



CURRICULUM GUIDE
2023-24



LOWER SCHOOL

Pre/Kindergarten

Our goal in PreK/Kindergarten is to create a warm and nurturing introduction to school. We want to create meaning and memories all the while leaving time for both academics and free exploration. Young children are like sponges and soak up information quickly. The tricky part is that they also have short attention spans so that the lessons need to be well constructed and meaningful.

The kindergarten curriculum starts with either a Jewish holiday, a Torah portion or a secular holiday, and within that framework is woven in/integrated math, social studies, science, language arts, Jewish studies, drama.

Overview:

Social Emotional Learning

For SEL we use *Responsive Classroom*. *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Buddy Program

Pre/Kindergarten's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they are mentored by older students in 4th and 5th grades. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts

Our literacy curriculum encompasses many different aspects and below are several of the learning targets:

- Listening and speaking
- Language conventions
- Journal drawing and writing
- Print awareness
- Morning messages
- Rhyming
- Poetry and chants
- Read-alouds
- Mystery Messages
- Phonics/sight words
- Library sharing
- Reader's Workshop
- Phonemic Awareness
- Show & Share
- Writer's Workshop
- Guided reading

History, Social Studies, and Geography: Every effort is made to integrate Hebrew and Jewish studies into these thematic units where appropriate.

- Presidents & American symbols
- History of the American flag
- Patriotic songs and holidays (Thanksgiving, Veterans' Day, Memorial Day)
- Overview of the seven continents
- Native American people- past and present
- American geography
- History of the Jewish people
- Study of families or neighborhoods and their diversities
- Identifying contributions of famous people such as Helen Keller, George Washington, Abraham Lincoln, Martin Luther King Jr.
- Voting - Creating opportunities to make group decisions i.e. classroom rules as well as voting to select recipients from our Tsedakah collection.

Science/STEM

- Seasons and weather
- The Human Body
- Plants and animals
- Taking care of the earth

Math

Math is a part of everyday life in pre/kindergarten, and is woven into the curriculum through games, centers and using concrete objects. Many pre/kindergarten classroom student jobs involve math such as counting the days of school and creating number sentences using a 10 frame chart.

Math units include:

- Basic shapes
- Patterns
- Tally marks
- Graphing
- Estimating
- Classifying
- Sorting
- Number recognition
- Number formation
- Basic addition
- Basic subtraction
- Writing the long and short dates
- Identification of coins
- Telling time on the hour and half hour
- Counting by ones, twos, fives and tens to 100

Hebrew Language

- Hebrew language is woven into all aspects of the curriculum through:
- Songs
- Israeli dancing
- Prayers
- Games
- Bible stories
- Holidays
- Hebrew letters
- Block writing
- Counting in Hebrew
- Students become familiar with Hebrew words for body parts, colors, weather terms and simple directions

Jewish Studies

Jewish studies encompass exposure to all the Jewish holidays. The holidays help shape the year's learning. Students develop a love for Israel and Torah through the weekly Torah stories and taking out a real Torah during the week and learning many prayers/songs.

Lessons in Jewish studies are taught through:

- Stories
- Songs
- Flannel board stories
- Drama
- Cooking
- Puppet shows
- Art projects
- Dancing

Mitzvot and Jewish (universal) values are highlighted through weekly all school Levey Pride celebrations, highlighting the Torah values of honesty, family love and loyalty, helping the poor, respect and kindness, no Lashon Hara (gossip, negative talk) and caring for the world and all that's in it.

The children's secular and Jewish worlds are intermingled and integrated in pre/kindergarten.

Music

Kindergarten music introduces young musicians to basic musical concepts including high and low, loud and soft and the basics of musical forms. Students engage with these concepts through games and movement based songs, as well as through shared musical interests. Students are offered opportunities to make music on a variety of instruments, sometimes only for a single class like with drum set or electric guitar, and other times on a regular basis as with keyboards and Orff instruments. Kindergarten students sing in every class and are encouraged to learn both age appropriate sol-la-mi songs and songs of particular interest to the students from current popular culture. Students are taught how to be good audience members during performances. They are engaged with the emotional impact of music through listening to music and drawing as they listen, while being encouraged to recognize dichotomies in music like happy or sad, as represented by major and minor keys.

Studio Art

Students explore shape, line, 3D form, and colors in the color wheel. Studio Art classes often connect with Jewish studies and holidays to help projects come to life. For example, students make clay honey pots for Rosh Hashanah. They are introduced to and practice using various forms of artist tools to help them better express ideas. There is a strong connection and emphasis of art in nature and natural art.

Physical Education

In physical education, students will be introduced to a variety of movements. The program focuses on locomotor movements (i.e., walking, running, skipping), moving through space (spatial awareness), directional awareness, visual/ auditory perception, balance, eye-hand and eye-foot coordination, cooperation, moving safely, and learning the importance of being physically active. This will be accomplished through a variety of games and activities.

All physical education classes emphasize the importance of physical activity and fitness for a healthy lifestyle. Grades are determined by a student's physical skills, social skills, behavior in class, effort, preparation, and knowledge.

Dance and Movement

Dance and movement classes begin with structured, fun dance warm ups and stretching designed to loosen and stretch the muscles and parts of the body used in class. Each class helps build cardio and core strength. Dance and movement students are introduced to, learn, and practice modern dance techniques such as hip hop, lyrical, and freestyle. Elements such as ballet and jazz are woven into the lessons that students learn. Our youngest dancers participate in age-appropriate, fun, and themed dances designed to increase the heartbeat, create positive memories, and provide a foundation for future dance skills.



LOWER SCHOOL

First Grade

First grade is an extraordinary year for students. It marks the beginning of the transition from the more play-based style of learning found in Kindergarten, to more traditionally academic styles of learning. Students are provided with a warm, nurturing environment during this transition in which to begin developing these school skills. A solid foundation in these skills sets them up for future success in the older grades. First graders are energetic, and full of eagerness, curiosity, imagination, drive, openness, and enthusiasm. They love new ideas and asking questions. The most important part of first grade is to nurture this excitement and love of learning while practicing and developing proficiency in these new "school skills".

Overview:

Social-Emotional Learning

The Responsive Classroom approach to teaching consists of a set of well-designed practices intended to create safe, joyful, and engaging classroom and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. We will also use activities in the Second Step program to supplement classroom practice.

Buddy Program

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regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts

LANGUAGE ARTS AND LITERACY

Our literacy curriculum will be centered first and foremost on establishing a love of reading and a love of books. We spend the beginning of the year discussing good reading habits, and the children have a lot of time for independent reading to practice and apply the skills at their own individual reading levels. We spend time reading everyday, and as the students get acclimated into our classroom, we will also be writing in some manner every day. Writing and word work will be differentiated, as fits each student's needs. Writing will also be incorporated across the curriculum.

- Integrate listening, speaking, reading, and writing in language arts curriculum.
- Present multiple types of reading, including paired reading, individual reading, reading groups, and read aloud.
- Differentiated word study in leveled groups based on the needs of the student, concentrating on phonics, spelling, and/or vocabulary.
- Learn how to make well-thought out predictions while reading.
- Examine the common elements in different forms of literature (i.e. fiction, non-fiction, and the various subcategories of each).
- Continue to adopt Reader's Workshop model as we integrate the Lucy Calkins' Units of Study into our curriculum.
- Practice different forms of writing, such as short stories and creative writing, journal entries, informational reports, etc.
- Translate themes and structures found in reading to student's writing.
- Learn to explain the function of basic grammar conventions and terms, such as nouns, adjectives, and verbs.
- Writing conventions, such as sentence structure, letter formation, uppercase/lowercase differentiation, etc.
- Learning to write clear coherent sentences, and beginning to learn how to form short paragraphs.

History, Social Studies, Geography & STEM

The first grade science and social studies curriculum is designed to get students excited and ask questions about the world around them. Curriculum is created with the intent to both provide "windows" and "mirrors". Every effort is made to to integrate Hebrew and Jewish Studies into these thematic units where appropriate.

The year begins with a unit that culminates in a multi-faceted, self-directed, independent research project. Students begin to learn early research skills, such as proper note-taking and basic citation.

We have multi-grade classes at Levey, and are prepared on any given year to loop with our students. Because of this, the Science and Social Studies curriculum is rotated on any given year to allow classes to learn about different topics. We also take student interests into consideration, and allow this to help direct our units of study in any given year. Topics in years past have included:

- Maine Maritime History and Lighthouses
- Animal Habitats and Food Chains
- Martin Luther King, Jr., and the Civil Rights Movement
- Black History Month
- Women's History Month
- Solar System and the Planets
- Human Body
- Simple Machines
- Maps and Flags
- Countries of the World
- Urban, Suburban, and Rural Communities
- Community Helpers
- States of Matter
- Weather
- Jewish Biography Writing (integrated with English Language Arts)

We will also be studying themes school-wide in science, social studies, and humanities during our upcoming DASH weeks (Days of Arts, Science, and Humanities.) During these weeks, our curriculum gets paused (not unlike a pause that a dash makes in a sentence!) and we spend the entire week as a school investigating a specific topic. Previous DASH week themes have been the Human Body, Water, Space, Energy, and Around the World.

Throughout the year, there will be opportunities (in all subjects) to incorporate the use of technology, movement, independent projects, and free choice time.

Math

The mathematics curriculum will change over the course of the year to suit the needs of the students. We begin the curriculum with whole group activities regarding number sense, place value, addition, and subtraction. These are designed to reacquaint students with formal classroom mathematics instruction. I plan on offering each student enrichment and support as necessary, stemming from the content of our whole group instruction. As we move forward in the year, the class may be divided into math groups.

- Developing and practicing major math concepts, such as: estimating, sorting and classifying, place value, number sense, computation and fractions.
- Understanding the properties of operations.
- Becoming fluent in number operations, and how to use them to solve problems and explain patterns.
- Generating and analyzing patterns.
- Adding and subtracting, including fluency adding and subtracting within 20, and begin practicing multi-digit addition / subtraction.
- Practicing identifying and creating basic fractions, and developing understanding of fractions as numbers.
- Describing, analyzing, identifying, and creating geometric shapes.
- Using standard and non-standard units of measure to measure various objects and materials, and using measurements to solve problems.
- Learning to read and construct graphs as a means of representing data.

Jewish Life and Learning

The goal of Jewish Life and Learning in first grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew. For the first few months of first grade, students learn Hebrew songs and prayers in anticipation for their own Friday morning siddur/prayer book ceremony to celebrate their readiness for Hebrew prayer leadership. After the ceremony, first graders join the rest of lower school in daily Tefillot/morning prayers and at Friday morning Oneg Shabbat/schoolwide Sabbath observance.

Jewish values

- Glean life lessons and positive behavioral norms by listening to and discussing biblical narratives as well as value - based fictional and non - fictional stories related to customs, traditions, and holidays, biblical characters
- Appreciate the biblical characters discussed as role models for Jewish values and mitzvot/good deeds/positive behavioral norms like tikkun olam/repairing the world
- Make connection between Hebrew sacred texts studied and the mitzvot/behavioral norms associated with Jewish rituals, holidays, customs, and traditions
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in the classroom and at recess)

Hebrew Language

- Reading/decoding using Hebrew alphabet and writing name in Hebrew script
- Read, chant, write out, and understand Hebrew selections from the prayer book, the weekly Torah portion/sacred text study including holiday - related biblical passages
- Read, write in Hebrew script, and comprehend vocabulary and value concepts from events on Hebrew calendar including all Jewish rituals, holidays, customs, and traditions
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Gain fluency and confidence in reciting and leading Tefillot/morning prayers in Hebrew and English
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
- Experience diverse liturgical and musical approaches at Tefillot/morning prayers
- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
- Appreciate Hebrew vocabulary within the context of morning Tefillot/prayers, our school's siddur/prayer book, and the many biblical sources for liturgy (e.g. the prayer called Hallel/Praise is a compilation from the biblical book of Psalms)
- Identify reasons we chant some prayers daily and others on specific holy days only (e.g. one recites Hallel /Praise only once a month on Rosh Chodesh/holiday of the new month)

- Develop the ability to ask questions about liturgy and sacred texts in order to facilitate a personal relationship to the Holy One of Blessing
- Identify tefillah/prayer - related content in other Hebrew & Jewish Studies subject areas

Israeli culture and society

- Students learn that modern Israel is the ancient homeland of the children of Israel/the Jewish people via reading and discussing fictional and non - fictional stories
- Gain fluency in key events and figures in the history, culture, and society of modern Israel
- Develop connections between modern Israeli customs and their ancient biblical origins

Jewish peoplehood

- Engage with the diversity of Maine's Jewish communities and their relationship to Maine's broader society via guest speakers, field trips, and project based learning
- Gain familiarity with the diversity of the American and global Jewish community (Ashkenazi, Sephardi/Mizrahi, Jews of Color) and its geography
- Gain a facility in discussing the history of Jewish communities outside the American and Israeli Jewish communities.
- Acquire knowledge of all aspects of these Jewish communities such as geography, food, music, culture, languages spoken, and religious practices
- Recognize examples of building Kehillah/community and Jewish peoplehood within the context of other Hebrew & Jewish Studies subject areas

Music

Music students are introduced to playing instruments in a structured setting by learning how to count beats and play on beat. The majority of instrument study is on keyboards where they learn how to find middle c and how to play five-finger scales, while other instruments are brought in to broaden student's understanding of instruments used in varying genres and styles of music. All the core concepts of music are regularly reinforced as with high and low, soft and loud, fast and slow and musical forms like verse, chorus and bridge. Students are introduced to some of the symbols of written music and their use and meaning including basic notes and rests. Students sing regularly and learn how to sing scales and how to use solfege syllables. Music students put the above concepts to use through collective songwriting as well as in the preparation of performances in the spring of each year.

Studio Art

Studio art students are introduced to and practice using various forms of artist tools to help them

better express ideas. There is a strong connection and emphasis of art in nature and natural art. Students gain an understanding of fundamental skills of art making and art history. They study proportion, symmetry, lines, 3D shapes, color, abstract art, printmaking, self portraiture, and basic sewing. Students study the layers of landscape and composition. Students build confidence in expressing and taking pride in their creative ideas. Students are able to communicate ideas thoughtfully and translate them to their projects, receive and listen to valuable peer feedback, and share artwork and projects with pride. Studio Art classes often connect with Jewish studies and holidays to help projects come to life.

Physical Education

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All physical education classes emphasize the importance of physical activity and fitness for a healthy lifestyle. Grades are determined by a student's physical skills, social skills, behavior in class, effort, preparation, and knowledge.

Dance and Movement

Dance and movement classes begin with structured, fun dance warm ups and stretching designed to loosen and stretch the muscles and parts of the body used in class. Each class helps build cardio and core strength. Dance and movement students are introduced to, learn, and practice modern dance techniques such as hip hop, lyrical, and freestyle. Elements such as ballet and jazz are woven into the lessons that students learn. Our youngest dancers participate in age-appropriate, fun, and themed dances designed to increase the heartbeat, create positive memories, and provide a foundation for future dance skills.



LOWER SCHOOL

Second Grade

Second graders like order, sticking with the facts, and precision. Unlike many first graders who enjoy the process part of learning, second graders are hyper-focused on the end-product. They may have trouble taking risks or trying something new in favor of “getting it right” and need help seeing how mistakes and risk-taking can help the learning process. They thrive in secure and structured settings with plenty of opportunities for reassurance and check-ins with teachers since they can be quick to get their feelings hurt or to feel unsure. Second graders may need more time to work on things and more time to work independently or in pairs, rather than in large groups. Listening skills, interest in learning and using new vocabulary in both conversation and writing bloom in second grade. Second graders relish focusing on the details.

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Buddy Program

A second grader's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they are mentored by older students in 6th, 7th, and 8th grades. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts

Reading

Second graders continue to develop their literacy skills as they learn more complex words and absorb longer, more rigorous texts in a variety of genres including fiction, non-fiction, and poetry. Students also expand their reading comprehension skills as they talk about *what they read*, and develop more advanced ideas around those topics. Just like in previous years, second graders also continuously practice reading as they use texts for other subjects throughout the day. The following are the core strategies they will master:

- Using multiple strategies to read and understand fiction texts
- Demonstrating an understanding of the characters, setting, and plot through retelling the story
- Understanding the problem in the story and what actions the character takes to solve the problem
- Recognizing differences in the points of view of characters
- Asking and answering such questions as *who, what, where, when, why, and how* as part of reading texts
- Using multiple strategies to read and understand a nonfiction text
- Understanding the difference between the topic and the main idea
- Identifying the main idea and key details in nonfiction texts
- Using various text features to aid in understanding
- Noticing that poems use beat, rhymes, and repeated lines to create rhythm and meanings
- Comparing multiple texts on one topic to get information and explaining what they've learned in their own words
- Retelling stories from diverse cultures along with the lesson the story teaches
- Telling how two versions of the same story are alike and different
- Using multiple strategies to figure out unknown words
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Participating in conversations and discussions by building on other's comments and asking questions for further clarification

Writing

Second graders are given many opportunities to write each day across subject areas. Over the course of the year, students will complete three types of writing: narrative (story), informative, and opinion. They will also enjoy writing poetry towards the end of the year. Editing and revising skills are also practiced daily. As they write during the year, they will be working on:

- Writing a paragraph that introduces an idea and supports it with details

- Writing ideas in an order that makes sense to the reader
- Using time words to signal event order
- Using adjectives to make writing clear and interesting to the reader
- Starting sentences in different ways
- Connecting two ideas in one sentence
- Using commas to separate words in a series
- Making sure that nouns and verbs agree
- Correctly spelling grade level words using resources if needed
- Capitalizing proper nouns

History, Social Studies and Geography

In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Map skills as well as map creating are consistently taught throughout the year.

Science/STEM

Second grade scientists learn about animal life, plant life, weather and climate, physics, as well as engineering and design. Throughout the year they will make observations, plan and conduct various experiments, and apply their creativity and ingenuity towards problem solving, both independently and collaboratively. Second graders take part in multiple team building activities where they help each other to complete challenging tasks. Our “Maker Space” provides students with material that can be used to create and build.

Math

In second grade, students continue with more sophisticated approaches to addition and subtraction and begin understanding the patterns leading to multiplication. Simple fractions are also introduced this year. Geometric learning extends a student's understanding of shapes and their parts. Later in the year second graders will apply their mathematical skills to various project-based activities.

- Counting by 5s, 10s, 100s
- Figuring out whether a number is even or odd
- Solving challenging addition and subtraction word problems with one or two steps
- Quickly and accurately adding with a sum of 20 or less

- Quickly and accurately subtracting from a number of 20 or less
- Understanding what the digits mean in three-digit numbers
- Comparing three-digit numbers using $<$, $>$, and $=$
- Mentally adding or subtracting 10 or 100 to a number
- Using understanding of place value and different strategies to add and subtract up to three-digit numbers
- Solving addition and subtraction word problems involving money or length
- Estimating the length of objects using inches, feet, centimeters, and meters
- Using rulers to measure objects by centimeters and inches
- Telling and writing time to the nearest 5 minutes
- Recognizing a variety of 2D and 3D shapes
- Analyzing data from picture and bar graphs as well as creating graphs
- Breaking down circles and rectangles into equal halves, thirds, and quarters

Jewish Life and Learning

The goal of Jewish Life and Learning in second grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew.

Jewish values

- Glean life lessons and positive behavioral norms by listening to and discussing biblical narratives as well as value - based fictional and non - fictional stories related to customs, traditions, and holidays, biblical characters
- Appreciate the biblical characters discussed as role models for Jewish values and mitzvot/good deeds/positive behavioral norms like tikkun olam/repairing the world
- Make connection between Hebrew sacred texts studied and the mitzvot/behavioral norms associated with Jewish rituals, holidays, customs, and traditions

- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in the classroom and at recess)

Hebrew Language

- Reading/decoding using Hebrew alphabet and writing almost exclusively in Hebrew script
- Read, chant, write out, and understand Hebrew selections from the prayer book, the weekly Torah portion/sacred text study including holiday - related biblical passages
- Read, write in Hebrew script, and comprehend vocabulary and value concepts from events on Hebrew calendar including all Jewish rituals, holidays, customs, and traditions
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Gain fluency and confidence in reciting and leading Tefillot/morning prayers in Hebrew and English
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
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- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
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- Identify reasons we chant some prayers daily and others on specific holy days only (e.g. one recites Hallel /Praise only once a month on Rosh Chodesh/holiday of the new month)
- Develop the ability to ask questions about liturgy and sacred texts in order to facilitate a personal relationship to the Holy One of Blessing
- Identify tefillah/prayer - related content in other Hebrew & Jewish Studies subject areas

Israeli culture and society

- Students learn that modern Israel is the ancient homeland of the children of Israel/the Jewish people via reading and discussing fictional and non - fictional stories

- Gain fluency in key events and figures in the history, culture, and society of modern Israel
- Develop connections between modern Israeli customs and their ancient biblical origins

Jewish peoplehood

- Engage with the diversity of Maine's Jewish communities and their relationship to Maine's broader society via guest speakers, field trips, and project based learning
- Gain familiarity with the diversity of the American and global Jewish community (Ashkenazi, Sephardi/Mizrahi, Jews of Color) and its geography
- Gain a facility in discussing the history of Jewish communities outside the American and Israeli Jewish communities.
- Acquire knowledge of all aspects of these Jewish communities such as geography, food, music, culture, languages spoken, and religious practices
- Recognize examples of building Kehillah/community and Jewish peoplehood within the context of other Hebrew & Jewish Studies subject areas

Music

Music students build on the fundamentals of music by learning solfege, orchestra sections, genres and styles and are encouraged to think critically about how music affects the way we think and feel. Students engage in collaborative music making, using instruments and voice and engage in writing and composing music. Students then work towards performances through which they learn musical terminology and develop their sense of rhythm and pitch.

Studio Art

Studio art students gain an understanding of fundamental skills of art making and art history. They study human proportions, using lines, 3D shapes and color wheels, abstract art, printmaking with nature, self portraiture, and basic sewing. Students study the layers of landscape and composition, and build confidence in expressing and taking pride in their creative ideas. Students are able to communicate ideas thoughtfully and translate them to their projects, receive and listen to valuable peer feedback, and share artwork and projects with pride. Studio Art classes often connect with Jewish studies and holidays to help projects come to life.

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emphasize the importance of physical activity and fitness for a healthy lifestyle. Grades are determined by a student's physical skills, social skills, behavior in class, effort, preparation, and knowledge.

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LOWER SCHOOL

Third Grade

Third grade is a big year, as Levey learners are preparing for their future transition to “big kid learning”, or Upper School in fourth grade. They set short and long term goals and take on more responsibility. Working in small, cooperative groups is practiced constantly.

Third graders will be expected to follow multi-step tasks as well as manage homework (taking it home and bringing it back on time). Managing time is also new for third graders. They are pushed to keep up with due dates of special assignments and accept responsibility for their work. Self assessments, such as using rubrics, is a common practice.

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English Language Arts

Reading

After mastering literacy skills in earlier grades, 3rd graders become better and more independent readers. Third grade reading focuses on teaching kids how to think and talk about what they read in deeper and more detailed ways. Students read longer texts, and most read fiction chapter books.

Many reading lessons in 3rd grade are dedicated to writing and talking about the meanings, lessons, and important ideas in texts. Third graders are encouraged to develop their own points of view about books they read, and to discuss their ideas about a text or characters. Series books are important in 3rd grade, because they allow students to make connections between different books and talk about how certain characters develop. As 3rd graders explore a greater range of books and longer texts, they become more fluent readers and learn to read, define, and pronounce complex words.

Writing

Third graders continue to practice writing the pieces they learned to do in 2nd grade, but now also write longer ones with more detail. What's more, 3rd graders learn increasingly sophisticated language, using phrases and terms to provide examples and make connections within their writing. More time is spent on planning, revising, and editing texts in 3rd grade — and as a result, your child learns the “writing process” authors go through. Students may spend a long period of time working on one piece. They also practice writing pieces in shorter periods of time in class. Third graders continue to use and become comfortable with technology as they employ computers for writing pieces and doing research.

History, Social Studies, and Geography

In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living around the world. Emphasis is on cultures in the United States, including the study of Native Americans in Maine. Throughout the year, third graders research various topics and show their learning by completing projects (both in groups and independently) using their creativity and imagination.

Science/STEM

Third grade scientists love learning about the world around them. During our science/STEM lessons students learn about the physical and living world as they make observations, experiment, research, and record and present what they have learned. Third graders conduct hands-on experimentation to develop questions, hypothesize, and make observations and conclusions. Here are the science units taught in third grade.

- Weather and Climate
- Life Cycles and Traits
- Ecosystems
- Forces and Interactions
- Engineering and Design

Math

In third grade, multiplication and division are introduced. A majority of the year is spent focusing on the understanding of these two operations and the relationship between them. By the end of third grade, third graders should have all their multiplication facts memorized. This is helpful as they will be

moving on to long multiplication and division. Third graders will also spend time solving word problems that involve multi-step operations. Below are additional skills that they will practice.

- Read and write large numbers through the hundred thousands, knowing the place value for each digit.
- Round and compare numbers.
- Understand equivalent fractions, be able to compare fractions and change mixed numbers to improper fractions.
- Know decimals to the one-hundredth place.
- Use number lines.
- Recognize and write patterns.
- Do mental addition and subtraction.
- Add four-digit numbers.
- Subtract with regrouping.
- Know time to minute and elapsed time in minutes.
- Read and make graphs.
- Determine a shape's perimeter and area.
- Recognize two-dimensional shapes.
- Measure with both Customary and Metric systems – length, weight, volume and temperature.
- Multiply three and four digit numbers.
- Divide two and three digit dividends.

Jewish Life and Learning

The goal of Jewish Life and Learning in third grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew.

Jewish values

- Glean life lessons and positive behavioral norms by listening to and discussing biblical narratives as well as value - based fictional and non - fictional stories related to customs, traditions, and holidays, biblical characters
- Appreciate the biblical characters discussed as role models for Jewish values and mitzvot/good deeds/positive behavioral norms like tikkun olam/repairing the world
- Make connection between Hebrew sacred texts studied and the mitzvot/behavioral norms associated with Jewish rituals, holidays, customs, and traditions
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in the classroom and at recess)

Hebrew Language

- Reading/decoding using Hebrew alphabet and writing almost exclusively in Hebrew script
- Read, chant, write out, and understand Hebrew selections from the prayer book, the weekly Torah portion/sacred text study including holiday - related biblical passages
- Read, write in Hebrew script, and comprehend vocabulary and value concepts from events on Hebrew calendar including all Jewish rituals, holidays, customs, and traditions
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Gain fluency and confidence in reciting and leading Tefillot/morning prayers in Hebrew and English
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)

- Experience diverse liturgical and musical approaches at Tefillot/morning prayers
- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
- Appreciate Hebrew vocabulary within the context of morning Tefillot/prayers, our school's siddur/prayer book, and the many biblical sources for liturgy (e.g. the prayer called Hallel/Praise is a compilation from the biblical book of Psalms)
- Identify reasons we chant some prayers daily and others on specific holy days only (e.g. one recites Hallel /Praise only once a month on Rosh Chodesh/holiday of the new month)
- Develop the ability to ask questions about liturgy and sacred texts in order to facilitate a personal relationship to the Holy One of Blessing
- Identify tefillah/prayer - related content in other Hebrew & Jewish Studies subject areas

Israeli culture and society

- Students learn that modern Israel is the ancient homeland of the children of Israel/the Jewish people via reading and discussing fictional and non - fictional stories
- Gain fluency in key events and figures in the history, culture, and society of modern Israel
- Develop connections between modern Israeli customs and their ancient biblical origins

Jewish peoplehood

- Engage with the diversity of Maine's Jewish communities and their relationship to Maine's broader society via guest speakers, field trips, and project based learning
- Gain familiarity with the diversity of the American and global Jewish community (Ashkenazi, Sephardi/Mizrahi, Jews of Color) and its geography
- Gain a facility in discussing the history of Jewish communities outside the American and Israeli Jewish communities.
- Acquire knowledge of all aspects of these Jewish communities such as geography, food, music, culture, languages spoken, and religious practices
- Recognize examples of building Kehillah/community and Jewish peoplehood within the context of other Hebrew & Jewish Studies subject areas

Music

Music students build on the fundamentals of music by learning solfege, orchestra sections, genres and styles and are encouraged to think critically about how music affects the way we think and feel. Students engage in collaborative music making, using instruments and voice and engage in writing and composing music. Students then work towards performances through which they learn musical terminology and develop their sense of rhythm and pitch.

Studio Art

Studio art students gain an understanding of fundamental skills of art making and art history. They study human proportions, using lines, 3D shapes and color wheels, abstract art, printmaking with nature, self portraiture, and basic sewing. Students study the layers of landscape and composition, and build confidence in expressing and taking pride in their creative ideas. Students are able to communicate ideas thoughtfully and translate them to their projects, receive and listen to valuable peer feedback, and share artwork and projects with pride. Studio Art classes often connect with Jewish studies and holidays to help projects come to life.

Physical Education

In physical education, students will continue to use many different locomotor movements. They will experience a variety of group focused, team-oriented, and individual activities to allow for the diversity of student interests and abilities. Skill work and “lead-up” games are used to introduce such activities as basketball, soccer and ga-ga. Students learn about heart rates and the importance of physical activity for a healthy lifestyle. Movement and cooperation games are used to emphasize teamwork, communication, and good sportsmanship. All physical education classes emphasize the importance of physical activity and fitness for a healthy lifestyle. There is a special emphasis on sportsmanship, teamwork, and cooperation.

Dance and Movement

Dance and movement classes begin with structured, fun dance warm ups and stretching designed to loosen and stretch the muscles and parts of the body used in class. Each class helps build cardio and core strength. Dance and movement students are introduced to, learn, and practice modern dance techniques such as hip hop, lyrical, and freestyle. Elements such as ballet and jazz are woven into the lessons that students learn. Our youngest dancers participate in age-appropriate, fun, and themed dances designed to increase the heartbeat, create positive memories, and provide a foundation for future dance skills. Dance and movement classes conclude with a year's end program where students design, choreograph, produce, and participate in their own dance showcase.



UPPER SCHOOL

Fourth Grade

Fourth grade students take a giant step by becoming a part of upper school at Levey. This means added leadership opportunities, an awareness and recognition of being role models to our younger lower school students, and to focus on all those organizational skills necessary to have a successful year.

Overview:

Social Emotional Learning

For SEL we use *Responsive Classroom*. *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Buddy Program

A fourth grader's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they mentor younger students in pre/kindergarten and first grade. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts (ELA)

As a subject and skill set, ELA requires and creates relationships and understanding between all academic subjects and skill sets. In fourth and fifth grade ELA, students develop the necessary skills to be proficient readers, writers, and communicators. Class texts and topics incorporate a wide array of stories, perspectives, cultures, and contexts so that our learners can be more informed, reflective, respectful, curious, accepting, and empathetic. Levey students need to know how to read, write, speak, and communicate effectively in order to navigate and succeed in an ever-changing, diverse,

and challenging global society. Learners' ability to think critically, read closely, and communicate clearly is the foundation for their learning in all content areas as well as in their lives as members of our community.

Illustrating our Understanding

- Picturing Texts & Narratives
- Identifying Key Details (Who, What, When, Where, How)

Tracking Our Reading

- Daily & Weekly Reading Check-ins
- Class Share-outs, reflection, and recommendations
- Inter-Class Reading Challenge

Interpreting Characters

- Juxtaposition
- Symbols
- Character vs. Self
- Character vs. Nature
- Character vs. Character

Book Clubs + Discussing Our Reading

- *My Side of the Mountain*
- *Esperanza Rising*

Expository & Narrative Writing

- Memoir
- Literary Themes & Analysis
- Author's Craft
- Peer Editing + Self Editing

Social Studies

In the 4th and 5th grade, students begin the year learning about maps, mapping, and the basics of social sciences. The first part of the year is meant to get students comfortable with the language and purpose(s) of geography and history, such as the concepts of "scale," "primary sources," and "perspective." Throughout the year, our learning lens in social studies ranges from as local as the state and regional geography of Portland, Maine, and New England to as large as the global migrations of early *homo sapiens* and the break-up of Pangea. Every class, students are asked to connect, compare and contrast, analyze, and create, whether we are examining maps, indigenous perspectives on colonization, the sixteen counties of Maine, or the historical events leading up to the American Revolutionary War. Besides hitting topic, academic skills, and content goals, social studies at Levey is intended to build empathy, understanding, respectful curiosity, and a responsibility to the Earth and to others.

Geography:

- The Five Themes of Geography: Location, Place, Region, Human-Environmental Interaction, and Movement
- Mapping:
 - Parts of a Map: How to Read, Apply, and Create Visual Representations
 - Maine's Sixteen Counties
 - Latitude & Longitude
 - Legends, Co
- Geography of the U.S.:
 - Human Geography
 - Where People Live and Why
 - Migration Patterns
 - Push and Pull Factors
 - Physical Geography of the U.S.:
 - Major Geographic Features, Natural Borders, Natural Resources
 - Human Borders
 - Regions within the United States: Climate, Economic, Geographic, Political
 - United States Road Trip Project
 - Formation of Continents & Major Landforms
 - Exogenic vs. Endogenic Changes
 - Tectonic Plates
 - Know:
 - Seven Continents
 - Five Oceans
 - Rocky Mountains, Appalachian Mountains (location, respective characteristics, and differences between the two)

History:

- Human History & Evolution:
 - Common features of humanity (and why this matters to our lives today)
 - Where and what is the "Cradle of Civilization"?
 - Very Basic: What Archaeology & Anthropology has told Scientists about Humans
- Native American & Indigenous Studies: Pre-Columbian Times to Present Day from an Indigenous Perspective
 - Legends, Stories, and Shared Memories from Indigenous Americans, Communities, and Nations
 - Indigenous Land Rights, Land Acknowledgement, and Respectful Recognition
 - Maine Indigenous History, Cultures, and Perspectives
 - Interactive Mapping using Native Land [site](#)

- Passamaquoddy Pleasant Point Reservation's Struggle to Obtain Clean Drinking Water
- American Indigenous History: Group Research & Presentation Project
- American Colonial History: 1619-1776
 - Triangular Trade & Enslavement
 - Why the "New World" was only "new" to some
 - Privilege, Status, and Identity in Colonial Times Compared to Now

Civics & Government: Citizenship & Responsibilities

Key Curricular Resources: *The 1619 Project*, Crash Course Black American History, The Slave Voyages Consortium, Facing History, Excerpts from *A Young People's History of the United States*, TED Education, Khan Academy, the Smithsonian's Native Knowledge 360° Education Initiative, PBS, NPR, HMH Ed's Digital Social Studies Magazine *[This resource list is neither exhaustive nor static; my aim is to continuously reflect upon the texts and materials I use in order to add, subtract, and adjust based on the needs of my students, our community, or current events so that, to the best of my ability, my teaching suits the moment.]*

Science/STEM

Energy

Waves

Molecules and Organisms

Earth's Place in the Universe

Earth Sciences

Matter

Forces and Interactions

Engineering and Design

Math

Unit 1 PLACE VALUE AND WHOLE-NUMBER OPERATIONS

Unit 2 MULTIPLICATION AND DIVISION PROBLEMS

Unit 3 EXTEND AND APPLY MULTIPLICATION

Unit 4 FRACTIONS AND DECIMALS

Unit 5 OPERATIONS WITH FRACTIONS

Unit 6 TWO-DIMENSIONAL FIGURES AND SYMMETRY

Unit 7 MEASUREMENT, DATA, AND TIME

Jewish Life and Learning

The goal of Jewish Life and Learning in fourth grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs,

traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew. Additionally, students in grades 4-8 are given the opportunity to research each Torah portion and present a summary including Jewish values, behavioral norms and "life lessons" which inform all Jewish texts.

Jewish values

- Appreciate the ways in which Jewish sacred texts inform broadly shared values and positive behavioral norms via composing weekly Divrei Torah
- Glean life lessons from interpreting weekly Torah portion/sacred text based on Jewish values
- Find examples appropriate for all grades of life lessons to share at Oneg Shabbat/schoolwide Sabbath observance
- Read, write, chant Hebrew verses from sacred text to share with Levey community at Oneg Shabbat/schoolwide Sabbath observance
- Develop writing and oral presentation skills to make biblical narratives and value concepts accessible for all grades
- Appreciate the distinctly Jewish dimensions of being a positive doogma/role model for these values.
- Understand the ways in which Jewish values manifest themselves in the various Hebrew & Jewish Studies subject areas.
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in all social and academic situations)

Hebrew Language

- Read, chant, write out, and understand Hebrew passages selections from the prayer book, weekly Torah portion/sacred text study, and passages of Hebrew Bible germane to upcoming Jewish holidays
- Read, write in Hebrew script, and comprehend vocabulary and key concepts from all events on Hebrew calendar including Jewish holidays, customs, traditions, and values

- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Read and understand spoken, modern Hebrew dialogues
- Read and understand Hebrew vocabulary for all holidays, customs, and traditions throughout the Hebrew calendar year
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Translate modern Hebrew dialogues via texts and recordings by native speakers
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Read, chant, lead different prayers in Hebrew and English throughout the year as Hebrew calendar dictates
- Gain fluency and confidence in reciting and leading Tefillot/morning prayers
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
- Experience diverse liturgical and musical approaches at Tefillot/morning prayers
- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
- Appreciate Hebrew vocabulary within the context of morning Tefillot/prayers, our school's siddur/prayer book, and the many biblical sources for liturgy (e.g. the prayer called Hallel/Praise is a compilation from the biblical book of Psalms)
- Identify reasons we chant some prayers daily and others on specific holy days only (e.g. one recites Hallel /Praise only once a month on Rosh Chodesh/holiday of the new month)
- Develop the ability to articulate their ideas and questions about a personal relationship to the Holy One of Blessing
- Identify tefillah/prayer - related content in other Hebrew & Jewish Studies subject areas

Israeli culture and society

- Develop a personal relationship to the land and people of Israel, the Jewish homeland
- Understand Jewish pluralism in Israel as well as among Jewish communities within and without Israel
- Gain fluency in key Hebrew terms related to Israeli culture and society
- Develop an appreciation for all aspects of Israeli culture
- Identify the ancient biblical origins of many modern Israeli customs

Jewish peoplehood

- Engage with the diversity of Maine's Jewish communities and their relationship to Maine's broader society via guest speakers, field trips, and project based learning
- Gain familiarity with the diversity of the American and global Jewish community (Ashkenazi, Sephardi/Mizrahi, Jews of Color) and its geography
- Gain research, writing, organization, and presenting skills while learning about the history of Jewish communities outside the American and Israeli Jewish communities.
- Acquire knowledge of all aspects of these Jewish communities such as geography, food, music, culture, languages spoken, and religious practices
- Develop research, writing, organization, and presenting skills while learning biographies and contributions of noteworthy Jews currently living anywhere in the world
- Recognize examples of building Kehillah/community and Jewish peoplehood within the context of other Hebrew & Jewish Studies subject areas

Music

Students begin to learn how to read music, including learning clefs, staff, mnemonic devices for notes on the staff, dynamic markings and more. They are encouraged to engage with learning music using specific instructions like how to do pickups, ritardando, crescendo, fermatas etc. Students engage with these concepts with listening examples and through engaging in performance. Students also do a coffee house performance where they put together individual and group performances catered to their own interests.

Studio Art

Student artists create art individually, in pairs, and in groups, and build communication skills and confidence in sharing ideas. The students continue to learn and practice sewing skills, art history, printmaking, life drawing, non-objective abstract art. They use quiet reflections to gain a deeper understanding of their own work and the work of their peers. Studio Art classes often connect with Jewish studies and holidays to help projects come to life.

Physical Education

In physical education, students will continue to use many different locomotor movements. They will experience a variety of group focused, team-oriented, and individual activities to allow for the diversity of student interests and abilities. Skill work and "lead-up" games are used to introduce such activities as basketball, volleyball and ga-ga. Students learn about heart rates and the importance of physical activity for a healthy lifestyle. Movement and cooperation games are used to emphasize teamwork, communication, and good sportsmanship. All physical education classes emphasize the importance of physical activity and fitness for a healthy lifestyle. There is a special emphasis on sportsmanship, teamwork, and cooperation.

Dance and Movement

Dance and movement classes begin with structured, fun dance warm ups and stretching designed to loosen and stretch the muscles and parts of the body used in class. Each class helps build cardio and core strength. Dance and movement students are introduced to, learn, and practice modern dance techniques such as hip hop, lyrical, and freestyle. Elements such as ballet and jazz are woven into the lessons that students learn. Classes help focus on gross motor skills, crossing the midline, directions, rhythm and tempo. The dances chosen are designed to increase the heartbeat, create positive memories, and provide a foundation for future dance skills. Dance and movement classes conclude with a year's end program where students design, choreograph, produce, and participate in their own dance showcase.



UPPER SCHOOL

Fifth Grade

The fifth grade students are preparing for the next and last step at Levey - joining our middle school in sixth grade. Thus, the goal in fifth grade is to continue to build a strong sense of self and to focus on all those organizational and educational skills necessary to succeed.

Overview:

Social Emotional Learning

For SEL we use *Responsive Classroom*. *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Buddy Program

A fifth grader's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they mentor younger students in pre/kindergarten and first grade. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts (ELA)

As a subject and skill set, ELA requires and creates relationships and understanding between all academic subjects and skill sets. In fourth and fifth grade ELA, students develop the necessary skills to be proficient readers, writers, and communicators. Class texts and topics incorporate a wide array of stories, perspectives, cultures, and contexts so that our learners can be more informed, reflective,

respectful, curious, accepting, and empathetic. Levey students need to know how to read, write, speak, and communicate effectively in order to navigate and succeed in an ever-changing, diverse, and challenging global society. Learners' ability to think critically, read closely, and communicate clearly is the foundation for their learning in all content areas as well as in their lives as members of our community.

Illustrating our Understanding

- Picturing Texts & Narratives
- Identifying Key Details (Who, What, When, Where, How)

Tracking Our Reading

- Daily & Weekly Reading Check-ins
- Class Share-outs, reflection, and recommendations
- Inter-Class Reading Challenge

Interpreting Characters

- Juxtaposition
- Symbols
- Character vs. Self
- Character vs. Nature
- Character vs. Character

Book Clubs + Discussing Our Reading

- *My Side of the Mountain*
- *Esperanza Rising*

Expository & Narrative Writing

- Memoir
- Literary Themes & Analysis
- Author's Craft
- Peer Editing + Self Editing

Social Studies

In the 4th and 5th grade, students begin the year learning about maps, mapping, and the basics of social sciences. The first part of the year is meant to get students comfortable with the language and purpose(s) of geography and history, such as the concepts of "scale," "primary sources," and "perspective." Throughout the year, our learning lens in social studies ranges from as local as the state and regional geography of Portland, Maine, and New England to as large as the global migrations of early *homo sapiens* and the break-up of Pangea. Every class, students are asked to connect, compare and contrast, analyze, and create, whether we are examining maps, indigenous perspectives on colonization, the sixteen counties of Maine, or the historical events leading up to the American Revolutionary War. Besides hitting topic, academic skills, and content goals, social studies

at Levey is intended to build empathy, understanding, respectful curiosity, and a responsibility to the Earth and to others.

Geography:

- The Five Themes of Geography: Location, Place, Region, Human-Environmental Interaction, and Movement
- Mapping:
 - Parts of a Map: How to Read, Apply, and Create Visual Representations
 - Maine's Sixteen Counties
 - Latitude & Longitude
 - Legends, Co
- Geography of the U.S.:
 - Human Geography
 - Where People Live and Why
 - Migration Patterns
 - Push and Pull Factors
 - Physical Geography of the U.S.:
 - Major Geographic Features, Natural Borders, Natural Resources
 - Human Borders
 - Regions within the United States: Climate, Economic, Geographic, Political
 - United States Road Trip Project
 - Formation of Continents & Major Landforms
 - Exogenic vs. Endogenic Changes
 - Tectonic Plates
 - Know:
 - Seven Continents
 - Five Oceans
 - Rocky Mountains, Appalachian Mountains (location, respective characteristics, and differences between the two)

History:

- Human History & Evolution:
 - Common features of humanity (and why this matters to our lives today)
 - Where and what is the "Cradle of Civilization"?
 - Very Basic: What Archaeology & Anthropology has told Scientists about Humans
- Native American & Indigenous Studies: Pre-Columbian Times to Present Day from an Indigenous Perspective
 - Legends, Stories, and Shared Memories from Indigenous Americans, Communities, and Nations
 - Indigenous Land Rights, Land Acknowledgement, and Respectful Recognition

- Maine Indigenous History, Cultures, and Perspectives
 - Interactive Mapping using Native Land [site](#)
 - Passamaquoddy Pleasant Point Reservation's Struggle to Obtain Clean Drinking Water
- American Indigenous History: Group Research & Presentation Project
- American Colonial History: 1619-1776
 - Triangular Trade & Enslavement
 - Why the "New World" was only "new" to some
 - Privilege, Status, and Identity in Colonial Times Compared to Now
 -

Civics & Government: Citizenship & Responsibilities

Key Curricular Resources: *The 1619 Project*, Crash Course Black American History, The Slave Voyages Consortium, Facing History, Excerpts from *A Young People's History of the United States*, TED Education, Khan Academy, the Smithsonian's Native Knowledge 360° Education Initiative, PBS, NPR, HMH Ed's Digital Social Studies Magazine *[This resource list is neither exhaustive nor static; my aim is to continuously reflect upon the texts and materials I use in order to add, subtract, and adjust based on the needs of my students, our community, or current events so that, to the best of my ability, my teaching suits the moment.]*

Science/STEM

Energy

Waves

Molecules and Organisms

Earth's Place in the Universe

Earth Sciences

Matter

Forces and Interactions

Engineering and Design

Math

Unit 1 WHOLE NUMBERS, EXPRESSIONS, AND VOLUME

Unit 2 ADD AND SUBTRACT FRACTIONS AND MIXED NUMBERS

Unit 3 MULTIPLY FRACTIONS AND MIXED NUMBERS

Unit 4 DIVIDE FRACTIONS AND CONVERT CUSTOMARY UNITS

Unit 5 ADD AND SUBTRACT DECIMALS

Unit 6 MULTIPLY DECIMALS

Unit 7 DIVIDE DECIMALS AND CONVERT METRIC UNITS

Unit 8 GRAPHS, PATTERNS, AND GEOMETRY

Jewish Life and Learning

The goal of Jewish Life and Learning in fifth grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew. Additionally, students in grades 4-8 are given the opportunity to research each Torah portion and present a summary including Jewish values, behavioral norms and "life lessons" which inform all Jewish texts.

Jewish values

- Appreciate the ways in which Jewish sacred texts inform broadly shared values and positive behavioral norms via composing weekly Divrei Torah
- Glean life lessons from interpreting weekly Torah portion/sacred text based on Jewish values
- Find examples appropriate for all grades of life lessons to share at Oneg Shabbat/schoolwide Sabbath observance
- Read, write, chant Hebrew verses from sacred text to share with Levey community at Oneg Shabbat/schoolwide Sabbath observance
- Develop writing and oral presentation skills to make biblical narratives and value concepts accessible for all grades
- Appreciate the distinctly Jewish dimensions of being a positive doogma/role model for these values.
- Understand the ways in which Jewish values manifest themselves in the various Hebrew & Jewish Studies subject areas.
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in all social and academic situations)

Hebrew Language

- Read, chant, write out, and understand Hebrew passages selections from the prayer book, weekly Torah portion/sacred text study, and passages of Hebrew Bible germane to upcoming Jewish holidays
- Read, write in Hebrew script, and comprehend vocabulary and key concepts from all events on Hebrew calendar including Jewish holidays, customs, traditions, and values
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Read and understand spoken, modern Hebrew dialogues
- Read and understand Hebrew vocabulary for all holidays, customs, and traditions throughout the Hebrew calendar year
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Translate modern Hebrew dialogues via texts and recordings by native speakers
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Read, chant, lead different prayers in Hebrew and English throughout the year as Hebrew calendar dictates
- Gain fluency and confidence in reciting and leading Tefillot/morning prayers
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
- Experience diverse liturgical and musical approaches at Tefillot/morning prayers
- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
- Appreciate Hebrew vocabulary within the context of morning Tefillot/prayers, our school's siddur/prayer book, and the many biblical sources for liturgy (e.g. the prayer called Hallel/Praise is a compilation from the biblical book of Psalms)
- Identify reasons we chant some prayers daily and others on specific holy days only (e.g. one recites Hallel /Praise only once a month on Rosh Chodesh/holiday of the new month)
- Develop the ability to articulate their ideas and questions about a personal relationship to the Holy One of Blessing
- Identify tefillah/prayer - related content in other Hebrew & Jewish Studies subject areas

Israeli culture and society

- Develop a personal relationship to the land and people of Israel, the Jewish homeland
- Understand Jewish pluralism in Israel as well as among Jewish communities within and without Israel
- Gain fluency in key Hebrew terms related to Israeli culture and society
- Develop an appreciation for all aspects of Israeli culture
- Identify the ancient biblical origins of many modern Israeli customs

Jewish peoplehood

- Engage with the diversity of Maine's Jewish communities and their relationship to Maine's broader society via guest speakers, field trips, and project based learning
- Gain familiarity with the diversity of the American and global Jewish community (Ashkenazi, Sephardi/Mizrahi, Jews of Color) and its geography
- Gain research, writing, organization, and presenting skills while learning about the history of Jewish communities outside the American and Israeli Jewish communities.
- Acquire knowledge of all aspects of these Jewish communities such as geography, food, music, culture, languages spoken, and religious practices
- Develop research, writing, organization, and presenting skills while learning biographies and contributions of noteworthy Jews currently living anywhere in the world
- Recognize examples of building Kehillah/community and Jewish peoplehood within the context of other Hebrew & Jewish Studies subject areas

Music

Students begin to learn how to read music, including learning clefs, staff, mnemonic devices for notes on the staff, dynamic markings and more. They are encouraged to engage with learning music using specific instructions like how to do pickups, ritardando, crescendo, fermatas etc. Students engage with these concepts with listening examples and through engaging in performance. Students also do a coffee house performance where they put together individual and group performances catered to their own interests.

Studio Art

Student artists create art individually, in pairs, and in groups, and build communication skills and confidence in sharing ideas. The students continue to learn and practice sewing skills, art history, printmaking, life drawing, non-objective abstract art. They use quiet reflections to gain a deeper understanding of their own work and the work of their peers. Studio Art classes often connect with Jewish studies and holidays to help projects come to life.

Physical Education

All physical education classes emphasize the importance of physical activity and fitness for a healthy lifestyle. Students take part in more advanced games and activities, while skill work is emphasized and reinforced. Teamwork, sportsmanship, strategy, and cooperation are the focuses for such units as soccer, team challenges and dance. In addition, the program provides a nice balance of individual, partner, and team activities that supports a variety of student interests and abilities. There is a special emphasis on sportsmanship, teamwork, and cooperation in all classes.

Dance and Movement

Dance and movement classes begin with structured, fun dance warm ups and stretching designed to loosen and stretch the muscles and parts of the body used in class. Each class helps build cardio and core strength. Dance and movement students are introduced to, learn, and practice modern dance techniques such as hip hop, lyrical, and freestyle. Elements such as ballet and jazz are woven into the lessons that students learn. Classes help focus on gross motor skills, crossing the midline, directions, rhythm and tempo. The dances chosen are designed to increase the heartbeat, create positive memories, and provide a foundation for future dance skills. Dance and movement classes conclude with a year's end program where students design, choreograph, produce, and participate in their own dance showcase.



UPPER SCHOOL

Sixth Grade

This is a big transition year for sixth grade students. As part of our middle school, each student feels a stronger sense of leadership being the oldest group in the school. Our goal in sixth grade is to build empathy, awareness, attention to detail, communication skills, an eye for patterns and analysis, and a responsibility towards one another and our communities.

Overview:

Social Emotional Learning

For SEL we use *Responsive Classroom*. *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Buddy Program

A sixth grader's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they mentor younger students in second and third grades. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts (ELA)

As young people, community members, and diverse individuals, students will be asked to closely read, reflect upon, and respond to a wide array of texts, perspectives, and forms of communication. Additionally, students in ELA will work on communicating their thoughts, opinions, and perspectives across a myriad of modalities and genres of writing. Assignments and assessments will take on multiple formats and functions in order to meet and challenge students where they are; this might

look like slideshow presentations to the class, journal entries, haikus, listening and responding to a podcast, writing five paragraph essays, or writing one hundred word mysteries in class with a partner. No matter what students are doing, they are expected to bring a thoughtful, respectful, and intentional eye, ear, and voice to their work and learning. In every unit, students also practice and gain skills in spelling, composition, grammar, editing, argumentation, analysis, and clear communication. Our classroom maintains open, constructive conversations and discussions so that everyone feels safe and heard giving or receiving feedback from their peers and instructors.

Topics:

Writing: Expository, Narrative, Persuasive

- Independent & Full Class Practice & Development: Vocabulary, Spelling, Grammar
- Formal Essay Writing, Presentation, and Speech
 - Outlining
 - Peer Editing / Self-Editing
 - Synthesizing multiple texts & perspectives
 - Argumentation & Opinion Writing
 - Aristotelian Appeals: Ethos, Pathos, and Logos
 - Public speaking without a script

Reflection

- Identity & Intersectionality
 - Understanding Ourselves as Learners, People, and Community Members
 - Privilege & Power
 - Culture(s) & Personal Identity
 - Equity & Equality
 - Implicit Bias Tests
- Post-Assessment Written or Verbal Reflections
 - In-class as both informal and formal discussions
 - At-home reflection questionnaires after projects, typically with the support and oversight of an adult
 - Intended to have students reflect on both their strengths and weaknesses
 - What might have caused distraction or unnecessary errors this time?
 - What can be improved in the future?

Poetry

- Forms & Styles
 - Ode, Sonnet, Ballad, Villanelle, Free Verse, Limerick, Haiku
 - Line, Stanza, Quatrain, Tercet, Couplet
 - Tone & Mood
- Poets & Poetic Perspective
 - American Poets

- Jewish and Jewish-American Poets
- History of Poetry
- Poem-Folio Project
 - Composition, Illustration, and Analysis
 - Final Presentation and Recitation to Class

Reading

- Analyzing Fiction & Non-Fiction
 - Symbolism & Foreshadowing
 - Setting & Mood
 - Character Development
 - Literary Device Essay on Class Book
- Reflection: Connecting texts to our lives & Jewish values
- Historical Context in Fiction & Nonfiction

Media Literacy & Research

- History of "yellow journalism"
- What makes news, "news"
- Propaganda and Advertising
- Markers of verification, transparency, accountability, and independence in news stories
- Strategies to verify images and information
- Benefits and challenges of digital news and social media to a democratic society
- MLA Style Citation

Examples of Past Curricular Resources & Texts: *The Lottery*, *The Westing Game*, *The Monkey's Paw*, *Mercy Suarez Changes Gears*, *When You Reach Me*, "This is Water" (David Foster Wallace), *Begging for Change*, *Dead Poets Society* (Film, 1989), The Poetry Foundation, National Novel Writing Month

Examples of Past Authors Studied, Discussed, and Read: Saeed Jones, Walt Whitman, Chimamanda Ngozie Adichie, Audre Lorde, Robert Frost, Lewis Carroll, Brené Brown, Amanda Gorman, Shel Silverstein, Yehuda Amichai, Clint Smith, Cheryl Strayed, BrenTa-Nehisi Coates, William Carlos Williams, Allen Ginsberg, W.H. Auden, Taylor Mali

Social Studies

Geography

- The 5 Themes
 - Location, Place, Region, Human-Environmental Interaction, and Movement
- Parts of a Map / Mapmaking
 - Maine Counties
 - Fifty United States
 - Design a Multi-Part Mapping Scavenger Hunt

- Osher Map Library Field Trip
 - Historic Maps of Portland, Maine

History

- Sources
 - Primary vs. Secondary
 - Facts vs. Opinion
 - Reliable vs. Unreliable Sources
- Perspective, Narrative Bias, and Context
 - Intersectionality
 - What constitutes a "revolution"? (DASH Week, April 2023)
 - Naming and Representation
- Indigenous History
 - Land Acknowledgement
 - Wabanaki History in Maine
 - Story of the Arawak & Taino Peoples and the impact of European Colonialism on Indigenous Cultures & Communities
 - Howard Zinn's, *A People's History of the United States*
- Black American History
 - The Reconstruction Era
 - The Civil Rights Era
 - Reparations, Justice, Equality, and Equity
 - Activism & Political Movements

Economics

- Growth of a Global World: Globalization & Exchange
 - Triangular Trade
- Slavery, the Slave Trade, and Early Colonial Economies
- Incentive, Profit, and Trade In-Class Simulation

Civics & Government

- Role of Government
- Civic Responsibility
 - Voting & Civic Duties
 - Current Events
 - Independent Research
 - Slide & Presentation
 - Community Responsibilities & Disparities
 - SPENT Simulation: Students engage and reflect on a digital simulation of economic decisions. As stated by its creators, McKinney and the Urban Ministries of Durham, "Throughout the game's one-month period, the player faces dilemmas which reveal how quickly changes in employment, housing, medical

costs and other expenses can have disastrous consequences for normal people... The game ends when players either run out of money before the end of the month or make it through with money left over." We used this resource in the context of our week-long unit on homelessness and the housing crisis during a DASH Week in October of 2022.

- MAZON: A Jewish Response to Hunger
- Letter to a Local Official
- Viewing, Reflection, and Discussion of the film, *Lead Me Home* (DASH Week, October 2022)
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 - Mahatma Gandhi & *satyagraha*
- U.S. Citizenship
 - Constitutional Rights of Citizens
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- Politics & Campaigns
- Campaign Strategies
- Campaign Media & Communication

Final project example: Simulated Two-Party "Race" between student groups

- Development and Defense of a Researched Agenda
- Candidate and Campaign Staff Speeches, Debates, and Discussions
- Campaign Video

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Science/STEM

Matter and its interactions

Forces and Interactions

Energy

Waves and their Applications
Molecules and Organisms
Dynamic Ecosystems
Earth's Place in the Universe
Earth Sciences
Engineering and Design

Math

Unit 1 NUMBER SYSTEMS AND OPERATIONS

Unit 2 RATIO AND RATE REASONING

Unit 3 EXPRESSIONS, EQUATIONS, AND INEQUALITIES

Unit 4 RELATIONSHIPS IN GEOMETRY

Unit 5 DATA COLLECTION AND ANALYSIS

Jewish Life and Learning

The goal of Jewish Life and Learning in sixth grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew.

Additionally, students in grades 4-8 are given the opportunity to research each Torah portion and present a summary including Jewish values, behavioral norms and "life lessons" which inform all Jewish texts.

Students in grades 6-8 are given the opportunity to lead prayers at daily Tefillot/morning prayers and weekly at Oneg Shabbat/Levey's schoolwide Sabbath celebration on Fridays.

Jewish values

- Appreciate the ways in which Jewish sacred texts inform broadly shared values and positive behavioral norms via composing weekly Divrei Torah
- Glean life lessons from interpreting weekly Torah portion/sacred text based on Jewish values
- Find examples appropriate for all grades of life lessons to share at Oneg Shabbat/schoolwide Sabbath observance
- Read, write, chant Hebrew verses from sacred text to share with Levey community at Oneg Shabbat/schoolwide Sabbath observance
- Develop writing and oral presentation skills to make biblical narratives and value concepts accessible for all grades
- Appreciate the distinctly Jewish dimensions of being a positive doogma/role model for these values.
- Understand the ways in which Jewish values manifest themselves in the various Hebrew & Jewish Studies subject areas.
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in all social and academic situations)

Hebrew Language

- Read, chant, write out, and understand Hebrew passages selections from the prayer book, weekly Torah portion/sacred text study, and passages of Hebrew Bible germane to upcoming Jewish holidays
- Read, write in Hebrew script, and comprehend vocabulary and key concepts from all events on Hebrew calendar including Jewish holidays, customs, traditions, and values
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Read and understand spoken, modern Hebrew dialogues
- Read and understand Hebrew vocabulary for all holidays, customs, and traditions throughout the Hebrew calendar year
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Translate modern Hebrew dialogues via texts and recordings by native speakers
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Read, chant, lead different prayers in Hebrew and English throughout the year as Hebrew calendar dictates

- Gain fluency and confidence in reciting and leading Tefillot/morning prayers
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
- Experience diverse liturgical and musical approaches at Tefillot/morning prayers
- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
- Appreciate Hebrew vocabulary within the context of morning Tefillot/prayers, our school's siddur/prayer book, and the many biblical sources for liturgy (e.g. the prayer called Hallel/Praise is a compilation from the biblical book of Psalms)
- Identify reasons we chant some prayers daily and others on specific holy days only (e.g. one recites Hallel /Praise only once a month on Rosh Chodesh/holiday of the new month)
- Develop the ability to articulate their ideas and questions about a personal relationship to the Holy One of Blessing
- Identify tefillah/prayer - related content in other Hebrew & Jewish Studies subject areas

Israeli culture and society

- Develop a personal relationship to the land and people of Israel, the Jewish homeland
- Understand Jewish pluralism in Israel as well as among Jewish communities within and without Israel
- Gain fluency in key Hebrew terms related to Israeli culture and society
- Develop an appreciation for all aspects of Israeli culture
- Identify the ancient biblical origins of many modern Israeli customs

Jewish peoplehood

- Engage with the diversity of Maine's Jewish communities and their relationship to Maine's broader society via guest speakers, field trips, and project based learning
- Gain familiarity with the diversity of the American and global Jewish community (Ashkenazi, Sephardi/Mizrahi, Jews of Color) and its geography
- Gain research, writing, organization, and presenting skills while learning about the history of Jewish communities outside the American and Israeli Jewish communities.
- Acquire knowledge of all aspects of these Jewish communities such as geography, food, music, culture, languages spoken, and religious practices
- Develop research, writing, organization, and presenting skills while learning biographies and contributions of noteworthy Jews currently living anywhere in the world
- Recognize examples of building Kehillah/community and Jewish peoplehood within the context of other Hebrew & Jewish Studies subject areas

Music

Students engage in a lengthy independent study to prepare for a coffeehouse performance. Through this they learn how to plan, practice and prepare and are encouraged to choose a project that will be both challenging and fun. Students learn how to read chords on ukulele and/or keyboard, and learn how to play music collectively using chord charts. Students grow and develop their knowledge of general music concepts and are encouraged to implement them in their own music making. The class engages in regular group music making using a variety of methods for learning music, including learning by ear, reading charts, and some simple learning by notation.

Studio Art

Middle school studio art classes continue to develop and refine the understanding of all fundamental elements of art using various art techniques and platforms. Students continue life and nature drawings, the study of renowned artists and their work, value practice, line and pattern work. Student artists propose, research, create, and display their own self-guided and unique art history projects. Studio Art classes often connect with Jewish studies and holidays to help projects come to life.

Physical Education

All physical education classes emphasize the importance of physical activity and fitness for a healthy lifestyle. Students take part in more advanced games and activities, while skill work is emphasized and reinforced. Teamwork, sportsmanship, strategy, and cooperation are the focuses for such units as soccer, team challenges and dance. In addition, the program provides a nice balance of individual, partner, and team activities that supports a variety of student interests and abilities. There is a special emphasis on sportsmanship, teamwork, and cooperation in all classes.

Dance and Movement

Dance and movement classes begin with structured, fun dance warm ups and stretching designed to loosen and stretch the muscles and parts of the body used in class. Each class helps build cardio and core strength. Dance and movement students are introduced to, learn, and practice modern dance techniques such as hip hop, lyrical, and freestyle. Elements such as ballet and jazz are woven into the lessons that students learn. Classes help focus on gross motor skills, crossing the midline, directions, rhythm and tempo. The dances chosen are designed to increase the heartbeat, create positive memories, and provide a foundation for future dance skills. Dance and movement classes conclude with a year's end program where students design, choreograph, produce, and participate in their own dance showcase.



UPPER SCHOOL

Seventh Grade

Our goal in seventh grade is to build empathy, awareness, attention to detail, communication skills, an eye for patterns and analysis, and a responsibility towards one another and our communities.

Overview:

Social Emotional Learning

For SEL we use *Responsive Classroom*. *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Buddy Program

A seventh grader's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they mentor younger students in second and third grades. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

English Language Arts (ELA)

As young people, community members, and diverse individuals, students will be asked to closely read, reflect upon, and respond to a wide array of texts, perspectives, and forms of communication. Additionally, students in ELA will work on communicating their thoughts, opinions, and perspectives across a myriad of modalities and genres of writing. Assignments and assessments will take on multiple formats and functions in order to meet and challenge students where they are; this might look like slideshow presentations to the class, journal entries, haikus, listening and responding to a

podcast, writing five paragraph essays, or writing one hundred word mysteries in class with a partner. No matter what students are doing, they are expected to bring a thoughtful, respectful, and intentional eye, ear, and voice to their work and learning. In every unit, students also practice and gain skills in spelling, composition, grammar, editing, argumentation, analysis, and clear communication. Our classroom maintains open, constructive conversations and discussions so that everyone feels safe and heard giving or receiving feedback from their peers and instructors.

Topics:

Writing: Expository, Narrative, Persuasive

- Independent & Full Class Practice & Development: Vocabulary, Spelling, Grammar
- Formal Essay Writing, Presentation, and Speech
 - Outlining
 - Peer Editing / Self-Editing
 - Synthesizing multiple texts & perspectives
 - Argumentation & Opinion Writing
 - Aristotelian Appeals: Ethos, Pathos, and Logos
 - Public speaking without a script

Reflection

- Identity & Intersectionality
 - Understanding Ourselves as Learners, People, and Community Members
 - Privilege & Power
 - Culture(s) & Personal Identity
 - Equity & Equality
 - Implicit Bias Tests
- Post-Assessment Written or Verbal Reflections
 - In-class as both informal and formal discussions
 - At-home reflection questionnaires after projects, typically with the support and oversight of an adult
 - Intended to have students reflect on both their strengths and weaknesses
 - What might have caused distraction or unnecessary errors this time?
 - What can be improved in the future?

Poetry

- Forms & Styles
 - Ode, Sonnet, Ballad, Villanelle, Free Verse, Limerick, Haiku
 - Line, Stanza, Quatrain, Tercet, Couplet
 - Tone & Mood
- Poets & Poetic Perspective
 - American Poets
 - Jewish and Jewish-American Poets

- History of Poetry
- Poem-Folio Project
 - Composition, Illustration, and Analysis
 - Final Presentation and Recitation to Class

Reading

- Analyzing Fiction & Non-Fiction
 - Symbolism & Foreshadowing
 - Setting & Mood
 - Character Development
 - Literary Device Essay on Class Book
- Reflection: Connecting texts to our lives & Jewish values
- Historical Context in Fiction & Nonfiction

Media Literacy & Research

- History of "yellow journalism"
- What makes news, "news"
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- Strategies to verify images and information
- Benefits and challenges of digital news and social media to a democratic society
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Examples of Past Curricular Resources & Texts: *The Lottery*, *The Westing Game*, *The Monkey's Paw*, *Mercy Suarez Changes Gears*, *When You Reach Me*, "This is Water" (David Foster Wallace), *Begging for Change*, *Dead Poets Society* (Film, 1989), The Poetry Foundation, National Novel Writing Month

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Social Studies

Social Studies is divided between geography, history, civics & government, and economics & personal finance. Within each of these topics,

Geography

- The 5 Themes
 - Location, Place, Region, Human-Environmental Interaction, and Movement
- Parts of a Map / Mapmaking
 - Maine Counties
 - Fifty United States

- Design a Multi-Part Mapping Scavenger Hunt
- Osher Map Library Field Trip
 - Historic Maps of Portland, Maine

History

- Sources
 - Primary vs. Secondary
 - Facts vs. Opinion
 - Reliable vs. Unreliable Sources
- Perspective, Narrative Bias, and Context
 - Intersectionality
 - What constitutes a “revolution”? (DASH Week, April 2023)
 - Naming and Representation
- Indigenous History
 - Land Acknowledgement
 - Wabanaki History in Maine
 - Story of the Arawak & Taino Peoples and the impact of European Colonialism on Indigenous Cultures & Communities
 - Howard Zinn's, *A People's History of the United States*
- Black American History
 - The Reconstruction Era
 - The Civil Rights Era
 - Reparations, Justice, Equality, and Equity
 - Activism & Political Movements

Economics

- Growth of a Global World: Globalization & Exchange
 - Triangular Trade
- Slavery, the Slave Trade, and Early Colonial Economies
- Incentive, Profit, and Trade In-Class Simulation

Civics & Government

- Role of Government
- Civic Responsibility
 - Voting & Civic Duties
 - Current Events
 - Independent Research
 - Slide & Presentation
 - Community Responsibilities & Disparities
 - SPENT Simulation: Students engage and reflect on a digital simulation of economic decisions. As stated by its creators, McKinney and the Urban Ministries of Durham, “Throughout the game’s one-month period, the player faces

dilemmas which reveal how quickly changes in employment, housing, medical costs and other expenses can have disastrous consequences for normal people... The game ends when players either run out of money before the end of the month or make it through with money left over." We used this resource in the context of our week-long unit on homelessness and the housing crisis during a DASH Week in October of 2022.

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- Campaign Strategies
- Campaign Media & Communication

Final project example: Simulated Two-Party "Race" between student groups

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Science/STEM

Matter and its interactions

Forces and Interactions

Energy

Waves and their Applications
Molecules and Organisms
Dynamic Ecosystems
Earth's Place in the Universe
Earth Sciences
Engineering and Design

Math

Unit 1 PROPORTIONAL RELATIONSHIPS
Unit 2 RATIONAL NUMBER OPERATIONS
Unit 3 MODEL WITH EXPRESSIONS, EQUATIONS, AND INEQUALITIES
Unit 4 GEOMETRY
Unit 5 SAMPLING AND DATA ANALYSIS
Unit 6 PROBABILITY

Jewish Life and Learning

The goal of Jewish Life and Learning in seventh grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew.

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Students in grades 6-8 are given the opportunity to lead prayers at daily Tefillot/morning prayers and weekly at Oneg Shabbat/Levey's schoolwide Sabbath celebration on Fridays.

Jewish values

- Appreciate the ways in which Jewish sacred texts inform broadly shared values and positive behavioral norms via composing weekly Divrei Torah
- Glean life lessons from interpreting weekly Torah portion/sacred text based on Jewish values
- Find examples appropriate for all grades of life lessons to share at Oneg Shabbat/schoolwide Sabbath observance
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- Appreciate the distinctly Jewish dimensions of being a positive doogma/role model for these values.
- Understand the ways in which Jewish values manifest themselves in the various Hebrew & Jewish Studies subject areas.
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in all social and academic situations)

Hebrew Language

- Read, chant, write out, and understand Hebrew passages selections from the prayer book, weekly Torah portion/sacred text study, and passages of Hebrew Bible germane to upcoming Jewish holidays
- Read, write in Hebrew script, and comprehend vocabulary and key concepts from all events on Hebrew calendar including Jewish holidays, customs, traditions, and values
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Read and understand spoken, modern Hebrew dialogues
- Read and understand Hebrew vocabulary for all holidays, customs, and traditions throughout the Hebrew calendar year
- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Translate modern Hebrew dialogues via texts and recordings by native speakers
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Read, chant, lead different prayers in Hebrew and English throughout the year as Hebrew calendar dictates
- Gain fluency and confidence in reciting and leading Tefillot/morning prayers

- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
- Experience diverse liturgical and musical approaches at Tefillot/morning prayers
- Understand the ways in which Jewish values inform daily prayers, liturgical customs, and ways in which Jews communicate with the Holy One of Blessing
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UPPER SCHOOL

Eighth Grade

Our goal in eighth grade is to build empathy, awareness, attention to detail, communication skills, an eye for patterns and analysis, and a responsibility towards one another and our communities. Eighth graders are expected to take on formal and informal leadership roles throughout the year and school, whether that means setting an example with one's behavior and language, volunteering to help a peer or staff member, or

Overview:

Social Emotional Learning

For SEL we use *Responsive Classroom*. *Responsive Classroom* is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Buddy Program

An eighth grader's social and emotional growth is fostered through our one-of-a-kind Buddy program, through which they mentor younger students in second and third grades. Buddies participate in regular, meaningful social interactions and activities, including reading, art projects, playing games, and more.

Service Learning

The capstone project of the Levey program is a service learning initiative which the student works to create along with the Head of School and the teachers. The eighth grader spends an agreed upon

number of service learning hours outside of Levey Day School, and then shares about the experience with their younger peers.

English Language Arts (ELA)

As young people, community members, and diverse individuals, students will be asked to closely read, reflect upon, and respond to a wide array of texts, perspectives, and forms of communication. Additionally, students in ELA will work on communicating their thoughts, opinions, and perspectives across a myriad of modalities and genres of writing. Assignments and assessments will take on multiple formats and functions in order to meet and challenge students where they are; this might look like slideshow presentations to the class, journal entries, haikus, listening and responding to a podcast, writing five paragraph essays, or writing one hundred word mysteries in class with a partner. No matter what students are doing, they are expected to bring a thoughtful, respectful, and intentional eye, ear, and voice to their work and learning. In every unit, students also practice and gain skills in spelling, composition, grammar, editing, argumentation, analysis, and clear communication. Our classroom maintains open, constructive conversations and discussions so that everyone feels safe and heard giving or receiving feedback from their peers and instructors.

Topics:

Writing: Expository, Narrative, Persuasive

- Independent & Full Class Practice & Development: Vocabulary, Spelling, Grammar
- Formal Essay Writing, Presentation, and Speech
 - Outlining
 - Peer Editing / Self-Editing
 - Synthesizing multiple texts & perspectives
 - Argumentation & Opinion Writing
 - Aristotelian Appeals: Ethos, Pathos, and Logos
 - Public speaking without a script

Reflection

- Identity & Intersectionality
 - Understanding Ourselves as Learners, People, and Community Members
 - Privilege & Power
 - Culture(s) & Personal Identity
 - Equity & Equality
 - Implicit Bias Tests
- Post-Assessment Written or Verbal Reflections
 - In-class as both informal and formal discussions
 - At-home reflection questionnaires after projects, typically with the support and oversight of an adult
 - Intended to have students reflect on both their strengths and weaknesses

- What might have caused distraction or unnecessary errors this time?
- What can be improved in the future?

Poetry

- Forms & Styles
 - Ode, Sonnet, Ballad, Villanelle, Free Verse, Limerick, Haiku
 - Line, Stanza, Quatrain, Tercet, Couplet
 - Tone & Mood
- Poets & Poetic Perspective
 - American Poets
 - Jewish and Jewish-American Poets
 - History of Poetry
- Poem-Folio Project
 - Composition, Illustration, and Analysis
 - Final Presentation and Recitation to Class

Reading

- Analyzing Fiction & Non-Fiction
 - Symbolism & Foreshadowing
 - Setting & Mood
 - Character Development
 - Literary Device Essay on Class Book
- Reflection: Connecting texts to our lives & Jewish values
- Historical Context in Fiction & Nonfiction

Media Literacy & Research

- History of "yellow journalism"
- What makes news, "news"
- Propaganda and Advertising
- Markers of verification, transparency, accountability, and independence in news stories
- Strategies to verify images and information
- Benefits and challenges of digital news and social media to a democratic society
- MLA Style Citation

Examples of Past Curricular Resources & Texts: *The Lottery*, *The Westing Game*, *The Monkey's Paw*, *Mercy Suarez Changes Gears*, *When You Reach Me*, "This is Water" (David Foster Wallace), *Begging for Change*, *Dead Poets Society* (Film, 1989), The Poetry Foundation, National Novel Writing Month

Examples of Past Authors Studied, Discussed, and Read: Saeed Jones, Walt Whitman, Chimamanda Ngozie Adichie, Audre Lorde, Robert Frost, Lewis Carroll, Brené Brown, Amanda Gorman, Shel Silverstein, Yehuda Amichai, Clint Smith, Cheryl Strayed, BrenTa-Nehisi Coates, William Carlos Williams, Allen Ginsberg, W.H. Auden, Taylor Mali

Social Studies

Geography

- The 5 Themes
 - Location, Place, Region, Human-Environmental Interaction, and Movement
- Parts of a Map / Mapmaking
 - Maine Counties
 - Fifty United States
 - Design a Multi-Part Mapping Scavenger Hunt
- Osher Map Library Field Trip
 - Historic Maps of Portland, Maine

History

- Sources
 - Primary vs. Secondary
 - Facts vs. Opinion
 - Reliable vs. Unreliable Sources
- Perspective, Narrative Bias, and Context
 - Intersectionality
 - What constitutes a "revolution"? (DASH Week, April 2023)
 - Naming and Representation
- Indigenous History
 - Land Acknowledgement
 - Wabanaki History in Maine
 - Story of the Arawak & Taino Peoples and the impact of European Colonialism on Indigenous Cultures & Communities
 - Howard Zinn's, *A People's History of the United States*
- Black American History
 - The Reconstruction Era
 - The Civil Rights Era
 - Reparations, Justice, Equality, and Equity
 - Activism & Political Movements

Economics

- Growth of a Global World: Globalization & Exchange
 - Triangular Trade
- Slavery, the Slave Trade, and Early Colonial Economies
- Incentive, Profit, and Trade In-Class Simulation

Civics & Government

- Role of Government
- Civic Responsibility

- Voting & Civic Duties
- Current Events
 - Independent Research
 - Slide & Presentation
- Community Responsibilities & Disparities
 - SPENT Simulation: Students engage and reflect on a digital simulation of economic decisions. As stated by its creators, McKinney and the Urban Ministries of Durham, "Throughout the game's one-month period, the player faces dilemmas which reveal how quickly changes in employment, housing, medical costs and other expenses can have disastrous consequences for normal people... The game ends when players either run out of money before the end of the month or make it through with money left over." We used this resource in the context of our week-long unit on homelessness and the housing crisis during a DASH Week in October of 2022.
 - MAZON: A Jewish Response to Hunger
 - Letter to a Local Official
 - Viewing, Reflection, and Discussion of the film, *Lead Me Home* (DASH Week, October 2022)
- Freedom, Power, and Democracy
 - Close Reading and "Modern Translation" of the Declaration of Independence
 - Henry David Thoreau & *Civil Disobedience*
 - Mahatma Gandhi & *satyagraha*
- U.S. Citizenship
 - Constitutional Rights of Citizens
 - Reconstruction Amendments
- Politics & Campaigns
- Campaign Strategies
- Campaign Media & Communication

Final project example: Simulated Two-Party "Race" between student groups

- Development and Defense of a Researched Agenda
- Candidate and Campaign Staff Speeches, Debates, and Discussions
- Campaign Video

Examples of Past Curricular Resources: The Library of Congress, The 1619 Project, *13th* (Film), Crash Course History & Economics, *March: Book 1* (John Lewis), The Slave Voyages Consortium, Facing History, "Letter from Birmingham Jail" (Dr. Martin Luther King, Jr.), Excerpts from *A Young People's History of the United States*, Zinn Education, TED Education, Khan Academy, "The Idea of America" (Nikole Hannah-Jones), "The Jim Crow North" (*The New York Times: Upfront*), chapters from *How the*

Word is Passed (Clint Smith), "The Slave Revolution That Gave Birth to Haiti" (Digital Graphic History by Rocky Cotard & Lauren Dubois), "AMERICAN EXPERIENCE: Freedom Summer" (Season 26, Episode 6, from PBS)

Science/STEM

Matter and its interactions

Forces and Interactions

Energy

Waves and their Applications

Molecules and Organisms

Dynamic Ecosystems

Earth's Place in the Universe

Earth Sciences

Engineering and Design

Math

Unit 1 TRANSFORMATIONAL GEOMETRY

Unit 2 LINEAR EQUATIONS AND APPLICATIONS

Unit 3: RELATIONSHIPS AND FUNCTIONS

Unit 4 STATISTICS AND PROBABILITY

Unit 5 REAL NUMBERS AND THE PYTHAGOREAN THEOREM

Unit 6 EXPONENTS, SCIENTIFIC NOTATION, AND VOLUME

Jewish Life and Learning

The goal of Jewish Life and Learning in eighth grade is to engage Jewish values and Hebrew language in some manner. The Jewish calendar year informs the curricular goals regarding customs, traditions, and holidays at Levey. Subjects that students should explore in Hebrew & Jewish Studies classes include but are not limited to tefillot/prayer literacy and spirituality, biblical and rabbinic texts, holidays and rituals, Israeli culture and society, and Jewish peoplehood around the world.

Each holiday is a four week unit while each torah portion is a one week unit based on customs related to Jewish scriptural readings. The Torah portion/sacred text pedagogy schedule is in alignment with the universally accepted Jewish practice to study a new Torah portion each week culminating with the weekly holiday of Shabbat/Sabbath. Students will understand vocabulary from the biblical narratives as well as Jewish values, life lessons, customs and traditions that accompany sacred text study writ large. Students will gain familiarity with key holidays and rituals before, during, and after they appear on the Hebrew calendar. Students will grow to understand the cycle of the Hebrew calendar such as the names of the months in Hebrew.

Additionally, students in grades 4-8 are given the opportunity to research each Torah portion and present a summary including Jewish values, behavioral norms and "life lessons" which inform all Jewish texts.

Students in grades 6-8 are given the opportunity to lead prayers at daily Tefillot/morning prayers and weekly at Oneg Shabbat/Levey's schoolwide Sabbath celebration on Fridays.

Grade 8 students are given the opportunity to choose a prayer to recite and summarize during the school's graduation ceremony.

Jewish values

- Appreciate the ways in which Jewish sacred texts inform broadly shared values and positive behavioral norms via composing weekly Divrei Torah
- Glean life lessons from interpreting weekly Torah portion/sacred text based on Jewish values
- Find examples appropriate for all grades of life lessons to share at Oneg Shabbat/schoolwide Sabbath observance
- Read, write, chant Hebrew verses from sacred text to share with Levey community at Oneg Shabbat/schoolwide Sabbath observance
- Develop writing and oral presentation skills to make biblical narratives and value concepts accessible for all grades
- Appreciate the distinctly Jewish dimensions of being a positive doogma/role model for these values.
- Understand the ways in which Jewish values manifest themselves in the various Hebrew & Jewish Studies subject areas.
- Incorporate Jewish values into students' daily lives (e.g. being a positive doogma/role model/upstander in all social and academic situations)

Hebrew Language

- Read, chant, write out, and understand Hebrew passages selections from the prayer book, weekly Torah portion/sacred text study, and passages of Hebrew Bible germane to upcoming Jewish holidays
- Read, write in Hebrew script, and comprehend vocabulary and key concepts from all events on Hebrew calendar including Jewish holidays, customs, traditions, and values
- Demonstrate basic conversational skills in modern Hebrew at a level particular to the individual student and at the student's own pace
- Read and understand spoken, modern Hebrew dialogues
- Read and understand Hebrew vocabulary for all holidays, customs, and traditions throughout the Hebrew calendar year

- Develop cultural fluency with key terms and Hebrew vocabulary relevant to a school setting and to Levey specifically
- Translate modern Hebrew dialogues via texts and recordings by native speakers
- Learn Hebrew terms for cities, history, customs, and holidays specific to life in modern Israel

Tefillot/prayer and spirituality

- Read, chant, lead different prayers in Hebrew and English throughout the year as Hebrew calendar dictates
- Gain fluency and confidence in reciting and leading Tefillot/morning prayers
- Understand the meaning and context of the Hebrew prayers (e.g. when do we recite this? why/how do we chant it? what do the words mean?)
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