

LEO BAECK DAY SCHOOL CURRICULUM: JK

The Ontario Ministry of Education Curricular Expectations are taught from a perspective that reflects the unique nature of the LBDS. N-SK Expectations are enriched and extended, where appropriate, through a selection of the "IB THEMES AND APPROACHES" from the *Primary Years Programme International Baccalaureate* <http://www.ibo.org/pyp/index.cfm>. The "IBO Learner Profile" and "IBO Attitudes" are central to our approach to teaching and learning in and out of the classroom. Reform Jewish values, perspectives and content are incorporated into subjects where applicable.

IB Themes: JK

Who we Are. Where we are in Place and Time. How we Express Ourselves. How the World Works. How We Organize Ourselves. Sharing the Planet

Approaches to Learning and Teaching Strategies <i>(Methodologies)</i>				Assessment: (Criterion Referenced) <i>(Formative assessment, Summative assessment, Student self-assessment)</i>			
<u>Organization Skills</u>	<u>Communicati on Skills</u>	<u>Thinking Skills</u>	<u>Attitudes, Social skills</u>	Strategies: <i>(In JK only few of these apply)</i>		Criteria Tools /Recording Devices:	
<ul style="list-style-type: none"> •Responsibility •Study habits, •Note making •Homework •Research strategies •Preparation for class •Self discipline, •Self management •Group work 	<ul style="list-style-type: none"> •Language skills •Listening, •Oral strategies •Group skills •Subject specific vocabulary, term. •Verbal, •Non- verbal, •Visual strategies •Presentation skills •Class participation 	<ul style="list-style-type: none"> •Acquisition of specific knowledge •Numeric strategies •Problem solving •Creative, Lateral thinking •Critical thinking, Analysis •Bloom's taxonomy •Arts based strategies 	<ul style="list-style-type: none"> •Appreciation, •Enthusiasm •Independent work •Confidence, •Curiosity •Respect: self/others/world •Cooperation •Commitment, Effort •Empathy, •Tolerance 	<ul style="list-style-type: none"> •Reflections •Observations •Selected responses •Demonstrations •Open-ended original responses 	<ul style="list-style-type: none"> •Open-ended Research •Portfolios •Presentations •Conferences •Response journals •Interviews 	<ul style="list-style-type: none"> •Rubrics •Checklists •Benchmarks •Rating scale •Provincial Achievement Charts 	<ul style="list-style-type: none"> •Exemplars •Anecdotal records •Continuums •Learning Logs

PRIMARY RESOURCES	ADDITIONAL RESOURCES
<ul style="list-style-type: none"> ➤ Charts ➤ Posters ➤ Cassettes (audios/videos) ➤ Holiday materials ➤ Manuals ➤ Dramatic plays and reading ➤ Jewish Activity sheets ➤ Jewish Curriculum ➤ Special Assemblies ➤ Kabbalat Shabbat performances ➤ Composers ➤ Musical instruments and voice ➤ Music games ➤ Music for Kindergarten – Batia Shatrauss ➤ Taf va Tzvil – Batia Shatrauss ➤ The book and tape of Simple Samples of Classical Music ➤ Music for Gil Ra ➤ Primary Physical Ed. Guide (Ont. Ministry of Education) ➤ Motor Fitness Activities for Physical Education Class ➤ Mini Gym Activities (North York Board of Education) ➤ Plan and Program for Elementary Schools (Ministry of Education, Yugoslavia) ➤ Kinesiology (Faculty of Physical Education, Yugoslavia) ➤ library ➤ teacher resource materials ➤ games ➤ toys (large muscle, small muscle) ➤ manipulatives (e.g. Lego, pattern, blocks) ➤ The Leo Baeck Day School Book of Science Experiments (J.K. Level) ➤ Early Literacy Books - Scholastic 	<ul style="list-style-type: none"> ➤ videos ➤ movies (e.g. fairy tales) ➤ books (e.g. picture books, word books, stories) ➤ posters (e.g. themes, holidays) ➤ pictures ➤ tapes (e.g. classical, Kenny G., Sesame Street, Rosalie, Robert Munsch) ➤ trips (e.g. Edward's Gardens, Green Acres, Smitty's Apple Picking) ➤ equipment (e.g. balls, hoops, bikes, slides, swings) ➤ visitors (e.g. music, storytelling, movement)

LBDS OVERVIEW OF PROPOSED UNITS

YEAR: 5769/70, 2009/10
SUBJECT: TEACHER/S:

GRADE: JK

CAMPUS: NORTH

Use as many blocks as required.

UNIT #	DATES (Start-End)	UNIT TITLE	CENTRAL IDEA (K-5)	IB ORGANIZING THEME (K-5)
1	Sept. – May	Jewish Holidays	Remembering our history enriches our heritage	Where we are in place and time
2	Oct. – May	Seasons	As the weather changes, we change	Sharing the Planet
3	Sept. – Oct.	We Are All Unique	Every person is special	Who we are
4	Jan. – Feb.	The Forest/Rain Forest	Trees impact our lives every day	Sharing the Planet
5	Feb./Mar.	Five Senses	Our bodies help us explore our environment	Who we are

6	May - June	One Planet, One Family	People and animals impact each other	Sharing the Planet
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THE LEO BAECK DAY SCHOOL

JUNIOR KINDERGARTEN CURRICULUM

LEARNING EXPECTATIONS

- & to provide experiences that are essential to the child=s physical, social, cognitive and affective development
- & to provide opportunities in success-oriented activities designed to meet children=s individual needs and learning styles
- & to build a positive self-image
- & to enable children to feel secure, encourage them to question, experiment and risk
- & to develop and extend the understanding and use of language
- & to teach appropriate modes of self-expression
- & to teach about our Jewish heritage through festivals, traditions, values and Hebrew language
- & to develop critical thinking patterns and decision making processes
- & to foster curiosity
- & to develop social and emotional maturity
- & to use time, space, people and material in an environment that stimulates, initiative and active learning
- & to encourage interaction with things and people in the environment
- & to teach a responsible attitude towards the use and care of the environment
- & to encourage parents as partners

MUSIC CURRICULUM

LEARNING EXPECTATIONS

- & to provide an enjoyable, well-rounded musical experience for the children through singing, moving, dramatizing, creating, listening and dancing
- & to familiarize the children with a wide repertoire of songs
- & to encourage the children to participate individually and within the group
- & to reinforce basic Hebrew and English words as well as Shabbat and holiday concepts
- & to encourage the children musicality through singing and creative movement with guitar and rhythm instruments
- & to begin development of voice, pitch and rhythm
- & to begin development of a sense of creative movement as it relates to music
- & introduce examples of simple classical music
- & to begin discussions about classical music and instruments

CONTENT (English Songs)

& Be Our Guest
& Five Fingers
& Who Wants to say Shalom
& In the Classroom
& Let's Dig a Hole
& Head and Shoulders
& Dance with the Torah
& My Garden
& Snowman, Snowman
& The Wind is Blowing
& We Will Build A Hanukkah
& Eight Sad Candles
& I Have A Little Dreidle
& I'm a Little Latke
& Let's Make Latkes
& O Listen, King Pharoah
& Let My People Go
& March out of Egypt
& Seder Plate
& Matzah

& Down By The River Side
& I was Feeling Sick
& Mommy, Dear Mommy
& The Chicken Ran Away
& Shalom Jewish house
& O Grandma, O Grandpa
& Friends
& See my family
& I want to Fly
& With my Hands
& I wish I Were a Macabee
& Antiochus
& It's a Miracle
& Bang your Hammers Low
& Stepping, Stepping

METHODOLOGY

& group singing
& musical exercises (pitch matching, rhythm matching)
& repetition of a set repertoire
& use of percussion instruments
& repeated performance of a cumulative dance that requires listening and specific response to various kinds of music

RESOURCES

- & Charts
- & Posters
- & Cassettes (audios/videos)
- & Holiday materials
- & Manuals
- & Dramatic plays and reading
- & Jewish Activity sheets
- & Jewish Curriculum
- & Special Assemblies
- & Kabbalat Shabbat performances
- & Composers
- & Musical instruments and voice
- & Music games
- & Music for Kindergarten – Batia Shatrauss
- & Taf va Tzlil – Batia Shatrauss
- & The book and tape of Simple Samples of Classical Music
- & Music for Gil Ra

PHYSICAL EDUCATION CURRICULUM

LEARNING EXPECTATIONS

- & to enjoy physical activities
- & to develop creativity, confidence, discipline and fitness
- & to ensure development of large muscle groups and fine motor skills
- & to estimate space, distance and rhythm
- & to participate in individual and group activities
- & to satisfy primary needs for movement

CONTENT AND METHODOLOGY

- & gym rules, safety rules (whole group team work)
- & body control and body management (balance, stretch, curl, crawl, jump, gallop, etc.)
- & games through skills awareness and body control (e.g. BB-Bounce, Chug Along Choo, Follow the Leader, Frozen Tag, Water and Fire, obstacle races, relays with the use of hoops, balls, bean bags, etc.) (individualized, group activity, teamwork)
- & fitness (e.g. running, jumping, walking, individualized gymnastics - hanging, horizontal bar, straight, skin the cat, take off, landing using lines, ropes, benches, floor rolls, somersaults, forward and backward roll, balancing e.g. on the bench - walking, jumping, climbing)

RESOURCES

- & Primary Physical Education Guide (The Toronto Board of Education)
- & Motor Fitness Activities for Physical Education Class (North York Board of Education)
- & Mini Gym Activities (North York Board of Education)
- & Plan and Program for Elementary Schools (Ministry of Education, Yugoslavia)
- & Kinesiology (Faculty of Physical Education, Yugoslavia)

EVALUATION

- & ongoing assessment
- & recording
- & observation
- & participation
- & attitude
- & effort
- & cooperation

Language

- & to listen, remember story
- & to answer questions
- & to participate orally
- & uses drawings to represent words and ideas
- & recognize letters - upper, lower case
- & write their names in the correct format - some writing sentences
- & pre-reading (introduction to books, picking out letters)
- & tell a story
- & share information
- & language in context
- & skills in active play
- & copying words and sentences
- & read some high frequency words

Math

- & counting to 100 (assistance with transition numbers)
- & recognizes number to 20
- & sets
- & bigger/smaller
- & more/less
- & patterning
- & rote counting
- & calendar
- & classification
- & sorting
- & shapes
- & colours
- & picto graphs
- &

Science

- & seasons (signs of winter, spring, summer, fall; plants, animals, hibernation)

- & five senses
- & ecology
- & weather
- & experiments (e.g. colours, water freezing, magnets)
- & animals (farm)
- & colours
- & baking

Social Studies

- & Me
- & Sports
- & Transportation
- & Israel
- & Shabbat Study

Judaica

- & Shabbat (dances, songs, prayers)
- & holidays (stories, songs, drama, symbols, foods)
- & High Holidays, Sukkot, Simchat Torah, Purim, Chanukah, Yom Ha=Atzmaut, Tu B=Shvat, Shavout
- & Israel

Music

- & instruments
- & creative movement
- & finger plays

Themes

- & All about Me, My Family (e.g. physical self, draw themselves, likes, foods, colours, senses)
- & Fairy Tales
- & Book Week
- & Creation
- & Circus
- & Bedtime
- & In The Forest

PRIMARY RESOURCES

- & library
- & teacher resource materials
- & games
- & toys (large muscle, small muscle)
- & manipulatives (e.g. Lego, pattern, blocks)
- & The Leo Baeck Day School Book of Science Experiments (J.K. Level)
- & Early Literacy Books - Scholastic

Centres

- & home centre
- & block centre
- & sand table
- & water table
- & science table
- & arts and crafts
- & puppets
- & class library
- & drama centre
- & publishing centre
- & structures

ADDITIONAL RESOURCES

- & videos
- & movies (e.g. fairy tales)
- & books (e.g. picture books, word books, stories)
- & posters (e.g. themes, holidays)
- & pictures
- & tapes (e.g. classical, Kenny G., Sesame Street, Rosalie, Robert Munsch)
- & trips (e.g. Edward=s Gardens, Green Acres, Smitty=s Apple Picking)
- & equipment (e.g. balls, hoops, bikes, slides, swings)
- & visitors (e.g. music, storytelling, movement)

METHODOLOGY

- & circle
- & whole group
- & small group
- & individualized
- & partners
- & centres
- & teacher-directed
- & self-directed learning centres

EVALUATION

- & assessment
- & games
- & observations
- & portfolios
- & tracking
- & individual activity
- & interacting
- & communication