



The Calgary Jewish Academy
בית הספר היהודי בקלגרי

PRESCHOOL PROGRAM OVERVIEW

RATIONALE (Alberta Education, Kindergarten Program Statement, 2008):

“Early childhood is a significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development and on future participation in society.”

GOALS (Alberta Education, Inspiring Education 2010)

- To build a strong foundation for young children’s education
- To encourage children to achieve their full potential
- To instill in our children a sense of appreciation for education and Jewish education
- To instill a sense of pride in children’s own Jewish Identity
- To inspire students to become ethical citizens
- To create a learning environment for students that will inspire an entrepreneurial spirit

Brenda English, Head of School

The Calgary Jewish Academy - 6700 Kootenay Street, SW Calgary, Alberta, Canada T2V 1P7
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CJA PRESCHOOL VALUES AND BELIEFS:

We believe in a partnership with parents, families and community based on mutual respect and understanding. Students, from all Jewish backgrounds, are inspired to learn about their religion, heritage, and culture in order to strengthen their individual spirituality and Jewish identity.

This includes:

- Love of learning and intellectual curiosity
- Judaism and Israel
- Creativity, imagination, and individuality
- Menschlekeit (striving to be a good person), friendship, and acceptance
- Safety and security
- Respect of others and ourselves
- Diversity, inclusion, and tolerance
- Tzedakah (generosity) and Gemilut Hassadim (helping others)
- Citizenship, leadership, Tikkun Olam (repair of the world)

We believe that children learn best through an interdisciplinary approach that includes:

- Play
- Inquiry and exploration
- Curiosity and discovery
- Self-regulation
- Interaction with other children and their environment
- Observation, modelling and repetition
- Being part of a classroom, school, Jewish, and greater community
- Taking risks
- Assuming responsibility
- Taking initiative

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NURSERY CURRICULUM EXPECTATIONS:

As this may be the child's first experience in a school environment, we create a welcoming and warm environment to ease the transition from home to the school setting.

We aim to address the development of the whole child including emotional, social, spiritual, physical and cognitive aspects.

SOCIAL EMOTIONAL DEVELOPMENT:

- Begins to understand the concepts of taking turns and sharing
- Begins to use vocabulary to problem solve
- Begins to demonstrate empathy
- Learns to respect school property
- Begins to take responsibility
- Joins in simple games
- Begins to develop positive interactions
- Learns routines
- Follows simple requests and directions
- Begins to identify feelings
- Begins to be aware of personal space

PHYSICAL DEVELOPMENT:

- Begins to demonstrate appropriate gross motor skills
- Begins to demonstrate appropriate fine motor skills
- Begins to demonstrate appropriate loco motor, non-loco motor, and manipulative skills
- Begins to develop attitudes and behaviours that promote a healthy lifestyle for self and others.

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COGNITIVE DEVELOPMENT:

- Begins to listen attentively and communicate, (asks questions and expresses needs)
- Begins to tell simple stories and make connections to own experiences
- Begins to participate in circle activities
- Begins to demonstrate early literacy skills
- Begins to demonstrate early numeracy skills

SPIRITUAL DEVELOPMENT:

- Begins to form own Jewish identity within the Jewish environment
- Develops understanding of Jewish holidays and concepts (Mitzvot (eg. Tzedakah), Midot (eg. Menschlichkeit) and Holiday Rituals (eg. Shabbat).

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JUNIOR KINDERGARTEN CURRICULUM EXPECTATIONS:

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We aim to address the development of the whole child including emotional, social, spiritual, physical and cognitive aspects of their development.

SOCIAL EMOTIONAL DEVELOPMENT:

- Understands the concepts of taking turns and sharing
- Demonstrates empathy
- Respect school property
- Takes responsibility to tidy up
- Participates in simple games
- Begins cooperative play
- Develops positive and cooperative interaction
- Learns routines
- Follows simple requests or directions
- Follows non routine, two step directions
- Completes simple tasks
- Develops appropriate communication skills (verbal and listening skills)
- Develops self control
- Contributes to class activities
- Begins to problem solve verbally and non-verbally
- Identifies feelings and learns to express them appropriately
- Learns to respect personal space

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PHYSICAL DEVELOPMENT:

- Develops appropriate gross motor skills
- Develops appropriate fine motor skills
- Develops appropriate loco motor, non-loco motor, and manipulative skills
- Develops attitudes and behaviours that promote a healthy lifestyle for self and others

COGNITIVE DEVELOPMENT:

- Increases listening and communication skills (asks questions and expresses needs)
- Tells simple stories and make connections to own experiences
- Participates in circle activities
- Begins to understand the reading and writing process through pictures, letters and words
- Begins to connect, understand and demonstrate the meaning of numbers

SPIRITUAL DEVELOPMENT:

- Develops own Jewish identity within the Jewish environment
- Develops understanding of Jewish Holidays and concepts Mitvoth, (e.g. Tzedakah), Midot (e.g. Menschlekeit) and Holiday Rituals (e.g. Shabbat)

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KINDERGARTEN CURRICULUM EXPECTATIONS:

SOCIAL EMOTIONAL DEVELOPMENT:

- Demonstrates the ability to share and take turns
- Demonstrates appropriate problem solving strategies
- Demonstrates empathy
- Respects school property
- Interacts in a positive and cooperative manner
- Demonstrates positive attitude towards learning
- Follows requests or directions
- Follows non routine, three step directions
- Completes required tasks
- Demonstrates appropriate communication skills (verbal and listening skills)
- Respects the rights and opinions of others
- Demonstrates awareness of safety both personally and for others
- Demonstrates and practices independence
- Plays cooperatively and independently
- Accepts and practices responsibility
- Demonstrates self control
- Contributes to class activities
- Expresses needs and feelings appropriately and asks questions in context
- Respects personal space

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PHYSICAL DEVELOPMENT:

- Demonstrates appropriate gross motor skills
- Demonstrates appropriate fine motor skills
- Demonstrates appropriate loco motor, non-loco motor, and manipulative skills
- Demonstrates attitudes and behaviours that promote a healthy lifestyle for self and others.

COGNITIVE DEVELOPMENT:

- Demonstrates listening and communication skills, (asks questions and expresses needs)
- Tells more complex stories and make connections to own experiences
- Participates in circle activities
- Understands the reading and writing process through pictures, letters and words
- Speaks clearly
- Begins to use prediction skills
- Connects, understands and demonstrates the meaning of numbers
- Expresses needs and asks questions in context

SPIRITUAL DEVELOPMENT:

- Develops own Jewish identity within the Jewish environment
- Develops understanding, and participates in Jewish holidays and concepts (Mitvoth (eg. Tzedakah), Midot (eg. Menschlekeit) and Holiday Rituals (eg. Shabbat).

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