



Seattle Jewish Community School

*Challenging each **Mind** and **Inspiring** each **Heart***

**5th Grade/Yonim
Curriculum Overview
2011-12/5772**

Teachers

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Art: Bibiana Powell

Library/Science/Tech: Brooke Einstein

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In fifth grade, we are striving to develop responsible, self-directed students with a passion for learning and values that will sustain them as they grow. The curriculum is stimulating and multi-faceted, and our classroom experience encourages exploration, insight, and cooperation, as well as mastery of core skills and knowledge. Opportunities for school leadership and service are an integral part of our fifth-grade experience.

Mathematics

Mathematics continues to be a core subject in fifth grade. Our program is designed to cover a full range of fifth-through-sixth grade mathematics in class, with differentiated enrichment or support to meet the needs of individual students. For all students, math instruction aims to build enthusiasm and confidence. The curriculum emphasizes conceptual, problem-solving, and computational skills, as well as effective communication about mathematical topics.

This year, we are enthusiastically launching our newly selected school-wide mathematics curriculum: Everyday Mathematics. The Everyday Mathematics program sets high standards, offers innovative and engaging instructional activities, and seeks to help students “appreciate the beauty and usefulness of mathematics” in their daily activities. Detailed information about the program is available in a supplementary handout, and will be forthcoming throughout the year as well. For fifth-grade students with a passion for mathematical problem-solving, we will also continue to offer Math Olympiad as an enrichment activity.

Language Arts and Technology

The fifth-grade language arts curriculum draws upon and extends essential literacy skills, including reading, writing, grammar, vocabulary and spelling, while developing analytical skills through the study of literature, history, science, and current events. Students read and respond to books of their own choosing as well as assigned reading from a variety of genres. Works of historical fiction that enrich our social studies curriculum form the core of our class reading, and selections from a variety of non-fiction sources are also assigned regularly. Presentations, brief reports, and at least one longer research project are required. Internet access and research skills are an integral part of the curriculum.

Fifth grade offers many opportunities to work on writing skills, as students continue to write often and for a wide variety of purposes during the year. Students are expected to continue to take their written work through a multi-step process from inception to revision, proofreading, and final presentation. In addition, greater awareness of writing as a craft is emphasized through the use of the “6 +1 traits of writing” model, which directs attention to these key facets of good writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Fifth-graders complete weekly assignments in the *Wordly Wise 3000* vocabulary development program, the grade-level SRA spelling workbook, and supplementary grammar materials.

Fifth-graders learn and/or strengthen their typing skills by using the “Alphasmart” keyboards. Most written work, and all final copy, is expected to be in cursive or typed. Major writing assignments are expected to be word-processed, which greatly facilitates revision and editing of the initial drafts.

Fifth-grade students often use computers in the classroom for research purposes, publishing, and special projects. Students will also need access to a computer with internet capability for homework. If home computer use presents any difficulty for your family, please let me know as soon as possible so that we can work out some good alternatives.

Social Studies

Students learn about the history of North America, global exploration, and the founding of our nation in fifth grade. We use the acclaimed "*History of US*" textbook series, beginning with *The First Americans*, in addition to historical fiction, field experiences, drama, and student research to enrich our understanding of historical events and contemporary issues. The development of reading, communication, and thinking skills is emphasized over the acquisition of factual content *per se*. In fifth grade, we also use the grade-level *Daily Geography* program to broaden knowledge of U.S. and world geography. Fifth-graders expand their understanding of maps and mapmaking; they also learn about their own family's geographical history. Our readings and discussions include current events, and students are encouraged to use of maps and cultivate geographical awareness and understanding when they travel.

Science

"Hands on, minds on" science activities promote an understanding of scientific process through observation, hypothesizing, and experimentation. The focus of our laboratory science program in the fall is "Circuits and Pathways," a full unit of exploration on electricity. In the winter term, the science program includes a week-long environmental learning experience at IslandWood outdoor school on Bainbridge Island. Upon returning from IslandWood, students design and conduct an independent investigation and present their work at the annual school Science Fair. After the Science Fair, the students will be back in the lab studying "Land and Water". We are delighted to have haMorah Brooke Einstein as Science Specialist.

What is Inquiry Based Science?

Research has shown that the best way for children to learn important science concepts is to actively construct ideas through their own investigations. In the science lab, this means making observations, asking questions, testing ideas, recording results, comparing data, building concepts and explanations.

Core Inquiry Based Science Concepts for All Students:

Students explore core scientific concepts in the science lab. All students work on being keen observers. This means that they use their senses to observe what they are learning. They look – noticing changes, colors, shapes, and behaviors. They touch – observing the temperature and feeling for texture and consistency. They smell – noticing differences between the materials and noting if there is an odor. They listen – noting how the sound relates to the materials. Then, they use their words to describe what they are observing by writing in their science journals and having discussions with other scientists. Students have been learning how important it is for scientists to record data and their observations in organized ways, using tables, anecdotes and illustrations. They make predictions based on prior knowledge and then compare the results to their predictions. Students learn that scientists use models in order to observe something that cannot be easily seen. In the lab lessons, they learn how to conduct fair tests. This means knowing which variables remain the same (controlled) and which variables are changed (manipulated).

Science Lab Units: Circuits and Pathways

In the 5th Grade *Circuits and Pathways* unit, students investigate the electric devices that play important roles in their daily lives at home, school, and in their neighborhoods. Most children know electricity makes things work; however, they have little and varied understanding of what electricity is and how *it* works. In this module, students develop a basis for understanding electricity by exploring its properties in simple circuits.

Students are given the opportunity to explore some phenomena of electricity using batteries, wire, bulbs, and motors. The students are encouraged to think of observable phenomena, such as the glow of a light filament as evidence of something occurring within circuit systems. Students learn about the essential elements of a circuit including critical contact points of each part of a circuit, conductors and nonconductors, energy receivers, and energy source.

Students learn about what is in a battery and how it works, by reading about the Volta battery and making one themselves. Through this investigation the students are given a concrete experience with chemical energy and how it is transformed into electrical energy. Students observe that there are other forms of energy present in a closed circuit system: electrical, light, and heat energy. Depending on what is in these circuit systems, they discover there can be a variety of outputs: sound energy, heat energy, and energy of motion.

As the students investigate further with circuits they learn about series and parallel circuits and how to identify them based on their properties. Students learn about switches and fuses and how, as components of circuits, each has a specific function. The concept of electrical resistance is introduced and students learn about its effect on the brightness of bulbs and heat of wires. Through several investigations, students learn about the effect gauge, material, and length has on resistance in a circuit.

In addition to learning about electrical circuits, students learn about the behavior of light. They investigate how light travels and how it is reflected off some surfaces and bounces off others.

Land and Water

In this unit, students investigate the interactions between land and water. Using a stream table as their model, students observe how runoff causes stream formation; how groundwater forms; how soil is eroded, transported, and deposited; and how water shapes land. Students use inquiry investigations to discover the effects of human interaction with land and water such as pollution, dams, landscapes, etc. They connect the models to real-world examples and apply the concepts they have learned to photographs of land and water on earth. Through these applications, students are encouraged to observe land and water each day and search for evidence of interactions between land and water in the world around them.

Homework Policy - General Studies

In general, fifth-grade students can expect to spend approximately **30 - 40 minutes nightly** on their General Studies homework, or about 2 and a half hours weekly. Homework assignments range from highly-structured spelling and vocabulary exercises to large and small projects that afford ample opportunity for creative initiative and elaboration. At times, work that was not finished during class time will also be sent home for completion. In the past, exceptionally efficient or motivated students have been able to complete a portion of their homework assignments in school, thereby reducing their after-school obligations. In general, however, research projects and long-term projects require sustained effort and substantial time outside of class for completion/quality. **If you become concerned about the amount of time that your child is spending on homework - whether too much or too little - please let me know.** Homework assignments are never intended to be a cause for panic, so if your child is confused or feeling overwhelmed by an assignment, please have them to talk with me before proceeding.

All students in Yonim are also expected to spend at least **30 minutes every day reading**. This reading may include self-selected, recreational reading, or specific assignments, when these are given.

Homework assignments are typically given at the beginning of each week. In keeping with our expectations for greater independence, fifth-graders keep their own assignment calendars, record homework assignments and track due dates. We use the same assignment book that was used in fourth grade, so the system is familiar to them. Your involvement is still very much needed, however. **Please check your child's assignment book at the beginning and end of each week, and encourage your child to discuss their assignments and calendar with you regularly.** In general, some homework assignments are extremely predictable, and will routinely re-occur weekly, e.g., spelling and *Wordly Wise* lessons. (Some students even choose to "work ahead" on these assignments.) Other assignments, such as unfinished work or a spontaneous inquiry, may pop-up overnight. Major projects will always be accompanied by an overview and detailed assignment sheet with an outline of steps and expectations, so that you can support your child's planning and progress as needed. (If you have questions and your child has misplaced or somehow missed out on getting an overview sheet, just ask them to bring one to you.) Again, you are always welcome to check with me if you need more information, or have any concerns whatsoever. It's also nice to hear when things are going well, so please don't hesitate to share good news when there is some!

4th and 5th Grade Blended TaL AM Hebrew and Jewish Studies

Hebrew

"The Everyday Life Track" in Hebrew acquaints the children with the students of the Virtual Class, which serves as a model for their own class. It also deals with their everyday lives, including *Shabbat*, in the classroom, at home, and outdoors as Jewish children, and develops the learning skills common to all the other content tracks.

This unit concentrates on four main themes: (1) The Memory Box, which helps students recollect what they learned in the past, and retain new knowledge acquired throughout the school year; (2) The rules for successful learning; (3) The concept of Multiple Intelligences, which enable us to think, learn, and perform other activities successfully. This includes activating the following intelligences in differentiated learning: spatial, interpersonal, intrapersonal, kinesthetic, musical, linguistic, logical, and naturalist; (4) The children are introduced to Ronen, a new student, and experience through him the process of integration and the significance of friendship and acceptance.

Chagei Tishrei - The Holidays in the Fall

The students learn the history and rituals related to *Rosh HaShanah*, as well as the means by which to prepare for the holiday. The students then expand their knowledge of the connection between the preparations for Yom Kippur during the ten days from *Rosh HaShanah* to *Yom Kippur* and *Yom Kippur* itself and its prayers. The students learn the meaning of the blessings said to the family and friends during each holiday, and deepen their understanding of the holiday of *Sukkot*, with an emphasis on the link between the Four Species and Israel.

Chanukah

The unit opens with a song and the Memory Box, reminding students of all they have previously learned about the holiday. The guided reader utilizes divergent thinking to review knowledge the students have acquired about *Chanukah*, its symbols and customs, which serves as the foundation for learning new content. "How we light the Chanukah lights" presents the candle lighting custom according to our two main traditions, while 2 of the students in the virtual class instill the holiday customs in an experiential way.

Tu B'Shvat

The students study the various cycles existing in the world through the senses, with a special emphasis on the cycle of growth. Through the blessings and customs linked to each cycle, the students gain an understanding of how Judaism instructs us to treat the environment. They also learn how the date of the festival was set through the study of the discussion among our holy Sages. The unit expands the study of the blessings applying to various plants, and teaches the children how to categorize these plants in different ways.

Purim

The unit opens with the memory activation, by means of the Memory Box. The story of the *Megila*, the Book of Esther, is studied through the medium of a play, employing various modes of (speaking, reading, and writing; emotion, thinking, etc.) The play focuses on central events as they appear in the language of the play and the language of the *Megila*, encouraging the students to trace the reasons for these events using divergent thinking. The students expand their study of the *mitzvot* and customs of *Purim* while examining the special significance of each mitzvah and custom to the Jewish people. In conclusion, the students write about their *Purim* activities in the classroom, at home, and in the synagogue.

Pesach

The students expand their knowledge of the Exodus from Egypt and of the holiday's rituals and customs. The *Haggadah* is studied through the concepts of slavery and freedom, focusing on the transition from bondage to freedom undergone by the Children of Israel. Following the mitzvah to remember the Exodus from Egypt each and every day and throughout the ages, the unit encourages the children to reflect on what they already know and remember about the Exodus, and to appreciate the freedom they enjoy today.

Shavuot

The students deepen the knowledge they have acquired about the counting of the *Omer* by examining Biblical text, understanding the feelings associated with the wait time required for crops to grow and for the receiving of the *Torah*, and becoming familiar with the historical events which have taken place during the counting of the *Omer*. The students also learn how to fulfill the mitzvah of the counting of the *Omer*. The study of *Shavuot* focuses on the Ten Commandments given at Mt. Sinai, examined as tenets for the administration of a just and civilized society, and through their practical implications on the students' lives.

Israel and Jerusalem

The children's memory is activated through key items retrieved from the Memory Box. The children "hike" through Israel while reading the guided book "How fun it is to hike in Israel", studying unique and interesting things about various places around the country throughout history and today, and preparing a final project about a location of their choice. Special emphasis is given to the Declaration of Independence and to the statutes therein, enabling the successful construction of a state. These are linked to the rules for successful learning, studied in the first half of the year.

***Parshat HaShavua* -Weekly Torah portion**

Each Torah portion discusses a symbol presented as a riddle. Through the study of the *parsha* the students discover the link between this symbol and the *parsha*. Each *parsha* includes: a series of pictures reminding the students of its content of and illustrating its key words; a game focusing on key words and a central message; the preparation of a Torah talk using the symbol-riddle, placed for safekeeping in their Memory Box.

Torah with TaL AM

Tal AM is a discipline-based curriculum that develops the learning skills and values pertinent to each discipline, and also aligns the thinking, learning and language skills of all tracks, thus reinforcing and accelerating learning. The methodology of the Torah track is in many ways revolutionary: it is aligned with each of the other curriculum tracks, and facilitates learning through multiple intelligences and differentiated instruction in a constructivist process, **thus enabling every child to learn, enjoy and love Torah as a living and dynamic text, finding the meaning and relevance of the Torah in their own lives.** Our goal is to provide students with an understanding of the unique style of scripture, and develop the skills which will enable them to become independent and avid learners of Torah. It is in this track that the students meet the voice of God, learn about our ancestors, and the formation of Israel as a nation; experience our strong affinity to the land of Israel; and learn about the Jewish way of life – our mitzvot, values and traditions in the original Hebrew text.

Spiraling Torah Skills:

The methodology we use to teach Torah doesn't differ from grade to grade; rather, it develops and deepens. It is our aim to teach Genesis in Grades 2-3. At this primary stage of learning, we divide each chapter into smaller units based on a logical and literary understanding of the text. Once the main idea of the text is taught through audio and visual aids, using Hebrew familiar to the students from the Everyday Life and Holidays track they are better prepared to engage with the text and deepen their learning verse by verse, word by word. They gradually acquire the basic grammatical structures of Biblical Hebrew within the context of the narrative.

It is important to emphasize that we do not use the Torah to teach Hebrew vocabulary or grammar; rather, we teach the vocabulary and language skills necessary to learn Torah.

Initially, the children's analysis of the text is based on the principle of a key word - a repeated noun, name of a character, or particular verb. They learn that the key words they highlight and complete in the verses in their workbooks essentially reveal the main idea and message of the text.

In Grades 4 and 5 we teach Exodus and the children continue to construct and strengthen their *Torah* learning skills, and develop their meta-cognition of the literary devices used to understand the text through the way in which the Torah is learned. These are the learning skills used by our Sages and the Biblical scholars to unravel the crux of the text.

Exegesis in the Torah Track:

In Grade 2 we set the stage for children to ask questions like the actual commentators and think like them. The Virtual Class models questioning and thinking of different possible answers based on what is learned in the class, or personal feelings and experiences. This instills the habit of exploring more than one possible answer and developing different ways of thinking, coinciding with our Sages' precept that the Torah can be understood in seventy different ways. It also prepares students to embrace the fact that different scholars gave different answers, even blatantly contradictory ideas. The learning experience is further enriched by library books inspired by stories and interpretations taught by our classical sages. These ideas are presented as independent from the actual text in order to create a clear distinction between the Written tradition, the Bible, and the oral tradition taught by our sages.

The Grade 3 Torah incorporates select age-appropriate interpretations written by Rashi - the commentator most commonly studied with the weekly Torah portion throughout generations.

In Grades 4 and 5, students encounter the rich world of commentaries as an integral part of the learning process in such a way that the distinction between the literal meaning and the symbolic meaning still remains clear. The children also learn to locate different periods of commentators on the timeline, and are provided with a short biography of each one, and a map which shows where the rich world of exegesis developed. As we have learned from teachers, parents, and feedback received from the students themselves, the children enjoy these commentaries, and are excited to learn different ideas. They are encouraged to formulate and contribute their own ideas, thus making them part of the ongoing legacy of learning Torah.

***T'fillot* (prayers) and Holidays**

In 4th and 5th grades at SJCS your children will be expected to be leaders for the school at holiday events and for *t'fillot*. Specific goals include:

1. Fluency in leading *t'fillot*.
2. Understanding of the basic structure and meaning of *t'fillot*
3. Knowledge of and ability to use appropriate blessings for various holidays and life moments
4. Knowledge of basic historical events that are tied to each holiday

5. Knowledge of basic traditions and laws that are tied to each holiday
6. Knowledge of the order of/seasons for each holiday

Homework-Judaics and Hebrew

1. Ivrit and Torah - Hebrew and Torah - On an average, your child will have a maximum of 10 minutes of homework (Sunday - Thursday evenings) to be completed in either his/her *Ivrit* or *Torah* workbook. A basic principle of the Tal AM program is that for your child to succeed in acquiring *Ivrit* as a heritage communicative language it is imperative that there be a bridge between that which is learned in the classroom and home. For this reason the homework may be done in partnership with a classmate via telephone or in person. The homework will not require your child to research new material but rather, it will reinforce and review that which has been acquired in the classroom. We cannot over emphasize how essential it is that your child complete this assignment for successful language acquisition to occur, and for fun learning experiences in school.

2. Pasuk HaShavua - Weekly Torah Verse: Every week your child will be given the opportunity to learn a famous pasuk from that week's Torah portion. Your child will have time in school to begin completing the *Pasuk HaShavua* worksheet. It is expected that by each Friday, the worksheet will be completed as per the directions. This includes your child reciting the verse to you, translating it and describing briefly what the *pasuk* is about. There is a dedicated space for you to sign off on having heard this.

3. Essays: Every week the students will be asked to write a short essay (in English) responding to the *Pasuk HaShavua*. Instructions for the essay are in the inside cover of your child's essay book. The essay is due each Friday.

- a. **Please read these instructions together with your children** to make sure that both you and they are aware of the expectations.
- b. **Parents are encouraged to discuss the weekly essay question with their children.** Children may use ideas learned from parents, if they give the parents credit.
- c. **Please read your child's essay before it is handed in.** Parents should read the essay AFTER the student has proofread, so the parent knows that this is the child's best work. When able, parents are encouraged to help their children learn to become better writers. Things to look for when helping your child edit: Did your child answer the question being asked? Did he or she follow all the instructions in the front of the notebook? Is the grammar correct? Contact your child's Judaic studies teacher if you have questions about how to help your child edit.

4. Homework Schedule: In general, the *Pasuk HaShavua* worksheet and essay assignment are distributed on Monday and they are to be returned no later than 8:30 AM Friday morning in a the Judaic studies homework box in the *Beit Midrash*.

5. Homework Passes: If a child hands in homework that is

- a. completely done (Mistakes are OK, but not doing it is not OK.)
- b. handed in on time
- c. has the essay done according to the instructions

THEN, the child will receive an "H" on his or her homework. After receiving 3 "H" designations, the child will receive a homework pass, which may be used at your child's discretion in lieu of one essay. The child may use the homework pass at any time that he or she wishes.

6. Other comments:

- a. **If your child doesn't know how to do the homework**, please encourage him or her to talk with his/her Judaic studies teacher early in the week with questions. The child may call a friend for help.
- b. **The homework is expected to take about an hour and a half per week.** If your child is working hard and it is taking him or her much more time than that, please advise his/her Judaic studies teacher.
- c. **Don't allow homework to become a battleground at home.** Please let your child's Judaic studies

teacher know if homework is becoming a major stress in your family life. This is not the intent.

d. Please save this letter so that you can refer to it later, if needed.

If you have a concern or question, always email or call your child's Judaic studies teacher. Don't wait!

HaMorah Yiscah, 206-427-9096 (Please don't call on Shabbat or holidays.)

e-mail: HYPERLINK "mailto:ysmith@sjcs.net" ysmith@sjcs.net

Music

Listening and Appreciation

- reviewing major instrumental groups and instruments
- increasing repertoire of exposure to classical composers and their work
- revisiting qualities of music, concepts and students' response to music

Creative Expression and Movement

- increasing repertoire of folk dances
- extending improvisation in response to patterns w/ hand percussion and marimba

Music Concepts

- applying understanding of basic concepts to repertoire
- revisiting notation of rhythms in traditional notation
- working with note value

Instrumental Production

- applying notation to hand percussion and marimba
- introducing note recognition on music staff
- introducing recorder

Singing

- increasing repertoire of songs
- working with skills to read and follow music
- providing opportunities to sing in harmony
- providing opportunities to perform in a variety of groupings
(large ensembles, small ensembles, solo, duo)

Library

All of the units in the library curriculum are guided by three main goals: 1) to instill a love of books and reading, 2) to teach library and research skills, and, 3) to use various forms of literature as a vehicle to explore important personal and social issues such as respect for diversity and social responsibility.

Letters about Literature: LAL is a national reading and writing competition, promoted by the Library of Congress which challenges students to write an author and describe how his or her book affected them. Rather than writing letters that summarize the book or compliment the author, students write letters that are more conversational about their personal thoughts and feelings. A series of lessons loosely follow this schedule:

1: Focus: Introduce readers to the concept that books can change lives. For example, to begin focusing on the feelings of reading, students recall early books that were read to them before they could read themselves. This is usually a very warm and lively discussion. Then they compare these memories with the experiences of reading to younger children or reading on their own.

2: Inquiry: Provide activities that help readers explore the unique relationship between themselves, an author and a book.

3: Application: Provide writing tips to help readers shape their letters. For example, students are encouraged to find their own, true voice.

4: Assessment: Edit and rewrite letters.

While students are reminded that many will enter (66,000 students in 2011) and few will win, we can also tell students that in several times an SJCS student has won the state portion of the national competition

Poetry: We learn about poetry while also exploring some personal topics that apply to the issues of a particular class or apply to fifth graders in general.

Fairytales: In this unit, we use the fun genre of fairytales to learn about critical evaluation and how to identify subtext and point of view. Students are asked to find the universal themes in fairytales that are personally true for them, as well as to find elements that do not coincide with their own world views or current reality. We also look at how authors can use this powerful genre to communicate their particular cultural or societal message. Finally, we look at how the same story can be told in different ways.

Art

The over-arching goal of the SJCS art program is to provide a broad, multi-media art experience towards developing an understanding of the arts as a universal form of cultural and personal expression. The program offers an introduction to masters of American/European art history as well as non-Western masters, keeping in mind cultural and historical contexts. Students are shown the intrinsic connection between art and the disciplines of math and science especially, and also of literature, and taught that creativity is not the provenance of the arts alone. As an Elementary school topic, the emphasis is to provide a breadth of experience in the art program.

The media used in the SJCS art program are based on the National Arts Standards, and include: drawing, painting, collage, printmaking, ceramics and sculpture. Each grade works on projects designed to build skills, but mostly to provide experiences that create an understanding of process. The creation of art comes from individuals in cultural settings, such as the collages Romare Beardon created in New York City in the Harlem Jazz scene. It comes from needing to solve "problems", such as how to create a clay coil bowl. It requires planning, focused work and completion, in limited time. Each year we discuss the Elements of Art, on levels appropriate to age.

In Fifth Grade, students have an introduction to "studio art" with charcoal and drawing boards, focusing on the human form and the still-life. We will take a museum field trip with the fourth grade, and have a pre-visit lesson directly related to the exhibit. Fifth graders still finger paint, but now they are creating landscapes with secondary colors only. They will have experience with acrylic on board, a permanent media. They will also create abstract expressionist backgrounds for self-portraits in the style of Marc Rothko. Collage requires them to create abstract pieces with focal points, again as we discuss the Principles of Design. Printmaking will be experimenting with different ways to create printing plates. In ceramics, students will create animals using coil construction and hand-molding techniques, and experimenting with glazes. As the last major art project, students create large animals from recyclable materials and will cover them in a unique method related to paper maché.

Physical Education

Statement of Purpose

The Seattle Jewish Community School recognizes the need for Physical Education and provides opportunities for students to learn, grow and develop in the areas of movement skills, fitness (energy) education, and teamwork. Paramount to its physical education environment is good sportsmanship through *dereh eretz*, mutual respect, positive language and proper behavior among students. SJCS provides a safe learning environment and uses a diverse array sports games, tumbling exercises, dance, fitness and other related activities to provide a well-rounded physical education curriculum.

Curriculum

The year begins with the school favorite dodge ball and a variety of tag games as students gleefully practice dodging and fleeing, throwing and catching. We switch to basketball in October and the task of learning the proper techniques of dribbling, passing, and shooting. Three-on-three games are played with timed music controlling team rotation rather than score. Students are challenge to integrate skills learned along with the challenge of teamwork, strategy, and sportsmanship. November brings our soccer unit, and our first fitness installment. Students compete against themselves along an obstacle course made of various calisthenics and other exercises that comprise the SJCS Fitness Challenge.

Students learn how to maintain a volley by serving, setting and hitting the ball over the net during December's volleyball unit. January another fitness installment as well as kickball as students enjoy the game while further developing their kicking, throwing, catching, and base running skills. Instruction is given during the month of February on how to properly throw and catch a football, run effective pass routes or pattern to receive the football. The game "capture the football" is also integrated into these units as students learn to use strategy to capture the other teams football without getting their own flag snatched.

March brings with it the sound of the "crack of the bat". Students further develop hand/eye coordination, how to field a rolling or flying ball, maintain awareness as they run the base paths alone or with a teammates while playing "coach pitch" baseball. In April, students learn to dance, dance, dance! Each year different cultural dances such as Russian, Brazilian, South American, and even African American cultural dances have been taught. During the months of May and June a review of different skills/games/activities taught during each prior month will be conducted each week as well as the finals of the SJCS Fitness Challenge.

Occasionally, we will bring in outside instructors such as Gymnastics, Hula Hoop (Hoop to the Beat), and Circus Arts Games (SANCA) to further augment out curriculum.

SJCS PE Dress for Success Policy

SJCS welcomes students to its Physical Education Curriculum of exercises and activities. In order for your child to optimize their learning experience and to reduce the embarrassment factor, we request that you pay close attention to your child's PE day(s) and make sure they are dressed appropriately each day.

Each child should wear a pair of athletic shoes. No heels, sandals, crocs, uggs, boots, etc.

Girl appropriate dress would include shorts, skorts, yoga pants, sweats. No dresses or skirts please! It is preferred that boys wear shorts or sweat pants.

Thank you for your understanding, and detailed attention to this matter. We look forward to having another great year of PE at SJCS