade units of study include:

- ❖ Grammar and Writing Conventions- integrated through all units
- ❖ Narrative Writing
- ❖ Boxes and Bullets: Persuasive Writing
- ❖ Literary Essay
- ❖ Informational Writing
- ❖ Poetry Anthologies

Mathematics

Math units are home grown, through years of collaboration with Rutgers Graduate School of Mathematics. In 2013, Hatikvah developed a partnership with Rutgers Graduate School of Mathematics and Dr. Carolyn Maher, Distinguished Professor; Director, Robert B. Davis Institute for Learning; Editor, The Journal of Mathematical Behavior. Dr. Maher committed to helping Hatikvah move its math program towards one with a conceptual focus in order to promote deep level thinking about math and application of key concepts.

In math, teachers administer a unit pretest of skills allowing them to identify what the students know prior to the lesson, determine which areas to target for each student and how much support each student requires. At the conclusion of the unit, the teacher administers a post-test to ensure all students have mastered key concepts, or if re-teaching is required. Additionally, in accordance with the NJSLS standards, teachers will focus greater efforts on helping students understand how problems can be solved multiple ways. Without building conceptual understanding, students risk greater challenges in the future as they engage in more complex coursework lacking foundational understanding of their computations. Savvas enVision Mathematics workbooks are used as a supplemental resource.

Fourth grade math units of study include:

- ❖ Place Value and Multi-Digit Computation
- ❖ Multiplication and Division
- ❖ Fractions and Decimals
- ❖ Geometry
- ❖ Measurement
- ❖ Data Literacy

Science

Science is taught through an inquiry-based approach. Since 2012, Hatikvah has partnered with a Rutgers University Associate Professor of Graduate Education in Science to develop and refine Next Generation Science Standards units. Units are adapted from OpenSciEd. This instructional model uses a storyline-approach: a logical sequence of learning experiences that are guided by students' questions which are sparked by their interactions with phenomena. Science incorporates unit tests and performance tasks to monitor progress and predict outcomes on high-stakes assessments.

Fourth grade science units of study include:

- ❖ Earth Systems
- ❖ Waves and Formation
- ❖ Weathering and Erosion
- ❖ Energy
- ❖ Structure, Function, and Informational Processing: Plant Versus Animal

Social Studies

Our goal in this content area is to foster students who are globally-aware, civic-minded, and socially-responsible. Throughout all K-8 units, there is an emphasis on helping students learn to consider multiple perspectives, value diversity, and promote cultural understanding.

Social Studies units are teacher-created and aligned with NJSLS. Fourth grade units of study include:

- ❖ Geography and Perspectives of Economics and Innovation
- ❖ Universal Declaration of Human Rights
- ❖ Financial Literacy
- ❖ High-Interest Informational Articles and Native Nations

Modern Hebrew

Modern Hebrew is taught through "The Natural Approach" or "The Proficiency Based Approach" in our second language teaching. The curriculum is anchored in ACTFL (American Council on Teaching Foreign Language) standards and aligned with NJSLS. The emphasis in fourth grade is spoken language and intercultural connection. The students begin to read connected and more complex texts for meaning and purpose. Writing focuses on meaningful and informative personal expression. Students are continuously assessed through formative embedded assessments and Summative tasks. Units of study for Modern Hebrew Language in fourth grade focus on "Intermediate Low" level vocabulary and structures, which still center mostly on the student's immediate environment but can include added language from more service oriented and global contexts. Students will continue to recombine and create with language and their message will begin to take on more personal and original content. Students will use several verb tenses with ease.

Units of study may include:

- ❖ The Old and the New- Changes in the New Year
- ❖ Mini Unit- Recycling (Creating New Things From Old Things)
- ❖ Together and Alone/Animals in the Wild
- ❖ In the Big City

Physical Education and the Arts

Second grade students take a "special" class everyday. Curricular units in each of the following disciplines were developed and revised with fidelity to the most current 2020 New Jersey Student Learning Standards:

Visual Art

Music

Drama

Health and Physical Education

- Health Topics: Tobacco/Alcohol; Nutrition, Bike Safety and First Aid, Body Systems, and Puberty

VII. Fifth Grade

Reading

In fifth grade, students learn a strategy or skill and apply it in varying circumstances and within varying levels of text complexity. Teachers differentiate instruction, based on students' readiness levels, through guided, strategy-based groupings. Students' progress is assessed and monitored throughout the year using the Fountas and Pinnell Benchmark Assessment System (F&P). Curricular units are anchored by Columbia Teachers College Readers Workshop and University of Pittsburgh's Institute of Learning.

Reading units are aligned with New Jersey Student Learning Standards (NJSLS) and include:

- ❖ Interpretation Book Clubs and Analyzing Theme
- ❖ Tackling Complexity and Moving Up Levels of Nonfiction
- ❖ Argument and Advocacy: Researching Debatable Issues
- ❖ Author Study (Univ. Pitt)
- ❖ Historical Fiction
- ❖ Poetry
- ❖ Fantasy Book Clubs

Writing

Writing units are anchored by Columbia Teachers College Writers Workshop and are aligned with NJSLS. Teachers monitor and address students' learning needs through individual conferences, small group strategy sessions, and benchmark assessments. Fifth grade units of study include:

- ❖ Narrative Craft
- ❖ Lens of History (Nonfiction Research and Writing)
- ❖ Research-based Arguments
- ❖ Literary and Comparative Essay
- ❖ Historical Fiction
- ❖ Memoir
- ❖ Fantasy

Mathematics

Math units are home grown, through years of collaboration with Rutgers Graduate School of Mathematics. In 2013, Hatikvah developed a partnership with Rutgers Graduate School of Mathematics and Dr. Carolyn Maher, Distinguished Professor; Director, Robert B. Davis Institute for Learning; Editor, The Journal of Mathematical Behavior. Dr. Maher committed to helping Hatikvah move its math program towards one with a conceptual focus in order to promote deep level thinking about math and application of key concepts.

In math, teachers administer a unit pretest of skills allowing them to identify what the students know prior to the lesson, determine which areas to target for each student and how much support each student requires. At the conclusion of the unit, the teacher administers a post-test to ensure all students have mastered key concepts, or if re-teaching is required. Additionally, in accordance with the NJSLS standards, teachers will focus greater efforts on helping students understand how problems can be solved multiple ways. Without building conceptual understanding, students risk greater challenges in the future as they engage in more complex coursework lacking foundational understanding of their computations. Savvas enVision workbooks are used as a supplemental resource.

Fifth grade math units of study include:

- ❖ Addition and Subtraction with Fractions
- ❖ Place Value and Addition and Subtraction with Decimals
- ❖ Multiplication and Division with Whole Numbers
- ❖ Multiplication and Division with Fractions
- ❖ Multiplication and Division with Decimals
- ❖ Order of Operations and Word Problems
- ❖ Algebra, Patterns, and Coordinate Graphs
- ❖ Measurement and Data Literacy
- ❖ Geometry

Science

Science is taught through an inquiry-based approach. Since 2012, Hatikvah has partnered with a Rutgers University Associate Professor of Graduate Education in Science to develop and refine Next Generation Science Standards units. Units are adapted from OpenSciEd. This instructional model uses a storyline-approach: a logical sequence of learning experiences that are guided by students' questions which are sparked by their interactions with phenomena. Science incorporates unit tests and performance tasks to monitor progress and predict outcomes on high-stakes assessments.

Fifth grade science units of study include:

- ❖ Where Does Our Clean Water Come From and Where Does It Go Once We Make It Dirty?
- ❖ Why Do Dead Things Disappear Over Time?
- ❖ Space Systems: Stars and the Solar System
- ❖ Earth Systems
- ❖ Mystery Substances: Physical and Chemical Processes

Social Studies

Our goal in this content area is to foster students who are globally-aware, civic-minded, and socially-responsible. Throughout all K-8 units, there is an emphasis on helping students learn to consider multiple perspectives, value diversity, and promote cultural understanding.

Social Studies units are teacher-created and aligned with NJSL. Fifth grade units of study include:

- ❖ Revolution and the New Nation
- ❖ Civil War and Reconstruction
- ❖ Discovering Justice

Modern Hebrew

Modern Hebrew is taught through "The Natural Approach" or "The Proficiency Based Approach" in our second language teaching. The curriculum is anchored in ACTFL (American Council on Teaching Foreign Language) standards and aligned with NJSL. The emphasis in fifth grade is spoken language and intercultural connection. Fifth grade students read more complex texts for meaning and purpose, and can do research on topics related to content. Writing focuses on meaningful and informative personal expression. Students are continuously assessed through formative embedded assessments and Summative tasks. In fifth grade students also take the AvantSTAMP proficiency assessments for reading, writing, speaking and listening. Units of study for Modern Hebrew Language in fifth grade focus on "Intermediate Low" level vocabulary and structures, which still center mostly on the student's immediate environment but can include added language from more service oriented and global contexts. Students will continue to recombine and create with language and their message will begin to take on more personal and original content. Students will use several verb tenses with ease.

Units of study may include:

- ❖ Let's Play! - Games We Love
- ❖ Healthy Lifestyles
- ❖ Going Green
- ❖ Changes and Wishes

Physical Education and the Arts

Second grade students take a "special" class everyday. Curricular units in each of the following disciplines were developed and revised with fidelity to the most current 2020 New Jersey Student Learning Standards:

Visual Art

Music

Drama

Health and Physical Education

- Health Topics: Safety, Nutrition, Body Systems, Puberty, and Reproduction

VIII. International Baccalaureate/Middle Years Programme Overview (6th-8th)

The International Baccalaureate (IB) Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop Approaches to Learning (ATL) skills, and deepen conceptual understanding through their engagement with global contexts. At Hatikvah, MYP is the academic program for grades 6 through 8. MYP classes are aligned to IB assessment criteria as well as the New Jersey Student Learning Standards. Approaches to Learning skills taught and practiced throughout courses in the MYP include:

- Communication through language
- Communication through interaction
- Collaboration
- Information Literacy
- Media Literacy
- Critical Thinking
- Creative Thinking
- Transfer
- Organization
- Affective Skills
- Reflection

Global Contexts that are explored throughout courses in the MYP include:

- Identity and Relationships
- Orientation in Time, Space, and Place
- Personal and Cultural Expression
- Globalization and Sustainability
- Scientific and Technical Innovation
- Fairness and Development

All IB courses promote the IB Learner Profile which may be referenced at the end of this catalog. For more information about the MYP, please visit the International Baccalaureate Organization's website (www.ibo.org)

The following descriptions depict the MYP courses in each of the eight required subject groups. Grade level courses are taught to the entire grade with the exception of Language Acquisition in Modern Hebrew and Mathematics courses which are both leveled according to students' needs. For Language Acquisition, the report card indicates the level: Phase 1, Phase 2... The mathematics distinction on the report card is either HL (higher level) or SL (standard level). Other subject group teachers are able to teach to the student's level differentiating within the same classroom.

IX. Science

Grade: 6

Students participate in hands-on investigations to create and analyze models of our natural world. Students investigate how the path of light travels to enable our sense of sight. Following the light/sight unit, atomic structure, molecular distribution and particle motion are explored. Transformation and conservation of energy are evaluated to determine why movement of objects begin and end. Finally, units on Weather, Climate and Human Impact focus on the local and global patterns of air masses and water on weather and climate. Students examine human use of natural resources and their environmental impact on weather and climate.

Grade: 7

Using an inquiry-based approach to discover and develop scientific evidence, students draw scientific conclusions and create models for the natural world. Students explore the properties and atomic structure of substances and use those changes in the substances to determine whether a chemical reaction has occurred. Students explore how structure influences function within living organisms both in human body systems and in cell function and organelles. This work leads into how chemical processes in living things such as photosynthesis and cellular respiration occur within cells to cycle matter and energy. Finally, students study heredity and natural selection exploring how traits are influenced by the environment and/or genetic mutations and passed along through generations and within populations enabling some organisms to thrive or and some to die out.

Grade: 8

Students use inquiry-based approaches and evidence to draw scientific conclusions and create models for the natural world. In a multidisciplinary unit with Individuals and Societies, students begin the year examining COVID-19 and how vaccines affect the human body. Students evaluate scientific text and create arguments using additional research to formulate an argument related to vaccination. Students explore the size, scale and structure of the universe and develop models to make predictions for natural phenomena seen from Earth such as eclipses, moon phases and seasons. Students investigate the physics of forces within the Universe and how forces are applied on Earth. Students design their own labs using collisions to test the relationship between force/energy and mass, speed and damage. Additionally, they develop models that make general predictions for how forces are applied. Students study the Earth's changes encompassing how many factors affect the Earth's surface. Causes such as plate tectonics, weathering and erosion, and how the past influences the future by using index fossils and analyzing the geologic time scale are each topics that are researched and studied. The year culminates with the study of ecological interactions among organisms, cycles and flow of matter and energy, and how environmental changes and human impact can affect populations of organisms.

X. Language and Literature

Grade: 6

The course combines critical reading and analysis of literature in all of its forms and includes writing for a variety of purposes with a strong emphasis on narrative, argumentative, and informative/explanatory writing. The course begins with an exploration and analysis of themes about identity in fiction and poetry. Students craft fictional narratives as part of a novel unit, while learning to use plot elements and narrative techniques to develop their stories. During two interdisciplinary units--one in the middle of the year and one at the end-- students combine research with narrative writing skills; they use accurate historical details to help them craft fictional stories in different genres. For the novel study, students are introduced to dystopian fiction. In this unit, students focus on characters' perspectives as well as how fiction can encourage readers to explore big questions about life. Students learn to express analytical ideas in argumentative writing. Throughout the year, students regularly engage in inquiry-based discussions that demand active participation, research, and reflection.

Grade 7:

In 7th grade Language and Literature, students read a wide variety of classic and contemporary short stories, poems, and nonfiction texts to broaden their understanding of genre conventions, literary traditions, and author's craft. Students gain familiarity with genre-specific literary terminology and elements of craft including imagery, diction and syntax, line break, end-stopped and enjambed line, characterization, structure, flash-forward and flashback, and dialogue. Students develop fluency in increasingly advanced rhetorical structures and tools of persuasion including ethos, logos, and pathos. Through the writing of their own source-based persuasive and analytical essays, students vet sources for credibility and begin to integrate secondary sources into their writing via MLA parenthetical citation and works cited.

Grade 8:

In 8th grade Language and Literature, students are introduced to classic works including the British Romantics, American Transcendentalists, and notable contemporary works, including poetry, memoir, and short stories. Students also read and analyze sophisticated nonfiction texts from diverse scholarly publications and periodicals with particular emphasis on discerning arguments, evaluating evidence, and identifying increasingly sophisticated rhetorical strategies as well as rhetorical fallacies. Students practice rigorous textual analysis of both fiction and nonfiction texts as models for their own analytical and creative work; students also gain competence in the integration of sources and MLA citation. In addition to honing their knowledge of the structural conventions of language, students continue their vocabulary acquisition through the study of Greek and Latin roots in order to develop a holistic understanding of the English language.

XI. Mathematics

Grade 6: Mathematics SL

In the sixth grade mathematics course, students are given the opportunity to create models of numbers, use manipulatives, and perform activities in which they simulate mathematical principles. Students perform computation related to addition, subtraction, multiplication and division of whole numbers, fractions and decimals. Ratios, proportions and percentages are used to solve simple and complex problems related to real world situations. Analysis of how different representations of numbers are related and can be used to express value, is a common theme throughout the year. Additional topics explored in this course include: graphing on a coordinate plane, simplifying expressions, solving simple equations, and applying formulas. Students are challenged to think critically, and extend their ability to reason, and analyze their process as well as their solution to various problems.

Grade 6: Mathematics HL

The 6th grade high level (accelerated) course is the first level of a two-level curriculum intended to curriculum-compact three levels of mathematics—6th grade, 7th grade, and 8th grade—in two years. By the end of the second year, students will have covered all of the 6th, 7th, and 8th grade New Jersey Learning Standards. In the first year (Advanced 1), students cover 6th grade topics and half of the 7th grade curriculum (Advanced 1). In the second year (Advanced 2), the 8th grade curriculum and the other half of the 7th grade curriculum is presented. In the high level 6th grade course, topics aligned with the NJLS for 6th grade include numerical and algebraic expressions, equations and inequalities, number theory and integers, fraction and decimal operations, ratios and rates, geometry topics including area, surface area, and volume, and data and statistics, including measures of center and data displays. Topics aligned with 7th grade NJLS extend the 6th grade topics of integers, expressions and equations, and rates, as well as presenting rational number, proportions, and percent topics. Students in this course learn how to reason symbolically and apply these concepts in a wide variety of problem-solving situations.

Grade 7: Mathematics SL

In the seventh grade Standard Level Mathematics course students gain a conceptual understanding of integer and rational number operations. This understanding is applied to analyzing proportional relationships in various contexts and representations such as tables, equations, and graphs. Students work with manipulatives to gain a deeper understanding of equations and inequalities, learning to solve them visually as well as algebraically. Students learn to understand geometric relationships and solve problems involving angles, surface area, and volume. Populations are analyzed and compared and probabilities of simple and compound events are explored during the Statistics and Probability unit through hands-on experiments and data collection.

Grade 7: Mathematics HL

The 7th grade high level (accelerated) course is the second level of a two-level curriculum intended to curriculum-compact three levels of mathematics—6th grade, 7th grade, and 8th grade—in two years. By the end of the second year, students will have covered all of the 6th, 7th, and 8th grade New Jersey Learning Standards. In the first year (Advanced 1), students cover 6th grade topics and half of the 7th grade curriculum. In the second year (Advanced 2), the 8th grade curriculum and the other half of the 7th grade curriculum is presented. Topics aligned with the NJLS for 7th grade include solving inequalities, geometric constructions of triangles and quadrilaterals, scale drawings, as well as area of polygons and circles and volume and surface area of prisms and pyramids. Topics aligned with 8th grade NJLS include writing, solving, and graphing linear equations and systems of linear equations, functions, transformations, real numbers, and the Pythagorean Theorem. Students in this course learn how to reason symbolically and apply these concepts in a wide variety of problem-solving situations.

Grade 8: Mathematics SL

This course designed for Grade 8 Mathematical Practice opens doors to abstract thought, reasoning and inquiry. In this course students write, solve and graph linear equations, including systems of two linear equations in two variables and lines of best fit. The course also introduces functions, real numbers including scientific notation and the geometric concepts of transformations, Pythagorean Theorem, volume, and surface area of three dimensional solids. These skills are applied in a wide variety of problem-solving situations.

Grade 8: Mathematics HL

This course involves learning how to reason symbolically. Students write, solve, and graph linear and quadratic equations, including systems of two linear equations in two unknowns, and absolute value functions. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations.

Algebra

This course designed for Grade 8 or 9 Mathematical Practice applies abstract thought, algebraic reasoning and inquiry to problem situations. In this course students are introduced to functions and throughout the year analyze, manipulate, and relate linear, quadratic and other polynomial, and exponential functions in various representations in context of story or situational problems: algebraic rule, graphical, tabular or chart. Students write, solve and graph linear equations, including systems of two linear equations in two variables and lines of best fit. The course also introduces the complete real number system, scientific notation, exponent and radical rules, which are introduced as a need when rebuilding and discovering the Pythagorean Theorem, and statistical analysis basics. These skills are applied in a wide variety of problem-solving situations.

Geometry

This course will formalize and extend students' geometric experiences from the previous grades by using more precise definitions and by developing careful proofs. This high school course is devoted primarily to plane Euclidean geometry, studied both synthetically and analytically.

Students will explore more complex geometric situations and deepen their explanations of geometric relationships through problem solving, inquiry and discovery helping them move toward formal mathematical arguments. The course guides students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to exercise problem-solving skills in authentic real life situations. The curriculum includes the following topics: parallel postulate, transformations, congruence, similarity, trigonometry, two- and three-dimensional figures and circles.

XII. Individuals and Societies (Social Studies)

Grade 6:

The Individuals and Societies 6th grade curriculum begins with an investigation of the meaning of history. Students learn map reading knowledge and debate the accuracy and biases in various maps. In the Early Humans unit, students make connections between where we came from, how we got to where we are today, and where we might be going. They study and research the Copper Age creating historically accurate, fictional narratives about Otzi the Iceman. Students embark on a study of justice through analyzing ancient civilizations. They debate the justice of Hammurabi's Code while studying ancient Mesopotamia, Ancient China through Confucianism, Daoism, and Legalism, and they examine primary sources to learn about Ancient Egypt's concept of justice. Another historically accurate, fictional narrative is written about life as an ancient Israelite after extensive guided, focused research of multiple sources. Finally, students analyze citizenship and philosophy in both Ancient Greece and Rome. Throughout the year, students regularly engage in inquiry-based discussions that demand both active participation and reflection.

Civics Standards: Justice Unit

Grade 7:

The Global Studies course is designed to facilitate the development of discipline-based literacy and analysis skills by exploring social studies content in an integrative manner, drawing upon content in the humanities, and sciences. By the end of this course students are able to critically examine the values that serve as a foundation for our shared humanity: culture, economics, and demographics. Students understand that any study of human beings is inherently biased and that our differences must be valued and recognized. This is accomplished by working individually and collaboratively to investigate the taxonomy of culture and current events, debate controversial issues and investigation of global crises. The teacher supports students throughout this process by utilizing targeted instructional strategies to enhance reading comprehension and argument-based writing.

Civics Standards: Taught in Government Unit and Population Unit

Grade 8:

The United States History I course is chronologically aligned to the time periods of European exploration and settlement of the Americas through the United States Civil War. In this course, students develop discipline-based literacy and analysis skills by exploring social studies content in an integrative manner, drawing upon content in the arts, humanities, and sciences. By the end of this course students are able to critically examine the values that serve as a foundation for our democratic form of government: justice, equality, and freedom of thought and speech in their study of the past and present. Students are taught to understand that any study of the past is a purposefully constructed narrative and that they must construct meaning on their own. This is accomplished by working individually and collaboratively to investigate the past and present, discuss and debate issues and interpretations. The teacher supports students throughout this process by utilizing targeted instructional strategies to enhance reading comprehension and argument-based writing.

Civics Standards: Taught in Founding Documents Unit and Social Challenges Unit

XIII. Language Acquisition

MYP Subject Area: Language Acquisition

The study of another language and culture enables individuals to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Communication in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. The students will be able to exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication. They acquire and value the language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The process of language acquisition is a developmental one, and as such, the MYP language acquisition program is structured in phases which are mapped on a continuum. These phases align to ACTFL levels that drive instruction. The use of the levels allows for students who have learned a second language in elementary school to continue learning a second language at their level of proficiency; and it allows for students joining our program with no prior experience in the second language to begin at the appropriate level.

Grades 6-7: Modern Hebrew Beginners

The Beginners Phase 1 class is the student's first exposure to Modern Hebrew Language. The students learn to speak using mostly memorized or formulaic language and are able to communicate in specific learned contexts limited to topics related to their immediate environment. Students are able to understand simple written, visual and audio texts from the target culture and are able to write simple correspondences to give and request information.

Units of study may include:

- ❖ My life at School
- ❖ Routines - How We Do What We Do
- ❖ Homes of All Kinds
- ❖ My Family and Families Around the World
- ❖ MYP Interdisciplinary Unit: What's Up Doc? Health Across Cultures

Grade 6: Modern Hebrew Phase 1 -2 Emergent

Students in the phase 1-2 class continue to develop basic communication skills in the areas of reading, writing, speaking and listening. Students begin to use basic vocabulary and grammar more accurately. Students begin to recombine simple phrases and formulas and to be creative with language they have learned in order to express more authentic and personal messages and to create personalized and specific requests for information within rehearsed contexts. Students begin to speak in a series of short sentences, to read texts containing a series of sentences and to understand culturally authentic short audio visual texts.

Units of study may include:

- ❖ Hiking the Trail
- ❖ Transitions Part 1- Going to Middle School
- ❖ The Girl of the Rainbow in the Cloud (Israeli novel study)
- ❖ Igor and the Crane's Journey- (Israeli film study)
- ❖ MYP Interdisciplinary Unit: What's Up Doc? Health Across Cultures

Grade 6: Modern Hebrew Phase 3-4

Phases 3-4 mark a shift in the level of creativity in student expression with a higher awareness of register. In the context of increasingly authentic and unrehearsed tasks students are able to speak and write using creative language 50% of the time in order to express personal meaning. Students begin to use tenses besides the present in speech and are able to read and comprehend longer and more complex texts with various verb tenses.

Units of study may include:

- ❖ Hiking the Trail
- ❖ Transitions Part 1- Going to Middle School
- ❖ The Girl of the Rainbow in the Cloud (Israeli novel study)

- ❖ Igor and the Crane's Journey- (Israeli film study)
- ❖ MYP Interdisciplinary Unit: What's Up Doc? Health Across Cultures

Grade 7: Modern Hebrew Phase 1 -2 Emergent

Students in the phase 1-2 class continue to develop basic communication skills in the areas of reading, writing, speaking and listening. Students begin to use basic vocabulary and grammar more accurately. Students begin to recombine simple phrases and formulas and to be creative with language they have learned in order to express more authentic and personal messages and to create personalized and specific requests for information within rehearsed contexts. Students begin to speak in a series of short sentences, to read texts containing a series of sentences and to understand culturally authentic short audio visual texts.

Units of study may include:

- ❖ Summer Vacation
- ❖ School Then and Now- The Evolution of Education
- ❖ School Around the World - Fairness and Equality
- ❖ Walls We Don't See - (Israeli Novel Study)
- ❖ MYP Interdisciplinary Unit: Art and Culture

Grade 7 Modern Hebrew Phase 3-4

Phases 3-4 mark a shift in the level of creativity in student expression with a higher awareness of register. In the context of increasingly authentic and unrehearsed tasks students are able to speak and write using creative language 50% of the time in order to express personal meaning. Students begin to use tenses besides the present in speech and are able to read and comprehend longer and more complex texts with various verb tenses.

Units of study may include:

- ❖ Summer Vacation
- ❖ School Then and Now- The Evolution of Education
- ❖ School Around the World - Fairness and Equality
- ❖ Walls We Don't See - (Israeli Novel Study)
- ❖ MYP Interdisciplinary Unit: Art and Culture

Grade 8 Non-MYP Subject Area Language Acquisition - Modern Hebrew all phases

In the eighth grade at Hatikvah we continue to deliver World Languages instruction through an approach known as the Proficiency Based Approach. The primary goal of the Proficiency Based Approach is to develop students who function as second language speakers, rather than have a great deal of knowledge about grammatical rules. Our instruction is planned carefully to mimic the natural process of language acquisition which occurs in a person's mother tongue. In a proficiency based classroom an observer will see a workshop type of model, with students pairing off into small groups to practice newly acquired structures. Grammar is de-emphasized and lessons are student-centered with the teacher allowing for students to output the language more often on their own. From the very first day, only the target language is used in class in the spirit of "total immersion". Instruction is implicit through these meaningful tasks and formal sequencing of grammatical concepts are kept to a minimum. Since this is a mixed level class, unlike the MYP phase specific classes in the sixth and seventh grades, newcomers and beginners are given access to the curriculum through differentiation which provide the basis for simple conversation in Hebrew and reinforce basic vocabulary for Novice learners.

Units of study may include:

- ❖ Making a Better World
- ❖ Heroes and Role Models
- ❖ Imagine

Grade 8: Spanish Phase 1

Students in the Spanish Language Acquisition course acquire Spanish language by following the requirements of the MYP program in a meaningful way. Through authentic tasks and activities students reflect on the process of learning a new language through inquiry. All activities are student centered and focus on the four language proficiency skills: speaking, writing, reading, and listening. This course incorporates units that include the four key concepts for Language Acquisition: communication, culture, connection, and creativity. Students practice their interpersonal and presentational speaking skills by covering a broad range of topics. These topics include but are not limited to: basic greetings, numbers, weather, geography, physical/personality traits, family, time, daily routine, and immediate atmosphere. During the second half of the course, students read a novel in Spanish adapted to their level. Toward the end of the course, students will be able to communicate in straightforward social situations and predictable topics and respond to simple questions. Students will be able to read short, simple texts independently and write a series of paragraphs using rehearsed language. Students can expect to reach at least a Novice-Mid level of proficiency.

Units of study may include:

- ❖ How do we learn
- ❖ Who am I?
- ❖ Daily Routines
- ❖ Home Sweet Home

XIV. Service-Learning

The Service-Learning course at Hatikvah International Academy Charter School is based on the International Baccalaureate Middle Years Program Community Project guidelines. The Community Project provides important opportunities for students to collaborate and pursue student-centered, age appropriate practical exploration through the cycle of inquiry, action and reflection.

Grade 6: Service Year 1-Self Exploration

The content of the 6th grade Service-Learning course focuses on interpersonal understanding (i.e., empathy, accountability) and developing of students' special interests. In this course, students explore their unique passions and develop cooperation skills by analyzing local issues in our community. By the end of this course students are able to serve as advocates for a cause they deem meaningful and powerful on a personal level. Students accomplish this goal through investigation to raise awareness as adolescent advocates based on their own personal projects. The teacher supports students throughout this process by guiding research, informing project plans and facilitating interdisciplinary opportunities.

Grade 7: Service Year 2-Local Communities

The content of the 7th grade Service-Learning course focuses on interpersonal understanding and developing of students' special interests. In this course, students find their unique passions and develop cooperation skills by exploring local issues in our community. By the end of this course students are able to examine real-world issues they deem meaningful, formulate steps for a solution, and carry out a plan for success. This is accomplished by working collaboratively to investigate and solve a local community issue throughout the school year. The goal of this Service-Learning course is for 7th grade student groups to reflect on their entire process with the Hatikvah community. This experience prepares 7th graders for 8th grade, when they must complete a Community Project for Service-Learning Project independently.

Grade 8: Service Year 3- Global Communities

The content of the 8th grade Service-Learning course focuses on encouraging and enabling students to participate in a sustained, self-directed inquiry within a global context. Students do this by engaging in a year long Community Project. The community project encourages students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. The goal of this Service-Learning course is for 8th grade students to demonstrate skills, attitudes, knowledge, and to take responsible action over an extended period of time. The students will present their Community Projects at the end of year Service Exhibition with parents, students and the community.

XV. Design

Grade 6:

In Sixth Grade Design students creatively solve independent and group challenges in order to learn how to effectively use and practice using the design cycle and document their process with journals. A four-step design process is used to guide students in their exploration. Students begin with *Inquiring and Analyzing* in which a problem is selected, data is collected to support a need for a solution to the problem and a design brief is constructed. Students then *Develop Ideas* through research or other design ideas, presenting a range of possible design solutions to their problem and then ultimately selecting a final idea. The process continues with *Creating the Solution*, where students plan, build, revise the plan and ultimately present their solution. The project(s) conclude with *Evaluating* where designs are tested, implemented, and reflected upon. Improvements are suggested and the impact on the target audience is discussed. 6th grade projects may include: Recycled Gift, Egg Drop and Game Design.

Grade 7:

The seventh grade design course focuses on the process of design to solve school-wide or community problems. A four-step design process is used to guide students in their exploration. Students begin with *Inquiring and Analyzing* in which a problem is selected, data is collected to support a need for a solution to the problem and a design brief is constructed. Students then *Develop Ideas* through research or other design ideas, presenting a range of possible design solutions to their problem and then ultimately selecting a final idea. The process continues with *Creating the Solution*, where students plan, build, revise the plan and ultimately present their solution. The project(s) conclude with *Evaluating* where designs are tested, implemented, and reflected upon. Improvements are suggested and the impact on the target audience is discussed. 7th grade projects may include: Video Game Design, Catapult, Improving a Toy, Building Bridges and Safe Structures

Grade 8:

The eighth grade design course focuses on the process of design to solve larger community or global problems. A four-step design process is used to guide students in their exploration. Students begin with *Inquiring and Analyzing* in which a problem is selected, data is collected to support a need for a solution to the problem and a design brief is constructed. Students then *Develop Ideas* through research or other design ideas, presenting a range of possible design solutions to their problem and then ultimately selecting a final idea. The process continues with *Creating the Solution*, where students plan, build, revise the plan and ultimately present their solution. The project(s) conclude with *Evaluating* where designs are tested, implemented, and reflected upon. Improvements are suggested and the impact on the target audience is discussed. 8th grade projects may include: Environmental Impact, Design a Bottle Insulator

XVI. Physical Education and Health

Grade 6:

The 6th Grade Physical Education and Health course provides each student with the opportunity to engage in a comprehensive program which includes reflecting and developing their skills in relation to physical fitness. Students engage in various physical activities, strategy games, and team sports. The students write reflections to improve their overall skills and communication through team sports. Students receive constructive feedback through class instruction in the skills and strategies related to each sport. The program promotes teamwork, cooperation and good sportsmanship with their peers. The 6th Grade Health course, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide instruction-based experiences, which will help them develop the appropriate life choices and have an impact on their overall health. Units covered include health and wellness, family and peer relationships, nutrition, drugs, sexuality, and pregnancy.

Grade 7:

The 7th Grade Physical Education and Health course provides each student with the opportunity to engage in a comprehensive program which includes reflecting and developing their skills in relation to physical fitness. Students engage in various physical activities, strategy games, and team sports. The students start to develop how to write a physical education lesson through instruction in team-based sports. The program promotes teamwork, cooperation and good sportsmanship with their peers. The 7th Grade Health course, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make positive life choices for their overall health. Units covered include total health and wellness, relationships, nutrition, drugs and sexually transmitted disease.

Grade 8:

The 8th Grade Physical Education and Health course provides each student with the opportunity to engage in a comprehensive program in which students will create a physical education-based curriculum by writing their materials, procedure, and diagrams during the lesson. In 8th Grade, it is more student-oriented by them becoming the teacher in the sports-based activities. The program promotes teamwork, cooperation and good sportsmanship with their peers. The 8th Grade Health course, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make appropriate life choices and have a positive impact on their health. Students utilize decision-making skills through creating small debate groups over health topics. Units covered include mental health and emotional wellness, drug fishbowl, nutrition fishbowl, first-aid, stress management, tolerance, gender orientation, dating relationships, contraception, and pregnancy.

XVII. Visual and Performing Arts

Grades 6-8: Visual Art

In middle school art, students begin an exploration of the elements and principles of design. Students create thoughtful 2D and 3D artwork, integrating concepts such as form, texture, value, line, composition, color. Through each unit, students learn about the historical relevance of the art form studied, explore multiple creative ideas for each project, and develop and refine their technical artistic abilities. Students reflect on their artistic choices through written and artistic responses. Art history and written assignments are requirements of this class.

Grade 6: Drama

In the Sixth Grade Drama class, students learn and develop the skills and techniques necessary for analyzing a monologue, writing an original monologue, and performing a monologue. They reflect on communication skills and choices in their everyday lives. They spend a unit developing small group skills, identifying setting, plot, and characters in a Greek Myth, and adapting it into a play. This unit is interdisciplinary, as the Sixth Grade Art class introduces the concept used for set design in the Ancient Greek theater. Students create these original backgrounds and use them in their final performances. Students have the added challenge of finding the lesson in the myth and applying it to an original myth with the same lesson to write and perform. Students use playwriting, performance, and teamwork skills to successfully complete the goals in this unit.

Grade 7: Drama

In the Seventh Grade Drama class, students began by reading and analyzing a scripted play, and performing selected scenes in groups. The next unit is based on the dystopian society in the play, and their knowledge of other utopian and dystopian societies. Students devise an original play about a similar society, they write, rehearse, and perform in small groups and as a full class. This is an interdisciplinary unit with the Visual Arts class, as the students work on create propaganda posters for their society, which they will use as background in their performance. Students reflect on their play and performance, as well as the play and performance of the other class after watching their performance.

Grade 8: Drama

In the Eighth Grade Drama class, students must work on composition. They begin by composing a play about the ordinary and extraordinary aspects of their lives, then continue with a unit to teach a lesson to the younger grades with the understanding that theater is not only for entertainment purposes, but can also resonate with the audience and change behavior and beliefs. Students write, rehearse, and perform these plays in small groups, reflecting on their own work and critiquing the work of their peers.

Music grades 6-8:

The MYP Music students, in grades 6 through 8, will be deepening their knowledge and understanding of music concepts through exploration and composition. The concepts consist of form, texture, timbre, tempo, notation of pitch and rhythm, meter signatures, dynamics, scales, music history, and music production. The students broaden their knowledge and understanding of music history through an in depth study of music from its very beginning to modern examples. Music production is explored through an application named BandLab, which enables students to record and edit their musical ideas into the computer. Students are given opportunities to compose their own music in a variety of formats. As students progress through the years, they will build on these skills as composers and musical historians.

Grade 6:

Sixth Grade Music will study the beginning of music history through the Classical era, as well as how to use the software systems NoteFlight and BandLab. This class is highly exploratory and helps students get a feel for composing and the software we will be using throughout their time here.

Grade 7:

Seventh Grade Music students develop their composition and keyboard skills through slightly more rigorous projects and requirements that enable students to tap into their creative potential. They will learn about and listen to examples of music between the Classical era all the way up to modern music. Going through both of these learning processes enables students to be even more creative with their projects and ideas.

Grade 8:

Eighth Grade Music students will continue to develop their skills in both NoteFlight and BandLab. Students will be expected to compose at a highly proficient level by this point and will be able to reference musical ideas from composers in the past to aid their creativity and understanding of music. The 8th grade students will also learn about music from around the world and from different cultures.

XVIII. Reflections

Grades 6 and 7 only:

One of the guiding principles of IB's Middle Years Programme is for students to build awareness in managing their own learning.

When students move into the MYP beginning in sixth grade, they are presented with a curriculum framework comprising eight subject groups: Language Acquisition, Language and Literature, Mathematics, Sciences, Individuals and Societies, Arts, Physical and Health Education, and Design. Their schedules consist of both daily and weekly classes which requires them to develop self-management skills and other approaches to learning to ensure their ability to stay on top of their many academic responsibilities.

To support our students with developing these critical, lifelong skills, Hatikvah has developed a new course called "Reflections". Each student in sixth and seventh grade will take this class once per week.

Objectives:

Students will be able to...

- Develop essential executive functioning skills such as focus, task initiation, planning/prioritization, organization, time management, and defining and achieving goals.
- Develop and apply social, thinking, research, communication and self management skills to help them learn how to learn.
- Further enhance technological capabilities in regard to schoolwork, such as managing and organizing email, how to use Google Classroom as a digital "Agenda" to keep track of assignments, and how to respond to teacher feedback in order to improve work and bolster understanding.