

GRAY ACADEMY OF JEWISH EDUCATION CURRICULUM OVERVIEW

TABLE OF CONTENTS JUNIOR KINDERGARTEN TO GRADE ONE

| | Page |
|---|-----------|
| Junior Kindergarten Curriculum Overview | |
| Language Arts | 2 |
| Mathematics | 2 |
| Science and Social Studies | 3 |
| Judaic Studies, Music, Art | 4 |
| Physical Education | 6 |
| Kindergarten Curriculum Overview | |
| Language Arts | 7 |
| Mathematics | 7 |
| Social Studies | 8 |
| Science | 8 |
| Hebrew Language Arts | 9 |
| T'fillah | 9 |
| Physical Education | 11 |
| Grade One | |
| Language Arts | 12 |
| Math | 14 |
| Social Studies | 16 |
| Science | 17 |
| Hebrew Language Arts | 19 |
| T'fillah | 21 |
| Library | 23 |
| Physical Education | 24 |
| Kindergarten To Grade One Music | 25 |
| Kindergarten To Grade One Art | 26 |
| Kindergarten To Grade One French | 27 |
| Kindergarten To Grade One Computer Program | 29 |

JUNIOR KINDERGARTEN CURRICULUM OVERVIEW

The Junior Kindergarten program is a multi-age, 3 and 4 year old, program that integrates Judaic and General Studies. Our program is based on the knowledge that learning in the early years is an individual process, and that each child develops at his/her own rate. Each child is valued and respected as an individual, and is made to feel secure within the Junior Kindergarten environment. For some, this is their first experience being part of a Jewish community of children. Therefore, the nurturing of this first awareness of their sense of Jewish identity is an integral part of the program. We strive to make their first formal school experience a positive one, with the emphasis on fun.

The program is thematic and activity-based which involves children in both individual and group activities. These activities serve to guide children towards the following specific outcomes:

SOCIAL/EMOTIONAL

- shares and takes turns
- self control
- takes ownership of their behaviour
- positive self-concept.
- "menschlichkeit"
- independence
- self-guided or self-initiated play
- puts on and takes off outdoor clothing
- hand washing and toileting
- follows directions (also under language)
- stays with a task until it is completed
- puts away materials after they are finished with them

In the core subject areas the following are taught:

LANGUAGE ARTS

SPEAKING

- converses with other children in the classroom
- converses with adults in the classroom
- contributes ideas to group discussions at "Circle Time"
- expresses ideas clearly
- speaks in sentence form
- re-counts an event or story in logical sequence
- uses vocabulary appropriate to their age

LISTENING

- listens while others are speaking
- listens to a story
- hears likenesses and differences in sounds and words
- recognizes rhyming words

Gray Academy of Jewish Education Curriculum Overview

- recognizes initial consonant sounds
- follows directions

WRITING

- prints name (English and Hebrew)
- reproduces geometric shapes
- prints upper and lower case letters (English)
- prints letters of the Aleph Bet (Hebrew)
- prints words

READING

- is exposed to the written word through books, lists, labels, signs, charts, letters, child-dictated stories
- sees the value of the written word as a tool of communication
- recognizes upper and lower case letters and their sounds
- recognizes Hebrew letters and their sounds
- models adult reading – i.e. holds book properly, starts at the beginning of the story, turns the pages one by one.
- “reads” the pictures of the story.
- reads words

VIEWING

- interprets meaning from viewing pictures, videos, plays, exhibits, etc.

REPRESENTING

- creates artistic representation of objects, ideas, or feelings

MATHEMATICS

Through activity based, "hands on" experiences, the junior kindergarten child:

- identifies attributes of objects (e.g. colour, shape, size, usage)
- sorts and classifies objects according to their attributes
- compares groups of objects
- recognizes numerals
- rote counts
- enumerates a group of objects
- solves simple problems
- writes numerals
- creates and identifies simple patterns

SCIENCE AND SOCIAL STUDIES

Throughout the year, the children observe the world around them. Areas of study may include:

seasons
plant growth
magnets
dental health

nutrition
fire safety
animals
space

JUDAIC STUDIES

The program fosters an awareness of their Jewish identity which provides them with a sense of pride and joy. The children:

- celebrate Jewish holidays
- sing Hebrew songs
- sing English songs with Judaic content
- recite simple "Brachot" and "T'fillot"
- are exposed to the Hebrew aleph bet
- are exposed to simple Hebrew vocabulary

MUSIC

Children are involved in musical expression throughout the day. They

- sing
- dance
- use rhythm instruments

ART

- use art as a vehicle of expression
- use art as a means of learning and reinforcing skills and information in all themes and subject areas e.g. Jewish holidays
- explore texture, colour, line, and shape
- use a variety of media including paper, play dough, sparkles, beads, sequins, feathers and other natural materials, paint, markers, pencils and crayons
- value process as well as product

FINE MOTOR DEVELOPMENT

- small muscles, including those of the eye and hand
- development is important for reading and writing
- developed through using implements such as pencils, crayons, markers, paint brushes, and scissors, as well as through manipulation of various other small objects such as beads, puzzles and small blocks

GROSS MOTOR DEVELOPMENT

- large muscles include those of the arm, legs, shoulders, and trunk
- development is facilitated through many opportunities for movement in the classroom, the gym and the outdoor play area
- skills stressed include running, jumping, hopping on one foot, balancing on one foot, skipping, walking on a balance beam, throwing and catching a ball, rolling on a mat, and crawling

Gray Academy of Jewish Education Curriculum Overview

CENTRES

- large manipulatives
- small manipulatives
- puzzles
- computer
- books
- arts and crafts
- dramatic play
- sensory materials e.g. sand, water, play dough

SPECIALISTS/ITINERANTS

- gym
- library
- music

THEMES

Examples of themes that may be developed over the course of the year include:

Getting To Know You/ Getting To Know Me
ABC/Aleph Bet
Colours (Hebrew And English)

Numbers (Hebrew and English)
Shapes
Season

JEWISH HOLIDAYS AND THEMES

Rosh Hashanah
Tu Bishvat
Yom Kippur
Purim
Succot

Pesach
Simchat Torah
Yom Ha'Atzmaut
Creation
Lag B'Omer

Shabbat
Shavuot
Chanukah

ASSESSMENT

Assessment and evaluation are informal and on-going. Assessment information is gathered through:

- anecdotal observation
- check lists
- conversations with children
- samples of children's work
- progress is reported to parents via:
 - phone calls
 - notes home
 - meetings
 - twice-yearly parent-teacher conferences

PHYSICAL EDUCATION

INTRODUCTION

The goal of the Junior Kindergarten Physical Education Program is to develop:

- the physical well being of students
- basic motor skills
- their ability to use their own creative activities
- cooperation, sportsmanship and safety
- an independence to pursue physical activity outside of school and throughout life

Most skills and activities are continually repeated throughout the year and throughout the grades. However, the complexity and level of difficulty increase as the grades get higher. Many of the skills listed may also be combined in different activities.

BASIC MOTOR SKILLS

- catching
- throwing
- kicking
- bouncing
- rolling
- running
- skipping
- hopping
- balancing

MOVEMENT EDUCATION

- running
- hopping
- skipping
- jumping
- dancing
- rolling

GAMES

- simple games
- tag games
- elimination games
- relay games
- individual, pair, small group, large group games
- parachute game

SMALL EQUIPMENT

- balls
- bean bags
- hoops
- ropes
- scooter boards

LARGE EQUIPMENT

- trestles
- mats
- parachute

ASSESSMENT

Students will be evaluated on a continual basis throughout the year. Emphasis will be placed on:

- strives to improve own skills
- participates willingly in activities
- displays a sense of fair play

KINDERGARTEN CURRICULUM OVERVIEW

INTRODUCTION

The kindergarten program is a preparatory program for accelerated study designed to help each child develop as an independent learner in an environment that encourages discovery and exploration. The various subject areas are integrated in lessons and activities that are taught through a theme-based approach. The curriculum explores different subject areas in a manner that is meaningful and connected to our personal experiences.

LANGUAGE ARTS

The Manitoba Department of Education, English Language Arts Curriculum is utilized as a framework for reading and language arts instruction. The Language Arts program is based on six aspects of literacy as specified in this English Language Arts Curriculum. These six important skills are:

- listening
- speaking
- reading
- writing
- viewing
- representing

Through language experience activities, the children are given opportunities to develop their communicative skills in all areas. Books, poems, chants and songs are presented daily. Children keep a journal that is used as an evaluative as well as sharing tool. “Teddy”, “Star of the Week” and other sharing activities are intended to develop the children’s listening, speaking and questioning skills.

MATHEMATICS

The Mathematics program follows the Manitoba Department of Education guidelines and is designed to give the children experiences in practical Math. Many “Math Moments” (i.e. during calendar time) are integrated into our day.

Some of the areas of study include:

- problem solving
- comparing sets
- patterning
- classifying
- counting concrete objects
- graphing
- organizing data

SOCIAL STUDIES

Kindergarten focuses on the concept of self. Students explore various aspects of their lives, their school, and their neighbourhood. They also investigate changes that affect them in their immediate environment.

The main theme of the Kindergarten Social Studies program deals with “Exploring My World.” The following sub-topics are ongoing throughout the school year:

All About Me
My School and Its Neighbourhood
Change in Me and My World

Other themes explored are:

Health
Safety
Food/Nutrition

Dental Health
Families
Careers

SCIENCE

Kindergarten students gain basic scientific knowledge, which relates to the kindergarten child through observation, study, and experimentation. The senses are an integral part of all science lessons, which involve:

Seasonal Changes
Weather
Plants
Animals
Food
Shapes

Sounds
Colours
People
Machines
The World Beyond Our Immediate Sight

Children’s literature and individual teacher resources are used in the science program. Themes covered include:

Weather/Seasons
Plants/Trees
Senses
Colours
Changes in Matter
Animals – Getting Ready For Winter
Farm Trip
Environment – Earth Day

ASSESSMENT, EVALUATION AND REPORTING

Kindergarten students are evaluated on an on-going basis. This is done using a variety of methods including observation, anecdotal notes, checklists, conversations and conferences. Parent-teacher conferences take place twice a year. At the first conference, observations are shared through an oral report focusing on the child's social and emotional development. The second conference focuses on skills gained throughout the year. During both conferences, the child's scrapbook and journal are used to give specific samples of the child's progress.

HEBREW LANGUAGE ARTS

THEMES

Aleph Bet
Colours
Weather
Calendar

Body Parts
Family
Numbers
Jewish Symbols

Animals
School Related Articles
Food

STUDENT OUTCOMES

Students will become familiar with the aleph bet and Hebrew vocabulary through

- listening
- echoing
- chanting
- reciting
- singing
- reading
- writing self-made books

STRATEGIES

- arts and crafts
- small and large group discussions,
- student-made and teacher-made bingo cards
- memory games
- illustration
- individual student-made and designed Aleph-Bet books
- incorporation of Hebrew words into simple commands and instructions.

T'FILLAH

- prayers from the Siddur according to the curriculum.
- brachot where and when applicable
- participation in weekly Shabbat celebrations at school
- all school holiday celebrations

STUDENT OUTCOMES

- Students will become familiar with and comfortable chanting the Brachot and T'fillot.
- Students will learn why we pray and how to behave during prayer.

STRATEGIES

- daily T'fillah
- repetition
- echoing
- stories

HOLIDAYS

All the holidays in the Jewish Calendar with special emphasis on Shabbat. The historical, religious, and family involvement in each holiday will be touched upon and learned.

STUDENT OUTCOMES

- Children will learn holiday vocabulary orally.
- Children will learn symbols, brachot, traditions, foods, and songs applicable to each holiday.
- Children will know the stories of each of the holidays (history and connection to the Torah and Israel).

STRATEGIES

- | | | |
|-----------------|--------------------|--|
| • songs | • dramatic play | • performances for seniors and parents |
| • dances | • cooking | |
| • games | • synagogue visits | |
| • torah stories | | |

CHESED PROJECT

Children will learn to understand the meaning of Tzedakah and of Chesed (giving from the heart). They will have a hand-made project which they can give away or sell, so that they can experience a mitzvah.

ASSESSMENT

- participation
- discussion
- Bingo
- memory games
- matching symbols of holidays

PHYSICAL EDUCATION

INTRODUCTION

The goal of the Kindergarten Physical Education Program is to develop:

- the physical well being of students
- basic motor skills
- their ability to use their own creative activities
- cooperation, sportsmanship and safety
- an independence to pursue physical activity outside of school and throughout life

Most skills and activities are continually repeated throughout the year and throughout the grades. However, the complexity and level of difficulty increase as the grades get higher. Many of the skills listed may also be combined in different activities.

BASIC MOTOR SKILLS

- catching
- throwing
- kicking
- bouncing
- rolling
- running
- skipping
- hopping
- balancing

MOVEMENT EDUCATION

- running
- hopping
- skipping
- jumping
- dancing
- rolling

GAMES

- simple games
- tag games
- elimination games
- relay games
- individual, pair, small group, large group games
- parachute game

SMALL EQUIPMENT

- balls
- bean bags
- hoops
- ropes
- scooter boards

LARGE EQUIPMENT

- trestles
- mats
- parachute

ASSESSMENT

Students will be evaluated on a continual basis throughout the year. Emphasis will be placed on:

- strives to improve own skills
- participates willingly in activities
- displays a sense of fair play

GRADE ONE LANGUAGE ARTS

INTRODUCTION

The L.A. Program identifies five general learning outcomes. Each outcome is achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences. Through these outcomes the children will be:

- exploring thoughts, ideas, feelings and experiences
- comprehending and responding personally and critically to oral, literary and media texts
- managing ideas and information
- enhancing the clarity and artistry of communication
- celebrating and building community

Themes are chosen throughout the year and selected stories, poems and rhymes related to the themes are used. Our themes may include;

Ourselves/Our Families
Our Friends

Seasons
The Environment and Animals

COURSE OUTLINE

Exploring thoughts, ideas, feelings and experiences through

- talking about personal experiences and familiar events
- brainstorming
- sharing circle

Comprehending and responding personally and critically to literary and media texts through

- theme related poetry
- story time (various authors and genres)
- shared reading (whole class)
- guided reading (small student to teacher ratio)
- silent reading (D.E.A.R. –drop everything and read; quiet individual activity)
- partner reading
- home reading program

Managing ideas and information through

- theme-based writing (unedited and draft writing)
- journal writing (free-choice writing)
- story writing (own version of familiar story e.g. the mitten)
- research writing

Enhancing the clarity and artistry of communication through

- thematic writing
- draft writing (conferencing and editing)
- journal writing (teacher/child communication)
- printing practice (correct letter formation and spacing)
- language experience charts (teacher's morning message to class)

Gray Academy of Jewish Education Curriculum Overview

- spelling activities (McCracken program)
- the triple-check (capitalization, punctuation and meaning)
- individual books
- class books
- active listening (eyes, ears, hands, feet)

Celebrate and build community

- sharing circle
- journal writing
- book reports
- cooperative learning groups

ASSESSMENT

Assessment is on going and includes

- observations
- discussions/conferences with the child
- paper-pencil tasks

RESOURCES

A thematic approach integrating math, science and social studies and health is used; therefore resources will be drawn from the various subject areas.

GRADE ONE MATH

INTRODUCTION

The main goals of the math curriculum are to prepare the children to use mathematics confidently to solve problems. The children are encouraged to take risks in performing mathematical tasks, persevere in solving mathematical problems, and to communicate and reason mathematically.

COURSE OUTLINE

PATTERNS AND RELATIONS

- sorts objects using a single given attribute or a single self-determined attribute
- identifies, names, reproduces, extends, compares and creates patterns using actions, manipulatives, diagrams, and spoken terms

STATISTICS AND PROBABILITY

- formulates independently the questions and categories for data collection
- constructs concrete object graphs and pictographs, with guidance, using 1:1 correspondence
- compares data using appropriate language, such as how many more, and asks questions in relation to the data gathered
- predicts the chance of an event happening, using the terms never, sometimes, always

NUMBER

- counts orally by 1s, 2s, 5s, and 10s to 100; and estimates, then counts the number of objects in a set (0-50), comparing the estimate with the actual number
- reads and writes numerals to 20, reads number words to 10, and explores the representation of numerals (0-50) using a calculator
- recognizes, builds, compares, and orders sets that contain 0-50 elements
- demonstrates if a number from 1-100 is odd or even
- demonstrates an understanding of halves as part of a shape or solid
- uses manipulatives and diagrams to demonstrate and to describe the processes of addition and subtraction of numbers to 18
- recalls addition and subtraction facts to 10

SHAPE AND SPACE

- selects an appropriate non-standard unit (cubes) and estimates, measures, records, compares, and orders objects by length, height, and distance around
- estimates the number of uniform objects or shapes, or the number of irregular shapes that will cover a given area and verifies by covering and counting
- estimates, measures, records, and compares the volume/capacity of containers using non-standard units
- recognizes that different objects may have the same mass
- describes the time of day (e.g. morning), sequences events within one day and over several days, and names in order, the days of the week and the seasons of the year
- relates the number of days to a week, months to year, minutes to an hour, and hours to a day

Gray Academy of Jewish Education
Curriculum Overview

- states the value of nickels and dimes in cents, and creates equivalent sets of coins up to 10 cents
- identifies, names and describes specific 2-d shapes such as circles, triangles and rectangles
- explores and describes 3-D objects according to two attributes

ASSESSMENT

Is on-going and includes

- observations (recorded anecdotally and on a checklist)
- performance tasks
- interviews
- paper and pencil tasks
- journal entries
- assessment rubrics
- self-assessments

RESOURCES

- text: Quest 2000
- Daily Mathematics-Problem Solving and Critical Thinking Skills
- Problem Solver 1

GRADE ONE SOCIAL STUDIES

INTRODUCTION

The grade one Social Studies curriculum is designed to help the children become increasingly aware of common human needs and some of the ways in which these needs are met. We explore the distinction between needs and wants; how we meet some of our physical, social and emotional needs; various groupings and relationships that help us meet our needs (families, friends etc.); conflicts that can arise while we are attempting to meet our needs; and the extent to which our needs are similar.

COURSE OUTLINE

WHAT I NEED TO GROW – PHYSICAL NEEDS

- food
- clothing
- shelter
- health
- communication
- transportation
- play

WHAT I NEED TO GROW: EMOTIONAL and SOCIAL NEEDS

- What are our emotional needs?
- How do we try to meet these needs?
- What is a friend?
- Why do we need friends?
- What sorts of difficulties do friends have in getting along with each other?

FAMILIES AND HUMAN NEEDS

- What is a family?
- Why do we have families?
- In what ways are our families different?
- In what ways are our families similar?
- In what ways do we depend on one another within our families?
- How do our needs and wants affect other families?

ASSESSMENT

- observations
- performance tasks
- interviews
- paper and pencil tasks
- self-assessments

RESOURCES

- provincial curriculum document
- stories and materials are drawn from a variety of sources (library, Internet, etc.)

GRADE ONE SCIENCE

INTRODUCTION

The grade one Science curriculum is organized into four clusters: **CHARACTERISTICS AND NEEDS OF LIVING THINGS** In this cluster, we observe similarities and differences among living things. We explore the shared characteristics and needs of all living things as well as the variations that make each human unique. **THE SENSES** In this cluster, we learn more about what the senses are, how they operate, and how they must be protected. **CHARACTERISTICS OF OBJECTS AND MATERIALS** In this cluster, we begin to distinguish between objects and materials. We explore various objects and learn that objects are made from materials with specific characteristics. **DAILY AND SEASONAL CHANGES** In this cluster, we learn about light and its impact on our daily lives. We explore temperature, weather and seasons.

COURSE OUTLINE

CHARACTERISTICS AND NEEDS OF LIVING THINGS

- identify major parts of the human body and describe their functions (legs are for moving; arms are for carrying etc.)
- identify and describe common characteristics of humans and other animals (number of limbs, eyes etc.)
- identify and appreciate variations that make each human unique (eye colour, body type etc.)
- recognize that plants come in different forms (grass, trees etc.)
- observe and identify similarities in life processes between themselves and other living things (eating, sleeping etc.)
- recognize that plants, animals and humans have particular needs and compare ways in which humans and animals meet their needs (including how we depend on our environment)
- develop, implement and evaluate personal as well as group action plans that contribute to a healthy environment (washing hands before eating, reducing classroom waste etc.)

THE SENSES

- identify the 5 senses and describe the main body parts with which they are associated
- identify and describe parts of eye that help to protect it
- recognize that fingertips are especially sensitive to touch
- identify the external part of the ear and determine its function
- use smell to identify familiar substances; identify parts of the nose and describe their functions
- identify parts of the body that are involved directly and indirectly in tasting
- identify objects/procedures that protect the body in daily life(sunglasses, mitts etc.)

CHARACTERISTICS OF OBJECTS AND MATERIALS

- distinguish between an object and the materials used to construct it
- identify materials that make up familiar objects
- identify characteristics of common materials and show how the same material can serve a similar function in different objects (rubber keeps out water in boots, gloves etc.)
- test and evaluate the suitability of materials for a particular function

Gray Academy of Jewish Education
Curriculum Overview

- describe ways that materials can be joined (gluing, buttoning etc.) and construct a useful object by selecting, combining, joining and shaping materials

DAILY and SEASONAL CHANGES

- recognize that the sun is a source of heat and that a day is divided into day/night based on the presence/absence of sunlight
- sequence events/activities that occur over the course of a day, week, year
- recognize that blocking light causes shadows
- record, describe and compare temperature changes throughout the day and describe changes that occur in living things throughout a day (flowers opening, animal activity etc.)
- compare characteristics of the four seasons and identify changes that occur seasonally among plants and animals
- describe safety precautions related to daily weather, changing seasons and weather extremes

ASSESSMENT

- observations (recorded anecdotally and on checklists)
- performance tasks
- interviews
- paper and pencil tasks
- assessment rubrics
- self-assessments

RESOURCES

- provincial curriculum document
- [Hands-on Science](#)
- stories and materials are drawn from a variety of sources (library, Internet, etc.)

GRADE ONE HEBREW LANGUAGE ARTS

INTRODUCTION

- creating learning situations that connect our students with their Jewish heritage through:
 - love for Israel
 - celebration of Shabbat in prayer, song and dance
 - celebration of Jewish Holidays, including rituals and customs
 - chanting of daily T'fillot
 - acquisition of Hebrew Language
- developing basic skills in listening, speaking, reading and writing
- viewing and representing using a thematic approach.

COURSE OUTLINE

Listening

- emphasis on aural language skills
- thematic vocabulary presented in greeting, songs, games , commands

Speaking

- use of simple phrases or sentences
- thematic vocabulary incorporated in daily conversation

Reading

- recognition of Aleph bet letters and corresponding sounds
- recognition of all vowel sounds
- blending of letter/vowel combinations
- development of phonetic reading skills – (reading booklets)
- incorporation of phonetic reading with whole language approach

Writing

- development of cursive writing skills – letter formation Aleph-Tav.
- differentiating between printed and written form of letters
- creation of sentences using frames and patterns

Language Arts Themes:

Hebrew Language Arts is presented in a thematic approach . The themes include:

| | |
|-----------------------------------|--------------------|
| family | days of the week |
| names of classmates | months of the year |
| colours (8 basic) | classroom objects |
| weather | food |
| numbers (1-10 sight, 1-20 orally) | |

Language Arts Holiday Themes:

Shabbat
Rosh Hashanah
Yom Kippur
Sukkot
Simchat Torah
Chanukah
Tu B'Shvat

Purim
Pesach
Yom Ha'Atzmaut
Lag Ba'Omer
Yom Yerushalayim
Shavuot

Sight word vocabulary is introduced for each holiday. Story and historical background, blessings, customs and traditions are learned and discussed for each holiday.

ASSESSMENT

Ongoing assessment in Grade One takes the form of *"Kid Watching"* which includes:

- daily observation
- classroom assignments
- oral responses
- checklists
- informal assignments
- group work
- independent work

RESOURCES

- teacher developed phonetic reading program – (5 booklets)
- teacher developed language and holiday units
- teacher and students developed boards games, bingo games, puzzles, flashcards, songs, pictures, dances, arts and crafts and drama activities.
- Yesh Lanu Lama reader and workbook
- teacher developed cursive handwriting workbook

GRADE ONE T'FILLAH

INTRODUCTION

Singing daily T'fillot is an important part of our day.

Discussions include:

- Who is G-d?
- What do we say to G-d?
- How do we connect our T'fillah to G-d?

COURSE OUTLINE

Familiarization of selected prayers:

Daily Shacharit service

- Modeh Ani
- Torah Torah
- Ma Tovu
- Adon Olam
- Haleluhu
- Sh'ma (Hebrew, English, Sign Language)
- Sim Shalom

Shabbat

- B'rachot (Candles, Wine, Challah)
- Lechu Neranena
- Yis-mechu
- Tzadeek Ka-tamar
- Lecha Dodi
- Shalom Alechem

Rosh Chodesh

- B'tzet Israel
- Hodu

Holiday Prayers and Blessings

Chaggigat Ha-Siddur:

Our year of study culminates in our Chaggigat Ha-Siddur. By this point in the year students are able to:

- read from the Siddur
- discuss their connection to G-d
- begin to develop a sense of spirituality and represent these feelings through art, drama, song and dance
- creation of "*Personal*" Siddurim

ASSESSMENT

- written responses
- classroom discussions
- participation

RESOURCES

- Siddur Meforash
- teacher developed materials

GRADE ONE LIBRARY

INTRODUCTION

The library curriculum is meant to create a love of reading and love of books. We want children to look forward with enthusiasm to the time they spend in the library. Students listen to stories that are read to them, act out stories, and hear stories, poems and plays that are read with the use of props, costumes and sound effects. Book care is discussed and children borrow books from the library every week with the use of a shelf card. Genres are discussed, particularly fiction and fairy tales.

COURSE OUTLINE

BOOK CARE

Students discuss elements of books, authors, illustrators, cover page, hard cover, soft cover, spine label, title page and get comfortable with the library routine of borrowing books and bringing them back to the library.

STORYTELLING/ACTIVE LISTENING

Students are read to in a very cozy reading room in the library. They are asked to analyze the stories that they hear and predict what might happen. The task of the illustrator and illustrations are discussed. Characters are discussed and the five W's (who, what, when, where, why) are identified. Students will act out scenes of a folk tale and use poetry to improvise movement. Students will work on and present readers theatre for each other.

RESEARCH

Students will learn dictionary skills in the library. They will also spend time on the strategy of note taking while researching topics on the internet and in an encyclopaedia.

CIRCULATION

Students take books out of the library from shelves in designated areas with the use of a shelf card that helps them locate and peruse books. As they get older they are encouraged to take books from different areas of the library, such as fairy tales, junior fiction, Jewish holidays, animal study and so on.

ASSESSMENT

The teacher and librarian are watching to see that students are borrowing books that are appropriate and challenging. Assessment of dictionary, note taking, and encyclopaedia skills is ongoing. We want students to love coming to the library!

GRADE ONE PHYSICAL EDUCATION

INTRODUCTION

The goal of the Physical Education Program is to develop:

- the physical well being of students
- basic motor skills
- their ability to use their own creative activities
- cooperation, sportsmanship and safety
- an independence to pursue physical activity outside of school and throughout life

Most skills and activities are continually repeated throughout the year. Many of the skills listed may also be combined in different activities.

BASIC MOTOR SKILLS

- catching
- throwing
- kicking
- bouncing
- rolling
- running
- hopping
- balancing
- tumbling
- dribbling (hand & foot)
- skipping

MOVEMENT EDUCATION

- running
- hopping
- skipping
- jumping
- dancing
- rolling

GAMES

- tag games
- relay games
- individual, pair, small group, large group games
- catching & throwing
- kicking
- parachute games
- complex game

SMALL EQUIPMENT

- balls
- bean bags
- hoops
- ropes
- scoops
- Frisbees
- scooter boards

LARGE EQUIPMENT

- mats
- trestles
- balance beams
- ladders
- hoppers
- parachute

ASSESSMENT

Students will be graded through out the year. Assessment will be based on their:

- skill development
- participation
- fair play and attitude

KINDERGARTEN TO GRADE ONE MUSIC

INTRODUCTION

Students in the primary years discover the joy of music making through the use of Orff instruments (xylophones, glockenspiels and metallophones). These instruments allow students to play as a group learning beat, rhythm, melody, tone colour and form. Students sing and play in ensembles, developing music literacy, pitch matching and listening skills. As well time is spent on vocal technique, movement, and dance. Music is also used to augment the Judaic program.

COURSE OUTLINE

ORFF INSTRUMENTS:

Students use body percussion (snapping, clapping, patsching and stamping) to learn instrumental parts by rote. These body percussion parts are transferred to instruments. Playing music happens very quickly and the rewards are great!

SINGING/CHANTING

Students chant and sing in different time signatures. They learn pitch matching beginning with few notes and simple songs, progressing to more complex music.

MOVEMENT/ISRAELI DANCE

Students do simple circle, line and instructional dances. Movement helps students feel beat, rhythm and tempo variation. Students learn about the various percussion instruments by moving to their sounds in creative ways.

JUDAIC PROGRAM

Singing and developing repertoire for all Jewish festivals and holidays is a priority.

ASSESSMENT

Assessment and evaluation is ongoing. Students are evaluated through each activity in terms of their ability to participate effectively, demonstrate a positive attitude and continue to improve in each area.

KINDERGARTEN TO GRADE ONE ART

INTRODUCTION

The three components of the art program are:

- Visual Awareness – learning how to see
- Art Appreciation – looking at other artists' work
- Art Production – making your own art

COURSE OUTLINE

The program is presented through themes and is integrated with the other subjects including *Judaic Topics*, *Torah*, *Jewish Holidays* and *The Study of Israel*.

Students will develop:

- skills in manipulating art media
 - painting: tempera, acrylic, watercolours, ink, watercolour pencils and crayons
 - drawing: pencil, pen, charcoal, conté, ink and oil pastels
 - sculpture: clay, paper mâché and 3 dimensional construction
 - printmaking: monoprints, lino prints
 - fabric and fibre: weaving, fabric and yarn
- the potential to reproduce and respond to art
- an improved self-concept through self awareness
- an understanding of the components of visual communication
- knowledge of art forms in our own and other cultures
- technical knowledge about artists' materials and techniques
- an awareness of individual and group similarities and differences

ASSESSMENT

The emphasis is on the process rather than the final product. Students will be evaluated on participation, exploration of medium and creativity.

RESOURCES

- videos
- reproductions
- slides
- reference books
- art gallery
- guest artists

KINDERGARTEN TO GRADE ONE FRENCH

INTRODUCTION

The primary exposure package, *Au Manitoba, on s’amuse en français*, is intended for English-speaking children who receive French as a second language in kindergarten and grade 1 in a non-immersion context. It is meant to be a pleasurable exposure to the French language. The program is designed to develop an awareness of French culture and to foster a positive attitude toward French. The children receive twenty minutes of French every day.

COURSE OUTLINE

The children are exposed to the sound system of the language through interesting and pleasurable activities. The children are encouraged to imitate the sounds they hear in their activities, songs and poems. The following themes are covered and as the children progress from grade to grade, the vocabulary is expanded.

- September: Greetings, Weather, Calendar, Numbers, Colours
- October: Classroom, Fruit, Vegetables, Autumn
- November: Family, Pets, Parts Of The Body, Clothing, Remembrance Day
- December: Chanukah, Winter, Prepositions
- January: Winter, Clothing
- February: House, Festival Du Voyageur
- March: Professions, Spring, Transportation
- April: Farm Animals
- May: Circus, Zoo
- June: Summer, overall review

Example of activities for the theme of ***Les fruits***:

Vocabulary for K-Gr.1

une pomme
une banane
une orange
des raisins
une poire
des cerises

In kindergarten the children pretend to shop at the fruit store using expressions such as Bonjour, Combien? Merci, as well as the names of the fruit they choose for their shopping cart! They sing “Une salade de fruits”, a song about cutting up fruit for a fruit salad. In grade 1 the children cut and colour picture books about “les fruits” that they “read” to a friend. There are many games related to the theme such as 7-Up, Concentration, Kim’s Game and Bingo.

ASSESSMENT

Student assessment is based on

- observation
- attention to instructions
- listening comprehension
- participation in the classroom
- enthusiasm for learning
- cooperation with the teacher and classmates

RESOURCES

The material is presented in a fun and playful manner. Resources include

- flashcards
- songs
- games
- books
- videos
- dances
- crafts
- poems
- puppets
- plays

KINDERGARTEN TO GRADE ONE COMPUTER PROGRAM

COURSE OUTLINE

Computer Awareness

- follow the basic lab expectations (e.g. no food, drinks or gum in lab, correct procedures for booting and closing of programs prior to shut down of computers, etc.)
- use basic technical vocabulary. (e.g. monitor, keyboard, mouse, CPU, disk drive, CD Rom, printer, speakers, headphones)
- identify basic software terminology and functions. (e.g. menu bar terminology including tool bar where applicable.)
- identify and use basic Windows operations. (e.g. using desktop, opening and closing, saving and retrieving, files, minimizing / maximizing, moving of windows, scrolling, opening icons, printing, etc.)

Keyboarding

- demonstrate keyboarding awareness. (e.g. terminology, placement of keys, appropriate pressure, left / right orientation, use of two hands for input, etc.)
- use basic keyboard operations. (e.g. enter key, space bar, home row familiarity and shift key.)
- use correct posture.
- use of formal keyboarding programs.

Windows Operations

- minimize and maximize windows
- move, open and close windows
- launch applications
- use buttons, tools and scroll bars
- use the mouse to single and double click, drag and drop, and stay on the mouse pad

INFORMATION LITERACY

Define the need for information

- What is the problem / question?
- What do I need to know?
- What do I need to find out?

Locate and access electronic resources within the school

- CD Roms
- Internet

Comprehend and evaluate information

Communicate the information

- orally or using a word processor
- introduction to multi-media use

COMMUNICATION

Presentation / Publishing

- present information using graphics and drawings.
- use age-appropriate software to enter / edit text, create graphics, save, print, etc.

Telecommunications

- introduction to the uses of the internet
- introduction to telecommunications terminology.
- communicate using telecommunications (e.g. chat, e-mail)

GOALS

The computer teacher's role is that of a facilitator, rather than an expert. The goals for the year are to:

- assist students as they navigate through the information made available to them
- direct students as they gather, organize, analyze, and present their findings
- help students develop, focus, refine, consolidate, and extend their abilities
- provide the students with the opportunity to work together, helping classmates work through problems and challenges
- direct the students to begin to take responsibility for their own learning and to strive to reach high expectations

ASSESSMENT

Students are assessed in class on a regular basis with emphasis on:

- participation
- ability to work independently
- listening skills
- behaviour
- following instructions
- practicing computer lab rules
- enthusiasm

RESOURCES

- Internet
- educational software
- *Teacher Created Materials, Inc.*
- Scholastic professional books
- various educational publications from *Manitoba Education and Training* documents