

The Calgary Jewish Academy



Curriculum Outline

Grade One 2009-2010

Subjects/Teachers

Alberta Curriculum	1A-Mrs. L. Anderson	1B – Ms. K. Ross
Art		Mrs. A. Van Mil
Music		Ms. K. Ross
Judaic Studies (Hebrew, Jewish Holidays, <i>T'fila</i> , Jewish Customs)		Mrs. E. Silver
Physical Education		Mrs. C. S. Rabinovitch
Special and Gifted Services		Ms. F. Bowden
Technology Support		Mr. Y. Suissa
Library Support		Ms. T. Belanger
Remedial English/Hebrew & English as a Second Language		Ms. T. Freidman
Guidance Councillor		Mrs. S. Gaon-Kazdan

Welcome to an exciting and important year. The grade one year helps provide the foundation for learning the skills and attitudes necessary for lifelong learning. We are looking forward to a successful and rewarding year!

Evaluation

Students are evaluated in a variety of ways. Informal evaluation occurs daily. This includes participation, daily assignments and the manner in which the students handle directions. Formal evaluation occurs in the form of unit/chapter tests, quizzes and end of term, or end of unit tests. The Alberta Curriculum teachers and the Judaic Studies teachers evaluate the students' personal development.

Judaic Studies Curriculum

Judaic Studies (Hebrew, Jewish Holidays, *T'fila*, Jewish Customs)

Shana Tova and welcome to a new school year! This year in *Kitah Alef* (grade one) will be an exciting and productive one for you and your children in the Judaic studies learning environment. We look forward to working with you to make this year enjoyable and productive.

Using an integrated teaching and learning approach, students in grade one will develop a phonetic understanding of the Hebrew *AlephBet* (*alphabet*), developing oral and written Hebrew linguistic skills. As well, students in grade one will develop appreciation for the traditions and customs associated with events on the Jewish calendar.

The *TAL-AM* grade one program has proven in the past to be a valuable tool in this endeavour. The program helps to create a Hebrew learning environment with print present in the classroom. As well, stories, songs, prayers, short skits and written activities bring together the program through the use of workbooks and other written materials. This wide variety of Hebrew language materials are age appropriate and allow for the grade one students to develop a greater understanding of their Jewish identity.

The school's computer lab is equipped with the *TAL-AM* CD-ROMs corresponding to the reading program. Once students are more comfortable with the language, this technology will be incorporated into the learning process.

A variety of themes will be explored over the course of the year, coinciding with the ideals and traditions associated with the Jewish calendar. Some of these themes include: colours, the family, the school environment, the home, foods, clothing and body parts. As students develop vocabulary in these areas of language, they will gain confidence in participating in Hebrew conversation.

Classroom celebrations will mark significant events on the Jewish calendar. These events include holidays, Shabbat and other special days. We will mark these special days by singing songs, saying *b'rachot* (blessings), doing special crafts and taking part in discussions related to the specific holiday or holy day. Students will also hear and read a variety of stories related to the special days. Students are also introduced to *T'fila* (prayers) as they become more comfortable with the Hebrew printed word. We strive to instill meaning and personal connection to these prayers.

Each day we will work to instill a sense of Jewish identity, allowing students to gain an understanding of their role as a Jew in the world community. Our partnership with students at “Lev HaEmek” in Israel commences this year. We will be sending correspondence and information to grade one students in Israel to establish a relationship between the classes. We hope to make the traditions and commandments of Judaism not only positive experiences, but part of everyday life.

Alberta Curriculum

Art

The students will participate in a variety of experiences in the elementary art program. They will have the opportunity to gain perceptual awareness, to learn visual art skills, and to create using a diversity of materials.

In grade one, students will:

- use observational skills to increase drawing ability
- continue to develop painting skills including mixing colours
- use printmaking methods to create a relief print
- use collage methods to build a composition
- use simple hand building techniques to create a clay dish
- learn about primary and secondary colors
- use a variety of art materials and mediums

Information and Communication Technology (ICT)

The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. The ICT curriculum is not intended to stand alone as a course but rather to become a part of core courses and programs.

ICT outcomes and expectations are organized into three main categories:

- Communicating, Inquiring, Decision Making and Problem Solving
- Foundational Operations, Knowledge and Concepts
- Processes for Productivity

Students will be provided the opportunity to integrate technology into various subjects across both curricula.

Health and Life Skills

The aim of the Health and Life Skills Program is to enable students to better make well-informed, healthy choices and to develop behaviours that contribute to the well being of themselves and others.

Topic Overview

Wellness Choices

Students will learn to make responsible and informed choices in order to maintain health and to promote safety for self and others.

Relationship Choices

Students will be helped to better develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Life Learning Choices

Students will learn to use resources more effectively to manage and explore life roles and career opportunities and challenges.

There will be no specific report card mark for Health, as it is integrated into both Judaic and Alberta curricula.

Language Arts

The goal of our grade one Language Arts program is to foster literacy acquisition by creating an environment that encourages the love of literature while developing competent readers and writers. Listening to and talking about quality literature provides the rich oral language foundation needed for literacy. Opportunities for developing oral language through listening and speaking activities, such as singing, chanting and choral reading, help a child build vocabulary and learn more about how language works. These experiences, combined with a strong awareness of the sounds of language (phonological awareness) create the foundation for literacy acquisition.

Reading and writing go hand in hand in the student's active literacy development. Opportunities to understand how the sounds they hear can be represented by print move the children toward independence. Experiences with many different genres assist children in building a repertoire of reading strategies, a broader vocabulary, and a fundamental understanding of how print works.

Demonstration, modeling and explicit teaching all help the students build on prior knowledge and consolidate strategies for reading that lead to inner control over the reading process. Meaningful opportunities for engaging in all the language arts are important to the emergence of confident readers and writers who share love of literature. We use an eclectic approach in providing an enriched environment in which "learning to read" and "reading to learn" can take place together. Our program materials include The Primary Phonics series, Gage Cornerstones, Explode the Code series and instruction based upon curriculum and high interest themes.

Mathematics

Students are curious, active learners who have individual interests, abilities and needs. They come to the classroom with different knowledge, life experiences and backgrounds that generate a range of attitudes about mathematics and life.

Students learn by attaching meaning to what they do; and they must be able to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. The use of manipulatives can address the diversity of learning styles and developmental stages of students and can enhance the formation of sound, transferable, mathematical concepts. Our grade one students benefit from working with appropriate manipulatives, tools and contexts when constructing personal meaning about new mathematical ideas. The learning environment will value and respect each student's way of thinking, so that the learner feels willing to take intellectual risks, asking questions and posing conjectures.

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. The main goals of mathematics education are to prepare students to:

- Use mathematics confidently to solve problems
- Communicate and reason mathematically
- Appreciate and value mathematics
- Commit themselves to lifelong learning
- Become mathematically literate adults, using mathematics to contribute to society

Our program materials will be the manipulative-based Math Makes Sense. The concepts covered include:

- Patterning
- Representing Numbers to 20
- Addition and Subtraction to 12
- Measurement
- Numbers to 100
- 100th Day of School
- Geometry
- Addition and Subtraction to 20

At the completion of our grade one Mathematics program, students should have developed a positive attitude toward mathematics and have a base of knowledge and skills related to Numberness, Patterns and Relations, Shape and Space.

Science

The grade one science program has been designed as a series of five topics. Each topic may be developed as a separate unit of study or integrated with other topics and other subject areas. The themes are:

- 1) Creating Colour
- 2) Seasonal Changes
- 3) Building Things
- 4) Senses
- 5) Needs of Plants and Animals.

These topics engage the students in a process of inquiry and problem solving in which they develop knowledge, skills and attitudes. The grade one science program encourages and stimulates children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

By engaging in the search for answers, solutions, and formulating decisions, students have a purpose for learning and an opportunity to develop concepts and skills within a meaningful context. In science inquiry, the focus is on asking questions and finding answers based on evidence. Students will be encouraged to record findings in their Visual Journals.

Social Studies Inquiry

What is Inquiry Based learning?

Inquiry Based learning is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues that are student directed. Inquiry Based learning implies depth and breadth of understanding, which engages students in their learning.

Through the Inquiry Based learning model the Grade one students will explore the meaning of their roles as active and responsible citizens as they examine belonging and connecting within families and schools, building relationships with others, and interacting within groups and communities. Students will be encouraged to make meaningful choices and to become aware of the consequences and rewards of their decisions. They will consider how they can personally contribute to the growth and well-being of the groups to which they belong. As well, they will be introduced to the concept of historical thinking as it is applied to the study of the community. Developing the ability to understand the needs and wants of others in the context of diversity of their communities is a central focus in grade one. Students will also focus on understanding the various factors that bring people together in groups. Key values and attitudes include demonstrating an ethic of care and concern for other people as well as for the natural environment. Students apply skills that enable them to reflect upon, actively practice, and evaluate their roles as contributing members of their communities.

The themes for the grade one program are as follows:

1) MY WORLD

Home
School
Community

2) MOVING FORWARD WITH THE PAST

My Family
My History
My Community

Our primary resource is Pearson, Many Voices.

Music

This year in Grade One music the students will begin learning about the orchestra. Through technology students listen to a variety of music and learn the different parts of an orchestra. Students will learn about the four instrument families in an orchestra and the role of the conductor. The students will play a variety of instruments, incorporating musical terms such as crescendo and decrescendo.

Physical Education

Physical and cooperative skills will be developed through a variety of non-competitive activities as well as through games. Emphasis will be placed on positive interaction with others.

Students are reminded that they are to wear their “indoor shoes” in the gym. Given that we now have daily gym classes students should have appropriate foot wear everyday.