

***What a  
Martin J. Gottlieb  
Day School  
First Grader  
Should Know  
and  
Be Able To Do!***

*General Studies  
Judaic Studies  
Resource Program*

**ושננתם לבניך**

“And you shall teach  
your children...”



VALUES • KNOWLEDGE • LEADERSHIP

**Martin J. Gottlieb Day School**  
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## **A Message to the Reader**

This brochure lists skills and abilities in General Studies, Judaic Studies, and the Resource program that students should acquire by the end of First Grade to earn promotion to the Second Grade. It answers questions that everyone in the school community needs to ask, such as:

- **What are students expected to know and be able to do?**
- **How are their achievements measured?**

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the Florida Education Department and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-8 curriculum of the Martin J. Gottlieb Day School. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact Mr. Mitzmacher at 904-268-4200, 148. We value your feedback and input.

## **Mission Statement**

The mission of the Martin J. Gottlieb Day School, a Solomon Schechter school, is to provide a comprehensive, academically challenging curriculum in General and Judaic Studies. The school provides a caring, supportive community in which each student can grow academically, emotionally, socially and physically. Through the bilingual curriculum and school environment, the students are presented with a philosophy of life based upon the values and concerns embodied in Conservative Judaism, stressing social action and social responsibility.

Through a curriculum based on intellectual inquiry and critical thinking, students are challenged to meet the highest standards of academic excellence. The instructional approach fosters a lifelong passion for learning. We nurture the souls of each of our students, grounding them in Jewish values. By instilling personal and social responsibility and love for Israel, we create a foundation for a life of continuity and dedication to the community, which extends to the home, the synagogue and the community at large. Our studies foster a love of learning and openness to students' ideas.

# Language Arts

## Reading—Reading Habits

*By the end of the school year, students should:*

- Choose reading as a way to enjoy free time at school and at home.
- Choose challenging books to read every day alone or with help.
- Read a range of materials, including poems, picture books, letters, and simple informational books.
- Read classroom labels, signs, and instructions.
- Discuss books daily with the teacher, a classmate, or in a group.
- Learn new words daily.

## Reading—Getting the Meaning

*By the end of the school year, students should:*

- Show that they understand a book they have read on their own by retelling, summarizing, or discussing it with classmates.
- Begin to use their own strategies in reading, such as context clues, stopping to consider whether words or sentences sound right and make sense in the story.
- Use punctuation such as periods, question marks, exclamation marks and quotation marks to help make sense in the story.
- Show that they understand a read-aloud by making predictions, discussing cause and effect, main idea and details.
- Identify the setting, characters, sequence of events and main idea in stories.
- Compare characters, setting, and story from one book to another.
- Understand author's purpose for writing.

## Reading—Print/Sound Code

*By the end of the school year, students should:*

- Recognize and know the sounds of all the letters in the alphabet.
- Develop sound phonemic awareness.
- Blend sounds and letters together to make.
- Recognize by sight at least 150 words they see often when reading.
- Use beginning and ending sounds to decode words.
- Recognize blends sounds and digraphs, such as *bl* or *ph*.
- Recognize letter patterns and the vowel sound made by consonant-vowel-consonant, vowel-consonant-final e, and two vowels together such as *ea* and *ou*.

## Writing—Habits

*By the end of the school year, students should:*

- Enjoy writing in journals on topics they choose themselves.
- Begin to develop a sense of what makes a good piece of writing.

- Have opportunities to share finished work with an audience.

### **Writing—Purposes**

*By the end of the school year, students should:*

- Write in order to:
  - Share an experience or event – personal narrative.
  - Communicate information to others – expository writing.
  - Tell a made-up story – fictional and fantasy writing.
  - Tell about events in the order that they happened – sequencing.
- Use a combination of words and pictures in their writing.
- Apply language and ideas from books they have read to their own writing.

### **Writing—Language Use and Conventions**

*By the end of the school year, students should:*

- Write using a combination of invented spelling and correctly spelled common words.
- Create their own voice in their writing through the use of words they hear spoken around them and have read in books.
- Use appropriate letters to represent sounds they hear in words.
- Create writing that can be read by themselves and others.
- Use periods, question marks, and capital letters.
- Use classroom resources such as charts, word lists, and dictionaries to help with writing.

### **Listening and Oral Language (Speaking):**

*By the end of the school year, students should listen and speak daily in whole class and small group discussions, and in one-to-one conversations with the teacher, in order to:*

- Show an understanding and appreciation of stories read to them.
- Retell stories in the correct sequence of events.
- Give clear directions in properly sequenced steps.
- Add to a rapidly growing vocabulary.
- Share ideas, facts, observations and opinions with classmates and teachers.
- Ask questions to make things clearer.
- Hear, listen and follow directions.
- Listen respectfully and learn to take turns speaking.

## **Mathematics**

### **Arithmetic and Number Concepts**

*By the end of the school year, students should:*

- Count forward on the number line by 1's, 2's, 5's and 10's to at least 100.

- Learn place value (ones, tens and hundreds) for two and three-digit numbers.
- Identify even and odd numbers.
- Use symbols < (less than), > (greater than), and = (equal to).
- Compute with combinations of numbers that equal 10.
- Begin to have instant recall for addition and subtraction facts to 18.
- Begin to add and subtract two-digit numbers.
- Show an understanding of fractions:  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , and  $\frac{1}{6}$ .
- Understand what makes a whole, such as  $\frac{1}{1}$ ,  $\frac{2}{2}$ , etc.
- Recognize and know the value of a penny, nickel, dime, quarter, half-dollar and dollar.
- Calculate the values of combinations of pennies, nickels, dimes and quarters.
- Represent the value of money using decimals.

### **Geometry and Measurement Concepts**

*By the end of the school year, students should:*

- Understand minutes and hours.
- Tell time for hour and half-hour.
- Use calendar to study days, months, weeks, seasons and years.
- Use manipulatives to explore geometry and measurement concepts.
- Measure length using inches, feet, yards, centimeters and meters.
- Measure weight using ounces, pounds, kilograms and liters.
- Measure temperature using Fahrenheit and Celsius thermometers.
- Identify shapes: square, rectangle, triangle, circle, oval and know their characteristics.
- Identify polygons and know their characteristics.
- Identify symmetrical figures.
- Identify three-dimensional shapes such as sphere, cube, pyramid and prisms and know their characteristics.

### **Function and Algebra Concepts**

*By the end of the school year, students should:*

- Sort and classify objects by the characteristics of color, shape and size.
- Investigate patterns using models.
- Recognize geometry and number patterns.
- Repeat geometry and number patterns.
- Make up geometry and number patterns.

### **Statistics Concepts and Probability Concepts**

*By the end of the school year, students should:*

- Collect data and record results with tally marks and bar graphs.

- Predict what will happen when a coin or number cube is tossed.
- Solve problems such as: “How many different pairs of numbers add up to ten?”

### **Mathematical Process**

*By the end of the school year, students should:*

- Use objects or drawings to solve problems.
- Use objects to represent numbers in real-world situations.
- Decide whether to add or subtract to solve word problems.
- Create and solve word problems.
- Explain the answer to a problem.
- Write numerals on a number grid of 1 – 100.

## **Science**

### **Physical Sciences**

*By the end of the school year, students should:*

- Observe states of matter: solid, liquid and gas.
- Observe and describe the effects of magnetism on objects.
- Begin to understand that the material of which an object is made determines some of its properties (e.g., sink and float).

### **Life Sciences**

*By the end of the school year, students should:*

- Begin to understand that plants and animals need air, water, and food in order to live and thrive.
- Observe and explain changes over time as plants and animals mature (parts of a seed, parts of a plant).

### **Earth and Space Sciences (Environmental Studies)**

*By the end of the school year, students should:*

- Observe and describe how day and night occur.
- Observe and relate seasonal differences.
- Be familiar with the planets of the solar system.

### **Scientific Thinking**

*By the end of the school year, students should:*

- Work individually and in groups to collect, describe, record, share, and to apply information to answer new problems.
- Begin to ask questions and construct explanations based on observations and the results of simple experiments.

### **Scientific Tools and Technology**

*By the end of the school year, students should:*

- Use magnifiers and measuring devices such as rulers, pan balances, and measuring cups.

- Use standard and non-standard units of measurement for length, width, weight, and volume (inches, cubes, parts of the body, etc.)
- Record findings in science journals – drawing pictures, diagrams and graphs.

## Social Studies

Through these studies students will gain an understanding of their roles as members of a family, school community, national community and Jewish community. In our study of history we will focus on the family and how families functioned during different time periods. We will also look at the life of Columbus, the Pilgrims, George Washington, Abraham Lincoln, Martin Luther King, Jr., and other historical figures.

### **Geography**

*By the end of the school year, students should understand:*

*About the World:*

- Locate continents and oceans on the globe.
- Understand difference between maps and globe.
- Name the continents and oceans.
- Continents contain countries.
- The United States is in North America.
- Locate Canada, Mexico and Israel on map
- There are fifty states.
- Locate Jacksonville, Florida on a map.
- Cardinal directions can be used to locate places and physical features.

*Physical Geography*

- Understand different types of landforms on Earth
- Understand different bodies of water

### **Political**

*By the end of the school year, students should understand:*

*Symbols of Countries*

- The flag is a symbol for a country.
- The symbolic meaning of the United States and Israeli Flags.
- Know the pledge of allegiance.
- Know the Israeli national anthem.

*Government*

- People form governments in order to develop rules and laws to govern and protect themselves.

- Beginning with the Pilgrims, people of our country organized to make decisions for the common good of the people.
- The head of our country is the president and be familiar with Washington, Jefferson, Lincoln and Franklin Roosevelt.
- Who is currently the President of the United States.
- Who represents our local government at the national level.
- Schools develop rules to govern and protect students and teachers.

#### *Economics*

- Be familiar with the currency of the United States.
- Through work, people in communities earn income (money) to help meet their needs and wants.
- Communities provide facilities and services to help satisfy the needs and wants of people who live there.

#### *American History*

- The Arrival of the Europeans: Christopher Columbus crossed the Atlantic Ocean.
- The Arrival of the Pilgrims: Life at Plymouth.
- The Revolutionary War, Freedom from England and the Thirteen Colonies.
- George Washington, the First President.
- Abraham Lincoln and the Civil War.
- Martin Luther King, Jr. and Civil Rights.

## Judaic Studies

### **Conservative Judaism**

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God.
- The centrality of Mitzvah and Torah Study.
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us.
- Identity with Jews in Israel and the world.

Some real-world examples from our school include a biennial Jewish History Fair, an annual *Sukkah Hop*, *Tashikh Service*, and Model Seders.

### **Mitzvah**

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam*

*l'chavero*). For example, all children give tzedakah each week. So too, Kashrut is strictly observed throughout the school. At the same time, we teach respect for teachers through an emphasis on proper behavior (*derekh erez*).

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

### **Tefillah**

Tefillah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefillah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefillah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefillah both to help children learn the *matbayah tefillah* (the way the tefillot are recited in the synagogue services) and the ideas and aspirations the tefillah encompasses.

Tefillah is a sequential curriculum. Each year builds on the tefillot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefillot. By the end of Middle School, students are expert-level tefillah-leaders.

Tefillah is a daily experience. On Friday, the children anticipate the beginning of Shabbat through the Kabbalat Shabbat. An overt connection is made between our school celebration and home observances and celebrations. Beginning in Grade One and continuing through grade three we introduce the use of Siddur Meforash for daily tefillah. Its large print makes it easy to follow. For Kabbalat Shabbat during the second half of the year, we use the Sim Shalom Siddur. Children receive their own Sim Shalom at "*Hagigat HaSiddur*". "*Hagigat HaSiddur*" is held on a Shabbat morning where our First Graders showcase what we are learning and is celebrate with the entire community.

By the end of the First Grade, the expectation is that our students will be familiar with the following tefillot:

*Modeh Ani; Mah Tov; Birchot haShachar; Baruch Sheamar; Haleluyah; Shema v'ahavtah; Amidah – Avot Bracha; Oseh Shalom; Torah Tzeva Lano Moshe; VaYhi Binsoa Aharon, Birchot haTorah; Aleinu; Ayn Keloheino; Adon Olam; Kiddush Shel Shabbat. Yigdal, V'shamru*

In addition to these tefillot, students are expected to be familiar with the following tefillot in the Hagadah:  
*Ma Nishtana, Kadesh, Urchatz, Avadim Hayinu, all the brachot that are included in the Hagadah, parts of Hallel, Kiddush Shel Pesach, echad Me Yodeah, Adir Who, Chad Gadya*

### **Shabbat and Holidays**

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world.

The children have a workbook on each holiday. It is entirely in Hebrew and includes songs, games and other hands-on activities. In the First Grade in particular, the children learn about the months of the year and the annual holiday cycle. As the children's Hebrew ability improves, the children read stories about the holidays. They also expand their repertoire of Jewish songs.

### **Torah Study**

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

The study of Torah continues to build on the Kindergarten learning. In First Grade, the children learn the names of the Five Books of the Torah and the name of each weekly parsha. By the end of the school year, the children will be able to identify the main personalities of the Torah and understand many of the mitzvot.

### **Hebrew Language**

The following comes from curriculum materials of the Tal Am Hebrew Language First Grade program:

The goal of Tal Am is expressed in the acronym LIMUD (learning):

**L**efateach - to develop

**l**eled Yehudi - a Jewish child

**M**askil - who is literate

**U**masaur Bechol – committed and

**D**rachav – skilled to live Jewishly.

Our goal is to develop the evolving learner in a gradual process with a holistic and spiral curriculum. We aim to develop the knowledge about and commitment to:

- Am – People. Pride in being part of the Jewish people and understanding and accepting responsibility for Tikkun Olam (contributing towards improving life on earth).
- Torah – Commitment to study, respect, and transmit the entrusted sources from generation to generation.
- Israel – The land we came from and we returned to. Recognizing the centrality of Israel in our lives.
- Lashon – Hebrew is our people’s communication, identity, and heritage language and is essential for authentic learning of our sources.

By the end of the year, the children are able to accurately read and write Hebrew. The children will greatly improve their passive understanding of the teacher’s spoken Hebrew and their Hebrew booklets. So too, the children increasingly use their active Hebrew skills by both answering questions and initiating Hebrew dialogue. Hebrew vocabulary and sentence structure become increasingly sophisticated. The children assimilate the elemental grammar structures of the Hebrew language.

### **Medinat Yisrael**

All children in the school learn about the State of Israel. Focusing primarily on modern-day Israel, the children daily express our love of Medinat Yisrael by singing Hatikvah at the start of the school day. The children learn about the symbol (menorah) and flag of Israel.

Through our annual celebration of Yom Ha’Atzmaut (Israel Independence Day), the children learn about different aspects of modern day life In Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel’s existence. Finally, the children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israelis.

## **Resource Program**

### **21st Century Technology & Learning**

At MJGDS, we incorporate 21st Century skills with academic curriculum. Computer technologies are utilized as a tool for students to use in creating, communicating, making connections, researching, and solving problems. Never are computer skills taught in isolation; students acquire fluency with technology concepts, applications, terminologies and troubleshooting through working on projects and assignments that enhance and extend classroom learning. Our program provides a framework for the

development of 21st century literacies including information literacy, media literacy, digital citizenship, global literacy and network literacy. All lessons are designed to help students meet [ISTE's NETS](#) (National Educational Technology Standards) for students. The NETS provide a foundation for “what students should know and be able to do to learn effectively and live productively in an increasingly digital world.”

These include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

Students in First Grade continue to refine their keyboarding skills. First Graders adapt their use of tools to reflect and support their academic growth. They learn basic file management and troubleshooting of simple problems. They continue to practice online safety and digital citizenship.

## **Library**

Each week, First Grade students at MJGDS visit the library for a 35-minute class. During class time students receive information literacy instruction, reading advisory suggestions, and participate in author and genre studies and reading promotions. Students also visit the library either individually or as a group as needed at other times during the week.

## **Art**

Every First Grader has Art once a week.

**Skills and techniques:** Students will be given the opportunity to create art using a variety of techniques and different mediums. The mediums they will use include, but are not limited to: tempera paint, colored pencils, watercolor paint, oil pastels, chalk, markers, and clay. The techniques will include forming with clay, printing, tearing, folding, cutting, gluing, painting and drawing. They will identify and use the elements and principles of design. The elements of art are line, shape, color, value, form, space and texture. The principles of art are balance, contrast, emphasis, movement, pattern, rhythm, and unity.

**Creation and Communication:** Students will know that art can communicate an idea and will create works of art that can tell a story.

**Cultural and historical connections:** Students will analyze and create art from different cultures, time periods and artists. Artists studied may vary from Pablo Picasso, Wassily Kandinsky, Nam June Paik, Frida Kahlo to Leonardo DaVinci. Cultures studied can vary from Africa, Australian Aboriginal art, Japanese Art, ...

**Aesthetic and Critical Analysis:** Students will use age appropriate vocabulary to describe, analyze, interpret and make judgments about works of art. They will be able to compare paintings by different artists such as Pablo Picasso's self-portrait to Frida Kahlo's self-portrait. They will identify work that is abstract or realistic

**Applications to life:** Students will associate artists' careers with their artwork, for example, illustrator- picture books. They will distinguish between functional and non-functional art.

## **Music**

The music program combines the playing of both pitched and unpitched instruments, clapping, and movement to teach beat competence, rhythm, and melodic patterns. Music theory is taught using musical notation and non-musical symbols to explain melody, harmony and accompaniment, counterpoint, dynamics, form, and expression.

Music appreciation units are comprised of famous composers and their respective musical genres, world music, and popular music. Additional educational units cover conducting, instrumental families, and holiday music. Students are provided with social, historical, and cultural information pertaining to each unit.

By the end of the school year students should be able to

- Identify simple rhythmic notation (whole, half, quarter), simple time meter (4/4, 3/4, 2/4), and know the basic components of music notation (staff, G Clef, F Clef, time signature, bar lines)
- Understand and use basic vocabulary to describe the musical dynamics— fast, slow, loud, soft
- Understand the different roles of musicians – conductor, composer, performer
- “Answer” a rhythm using an unpitched instrument
- Vocally imitate a simple musical phrase
- Sing a basic song in a 5-note or 1-octave range
- Sing a basic round song

## **Physical Education**

Students at MJGDS have PE three times a week.

### *Movement Competency*

Students will be able to travel using various skills while changing directions or speeds. They will be proficient in striking an object upward or in an intended direction with equipment. Children will dribble ball with both left and right hands repeatedly. They will demonstrate overhand and underhand throwing motions for distance and accuracy.

### *Cognitive Abilities*

Students will identify warm-up and cool-down exercises and safety rules and procedures. They will recognize importance of practice and using cues to help performance. Students will also recognize the importance of dominant hand or foot for dribbling and striking skills.

### *Lifetime Fitness*

Children will set physical activity goals and recognize the health benefits of exercise. They will develop an understanding of flexibility and physiological signs of physical activity.

### *Responsible Behavior and Values*

Students will understand the benefits of cooperation and sharing (teamwork). They will follow directions during large group activity. They will also develop knowledge of equipment safety.