

Kadimah Academy

Curriculum Guide

September 2015

Contents

The Kadimah Academy Education

Language Arts

Introduction and pedagogy
Overview

Social Studies

Introduction and pedagogy
Overview

Science

Introduction and pedagogy
Overview

Mathematics

Introduction and pedagogy
Overview

Judaic and Hebrew Language Program

Introduction and pedagogy
Overview

Visual Arts

Introduction and pedagogy
Overview

Enrichment and Extra-Curricular Offerings

The Kadimah Academy Education

MISSION

Kadimah Academy is a Jewish day school providing an excellent secular and Judaic education in Buffalo, New York to a diverse community of Jewish children. Boys and girls study all aspects of our curriculum together in multi-age classes. By focusing on the individual gifts and needs of each student, our teachers create a caring family of learners who are committed to responsible citizenship and the performance of mitzvot.

COMMUNITY

Our school is unique in many ways. The students and teachers come from the entire spectrum of the Jewish community, forming a family whose members respect one another because of their differences - not in spite of them. New students are integrated into the Kadimah family every year, through multi-age events and schoolwide programs.

SMALL CLASS SIZE

Kadimah Academy has the advantage of being a small school. Its average student-teacher ratio is 10-1 or less in all grades K-8. Teachers know all the students, and students have a personal relationship with many of the teachers outside of school. With fewer students, everyone can be heard. A few minutes of one-on-one time with a student can lead to great gains in academic achievement. There are fewer discipline problems because students are more actively engaged. There is mutual respect resulting from a greater exchange of thoughts, opinions and philosophies. Small class sizes enable teachers to worry less about managing *learners* and more about managing *learning*.

A small classroom offers more opportunity for in-depth peer collaboration. Students know each other better, are more interdependent and, therefore, are more successful at group work. There are fewer and smaller groups and more time for students to share their own discoveries. Children have more opportunity to come to their own conclusions after "hands-on" experiences. Students learn best by doing.

MULTI-AGE CLASSROOMS

Other factors unique to Kadimah are its use of strategies from multi-age pedagogy, blended-grade classrooms, individualized instruction and flexible-ability grouping. Each child is a member of various multi-age groups during the school week, usually grouped in two-year spans. Each group of children learns what its members need to know, according to the level they have mastered.

The multi-age classroom model utilized at Kadimah has many advantages because strategies from multiple pedagogical approaches are utilized as needed. Each child may progress at his own rate. Indeed, each child often progresses at different rates in various subject areas anyway. Self-esteem is fostered because each child is succeeding. A child does not progress to more difficult work until he has mastered simpler concepts. Thus, each child experiences continuous progress. Because of greater opportunity for success, all children have a better attitude toward school, teachers and learning.

A blended-grade classroom pays dividends socially as well as academically. Multi-age settings foster cooperative learning skills that are necessary in a democratic society. Students learn to work with older and younger peers. (Few adults work with only same-aged colleagues). Cooperative learning in a multi-age classroom builds a sense of community. Children are encouraged to compete with *themselves* for individual progress. Teachers and peers celebrate each other's accomplishments.

Amazingly, this type of learning promotes the most effective form of motivation: *self*-motivation. Children **own** their learning when they are not totally dependent on the teacher to direct it.

In addition to this, remaining in the same classroom for multiple years provides every child with the opportunity to be both a learner and a teacher. As a new student in a multi-age/blended-grades classroom, he learns from older and more advanced role models. As he ages in the group, he will have the opportunity to teach others, build in redundancy to master concepts and become a leader to younger/slower students. Most people will agree that there is no better way to learn a topic than to teach it. In addition, no student should feel he is always at the top or bottom of a class. Because the classroom is a fluid learning community, he will be each at some point in time.

FLEXIBLE ABILITY GROUPING

Flexible-Ability Grouping is the process of grouping students on a subject-by-subject basis, according to their current performance. Often students are in the most advanced group in one subject area but not in another. Flexible grouping dictates that groups change in response to changes in students' needs, achievement levels, development, and motivation. Scheduling can be a nightmare and more human and material resources are needed than in traditional heterogeneous classrooms. However, if our goal is to educate all children to the best of their capabilities, then the time and effort is an investment in our future. In order genuinely not to leave any child behind, schools need to modify curriculum and instruction to insure student success.

Kadimah's small, multi-age and blended-grade classes, individualized instruction and flexible-ability grouping are excellent and proven ways to educate and prepare lifelong learners and admirable human beings.

Language Arts

Language is central to the students' intellectual, social, and emotional growth, and must be seen as a key element of the overall school curriculum. Language is a crucial tool for learning in all subject areas. Whether they are studying literature or history, learning science or Judaics, students need fundamental language skills to understand information and to express their ideas.

In recognition of this, Kadimah Academy has always emphasized the teaching of reading and writing, and has taken particular care to insure that children entering the school -- normally but not always in first grade -- develop these critical skills. A very great amount of time and attention is devoted to reading, both decoding and comprehension. In the lower school, the writing process is taught, including spelling, punctuation, grammar and syntax. In the middle school, writing skills are reviewed and developed in a variety of contexts, with the principal goal being the achievement of clear expository prose.

On all levels a wide range of reading material is used, beginning with stories and progressing to novels, short fiction, non-fiction prose, poetry, and drama.

Language Arts	Kindergarten and 1 st	2 nd -3 rd	3 rd -5 th	6 th -7 th - 8 th
Reading →	Learning sounds; Sharing big books; Listening to chapter books.	Decoding; comprehension; reading aloud daily; reading and discussing chapter books.	Phonics and Word Recognition, Key Ideas & Details, Summarizing, Drawing inferences, Determining theme, character, setting, Sequencing of events, comparison and contrast, text reference, text structure, understanding of poetry/drama/prose, first- and third-person narrative, connecting texts, and interpretation of non-textual features	Current news and journal articles; novels, short stories, drama, poetry.
Penmanship →		Correct formation of upper and lower case manuscript letters.	Improving manuscript legibility, introducing cursive;familiarity with the keyboard and typing.	Cursive; keyboarding Typing is emphasized
Composition →	Writing with “inventive spelling”	Sloppy copy, edit, final draft; Fiction, non-fiction, letters	Journal writing; Book projects; Fiction; Research reports; Spelling; Dialogue; Outlines; Note taking.	Narrative, Expository, Persuasive, Creative and Research Writing, Responding to Literature, Conducting Research, Writing Routinely in the Short and Long Term Continuation of all 5-6 th grade tools. An emphasis on expository and persuasive writing
Grammar →		Capitals, commas, Declarative and interrogative sentence and punctuation; Nouns, pronouns, verbs.	Paragraph structure; Compare and contrast; Adjectives and adverbs prepositions and conjunctions;	Pronouns, Verb Tenses, Adjectives, Prepositional Phrases, Produce complete sentences, Use correct capitalization, commas, and quotation marks, and Spell grade- Complex clauses Review of parts of speech as needed

appropriate words,
Reference Materials,
Similes and Metaphors

Oratory→

Show and Tell
Students read their
own stories
Students
demonstrating projects

Oral reports, oral
presentations,
participating in various
plays

Oral Reading with
Accuracy and Fluency,
Oral Presentations
including individual and
group as well as
dramatic

Debates, oral
reports, oral
presentations,
participating in
various plays

Social Studies

In Social Studies, teachers and students examine and try to understand local and global communities. Students learn about the heritage of various lands, how geography affects them and the nature of citizenship within those countries. They learn to understand the role of citizens in a democratic society such as our own, and are taught democratic values.

Students also acquire skills of inquiry and communication through research projects using maps and globes and their knowledge of history. History involves examination of individuals, events, movements, institutions, nations and eras, but it is taught by emphasizing themes rather than merely facts and dates. For example, the system of roads the Romans built throughout Europe helped to spread the Latin language and influenced the development of modern Romance languages.

Analytic techniques are taught to make sense out of data. These include graphing, charting, map reading and data manipulation. Whenever possible, original source material is used for teaching history. Students need to learn to examine information critically to solve problems and make decisions on issues of relevance to their lives.

The ultimate goal is to inculcate in the children a curiosity and fascination with the world, to arm them with a love of data as the means for understanding the world, and to teach them the verbal and analytical skills they must have to communicate and interact with the world.

In the middle school, history becomes the principal component of the social studies curriculum. We teach two years of American history and two years of world history on a rotating basis. Geography, especially the use of maps, is treated as an important element of historical understanding. Other social science disciplines, such as macroeconomics and anthropology, are introduced on an as-needed basis.

The school participates annually in the National Geographic Society "Geography Bee." Debates, mock elections and mock courts are also used as teaching and motivational tools.

The Social Studies program also includes learning about local Western New York heritage. Kadimah connected with The Darwin Martin Complex, and our students, after studying a unit on Frank Lloyd Wright and The Darwin Martin House, had a unique opportunity to become junior docents. This year students are learning about Buffalo's grain elevators.

Social Studies	Kindergarten and 1st	2nd – 3rd	3rd-5th	6th-7th- 8th
Current Events→	Current Events	Current Events	Weekly Scholastic News guides our investigation into events and communities of significance	Current Events
Geography→	Basic geography and map skills	Geography and map skills	Geography and map skills	Geography and map skills
American History→	Historical times and place such as colonial times around Thanksgiving	Buffalo History New York State History American History	Revolutionary and Early American History	American History pre-Civil War life through the 20 th century Use of charts, tables, graphs
Anthropology→	Different Lands and Cultures	People of Israel Connections to people in other countries	As referenced in the weekly Scholastic News	
World History→	Famous people that lived in the past such as Abraham Lincoln or Martin Luther King	Israeli history Explorers	Guided by New York Studies Weekly (a Social Studies newspaper)	Western Civilization begins with the Renaissance and continues into the 20 th century Use of charts, tables, graphs

Science Overview

Science is a form of knowledge attempting to describe and explain the natural and physical world and its place in the universe. Science is not only a body of knowledge but a way of knowing. Scientific investigation involves exploration, experimentation, observation, measurement and analysis, and dissemination of data.

Our Science Program is designed to help further develop each of the following in our students:

- Understanding of the relationships among science, technology and society.
- Understanding of important science concepts, processes and ideas.
- Use of higher-order thinking skills.
- Ability to solve problems and apply scientific principles.
- Commitment to environmental protection.
- Interest in independent study of scientific topics.
- Social skills.
- Communication skills.

To accomplish these goals, a wide variety of teaching strategies are employed. The common denominator among these is their emphasis on *doing*. At all times, students are to be active and involved.

Most years students in Grades 5-8 participate in an Invention Convention. Kadimah students often win top prizes.

Science	Kindergarten and 1 st	2 nd – 3 rd	3 rd -5 th	6 th -7 th - 8 th
Scientific Philosophy & Methods →	<ul style="list-style-type: none"> •Exposure to how things happen in the world to whet children’s interest in scientific learning 	<ul style="list-style-type: none"> •Experimental methods (hypotheses, procedures, conclusions) 	<ul style="list-style-type: none"> •The nature of science and the science of nature develop a hypothesis and then conduct an experiment to prove or disprove their guess Conduct experiments, write up lab report and discuss results Use the tools in a science classroom. balance ,graduated cylinder, stopwatches etc. 	<ul style="list-style-type: none"> •Science in the news Conduct experiments, write up lab report and discuss results
Ecology and Life Sciences →	<ul style="list-style-type: none"> •Living and non-living •Plants, five groups of vertebrate animals •Human body, senses, nutrition 	<ul style="list-style-type: none"> •Plant classification and uses. •Animal lifecycles, food chain. 	Classifications, Biomes, Food Webs, Vertebrates and Invertebrates	<ul style="list-style-type: none"> •The continuity of life •The cell •The diversity of life •respiration and photosynthesis •Human biology •Ecological relationships.
Chemistry and Matter →	<ul style="list-style-type: none"> •Properties and states of matter 	<ul style="list-style-type: none"> •Measuring matter, force, work and energy 	Physical Changes, Chemical Changes, States of Matter	Polymer unit - structural and molecular formulas - isomers. -Electricity unit
Physics and Energy →	<ul style="list-style-type: none"> •Magnets •Simple machines 	<ul style="list-style-type: none"> •Electricity. •Sound. •Energy and machines. 	<ul style="list-style-type: none"> •Electricity and magnetism •Simple machines 	Motion: Speed /Acceleration/ Newton’s Laws of Motion. / Forces, /

Earth Sciences and Astronomy→

- Earth's shape and composition
- Sun, moon, and stars
- Weather systems
- Earth, air and water

- Rocks and minerals
- Oceans
- Changes in the Earth
- The solar system

Rocks and Minerals, Planets, Comets, The Moon, Asteroids

gravity. Work ,Power and Simple machines are also covered

Grade 8 Regents earth Science: A high School course

- Measurement
- Earth Dimensions
- The Dynamic Crust
- Rocks and Minerals
- Weather and Climate
- Weathering ,Erosion and Deposition
- landscape Development
- Geologic History
- Astronomy

Mathematics Overview

The Mathematics program for Grades 1-8 is designed to equip our students with the basic understanding and skills they need to interpret both real-world and symbolic problems, and to find appropriate solutions.

Knowledge of mathematical language, structures and operations will help students reason logically and justify their conclusions. Problem solving is an important part of mathematical reasoning and starts with mental math in Kindergarten and continues as an integral part of the curriculum into Algebra and Geometry.

Mathematics	Kindergarten and 1 st	2 nd – 3 rd	3 rd -4 th -6 th	6 th -7 th - 8 th
Numbers and their Uses→	Comparing Counting Recognizing, reading, writing numbers to 12 1-to-1 correspondence	Greater than, less than, using graphs	According to ability/grade level: Understand Place Value, Compare and Order Numbers, Develop Understanding of Fractions and Decimals	Fractions, Decimals, and Percents Ratios and Rates Real Numbers Scatter Plots and Data Analysis
Operations and Place Value→	Number line Place value – tens, ones, hundreds, rounding, regrouping (carrying & borrowing), Beginning multiplication Money systems	Common factors, place value to thousands, Roman numerals Meaning of fractions, mixed numbers	According to ability/grade level: Perform all four operations using whole numbers, Factors and Multiples, Analyze Patterns, Use equivalent fractions, perform operations with multi-digit whole numbers and decimals	Compute with Multi- Digit Numbers Expressions and Equations
Geometry→		Area of square or rectangle Mass and capacity	According to ability/grade level: Shapes and Attributes, Plane and Solid	Area Triangles and the Pythagorean Theorem Transformations

			Figures	Congruence and Similarity Volume and Surface Area
Measurement: Scales and Indices→	Temperature Measurement – with ruler, scale, thermometer, liter, cup, pint, quart, gallon	Calendar, clock – hour, half-hour, 5 minutes, minute Measurement in both standard and metric units	According to ability/grade level: Measurement and Estimation, Convert like measurement units, represent and interpret data, understand concepts of volume, angles, area and perimeter	
Algorithms, Number Patterns, Advanced Algebra→	Fact families Counting by 2's, 5's, 10's, even and odd,	Addition and subtraction 3-4 digits with regrouping, estimating Writing equations Multiplying and dividing	According to ability/grade level, write and interpret numerical expressions	Equations in One Variable Equations in Two Variables Algebra Functions Advanced: Algebra II

Judaic Studies Goals

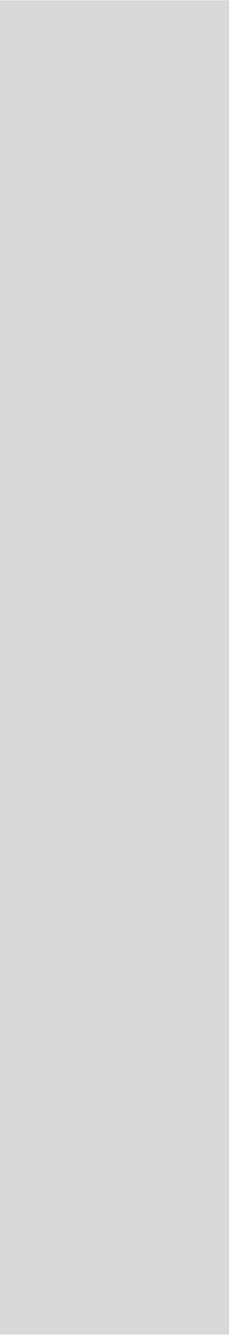
The Judaic Studies curriculum enables students to become motivated, knowledgeable and involved members of the Jewish community.

The curriculum's emphasis on Hebrew language skills creates the necessary foundation for textual study, a greater understanding of Jewish liturgy, and a connection to Israel, its people and culture. Students graduating from Kadimah take and succeed in the Hebrew Regents exam. The study of traditional Biblical and Talmudic texts increases the students' knowledge, develops their values and sharpens their analytical skills.

As students become more knowledgeable, familiar and capable with the sources of their heritage, they develop greater pride in their Judaism and an increased commitment to the Jewish community.

Judaic Studies	Kindergarten and 1 st	2 nd -3 rd	3 rd -5 th	6 th -7 th - 8 th Grade
Bible Studies Chumash Navi →	<p>Bible stories</p> <p>Summary and key ideas of Weekly Torah Portion</p> <p>Begin reading Bereishit</p> <p>Stories from the Midrash and Rashi</p>	<p>Genesis</p> <p>Summary and key ideas of Weekly Torah Portion</p> <p>Reading, translating and explaining roots, prefixes and suffixes of Bible text</p> <p>Master several verses per lesson</p> <p>Begin learning Rashi</p> <p>Find instances in the text which teach values</p>	<p>Genesis</p> <p>Exodus</p> <p>Summary and key ideas of Weekly Torah Portion</p> <p>Build vocabulary by comparing words of the same root.</p> <p>Understanding Rashi's and other Rabbis commentaries</p> <p>Analytical thinking skills and structure of Bible</p>	<p>Learn text of Chumash with Rashi's commentary</p> <p>Master reading "Rashi script"</p> <p>Introduction to Navi (Prophets).</p>
	Talmud →			<p>Talmud and Mishna are only taught in the Middle School</p> <p>Mishna</p> <ul style="list-style-type: none"> - Nature and development of the Oral Torah - Survey of texts representing major Judaic themes - Key Legal Terminology - Medieval Commentaries

Judaic Studies	Kindergarten and 1 st	1 st -2 nd	3 rd -5 th Grade	6 th -7 th - 8 th Grade
		Prayers		Prayers
		Calendar		Calendar
	Prayers	Holidays	Prayers	
	Calendar	Israel – holidays, geography, culture	Calendar	Holidays
	Holidays		Holidays	
	Israel – holidays, geography, culture		Israel – holidays, geography, culture	Israel – holidays, politics, geography, culture
Jewish Life and Practice				<u>Year I</u> Joshua- pre-Greek empire. Hellenists and Hashmonim.
Jewish History	Jewish History is taught in a 3-4 year cycles starting in Middle-School			What is a Navi? Cycle of Israelite behavior during the time of the prophets



Judges
Shmuel, the monarchy,
Splitting of the
kingdom and all of the
kings that followed in
both kingdoms

Destruction of the First
Temple
Ezra and Nehemia
Samaritans
Most of the Nevi'im in a
historical context

Year II

Hellenists and
Hashmonim up to the
Spanish Inquisition.

Alexander the Great
Ptolemies and Seulicids
Hashmonim.
The Maccabean Revolt
Destruction of Second
Temple
Judaism's shift from
Temple based to
synagogue based
Early Christianity

History of our texts—
from Oral law to
Talmud.

Year III

Middle Ages- Using
all primary documents
The Inquisition and the

crusades
 Poets and scholars
 Kabbalah and Isaac
 Luria's creation story.

Year IV

The history of the Jews
 in America
 The holocaust
 The history of Israel

**Hebrew
 Language**

<p>Hebrew language is taught in an interactive and creative way and is meant to instill the love of Hebrew and Israel.</p>	<p>Master reading Alef-Bet with vowels, in block and script letters</p> <p>Become familiar with the sound and structure of Hebrew</p>	<p>Read and translate comprehension questions on short stories</p> <p>Use present tense and past tense</p>	<p>Ivrit B'Ivrit</p> <p>Introduction to future tense</p> <p>Conjugate in all tenses</p>	<p>Ivrit B'Ivrit</p> <p><u>Speaking:</u> Writing dialogues Role playing Singing Hebrew songs Presentations</p>
<p>In all grades the following areas are covered:</p>	<p>Reading fluency Learn basic vocabulary</p>	<p>Gender matching</p>	<p>Speak, understand and compose short paragraphs</p>	<p><u>Listening:</u> Answering questions after listening to stories</p>
<p>-Speaking</p>	<p>Compose and understand simple sentences</p>	<p>Conversational Hebrew</p>	<p>New verb forms</p>	<p>Questions and answers activities with a partner</p>
<p>-Listening</p>				<p>Listening to songs and recognizing/listing words</p>
<p>-Reading – Comprehension</p>	<p>Understand oral classroom phrases</p>			<p>Listening to conversations and filling up information</p>
<p>-Writing</p>				<p>Listening to the Israeli news</p>
<p>Students in grade eight take the equivalent of a Language Regents.</p>				

Grade seven and eight students practice their Hebrew on a trip to Israel and establish Pen-Pals through a Partnership with a school in Israel-*Friends Over Seas*

Reading

Comprehension:

Reading stories and answering content questions

Weekly vocabulary lists and quizzes

Writing:

Grammar exercises

Four main Tenses

7 structures of Hebrew verbs

Language exercises/patterns

Writing

Sentences/Essays

Content based

Vocabulary examples:

Israeli Geography

Culture

Politics

Current events

Music

Sports

Visual Arts Overview

Our Visual Arts curriculum features the traditional fine arts such as drawing, painting, sculpting and fiber arts, as well as crafts. The students develop creativity, skills and art vocabulary – they have fun problem-solving, brainstorming and exploring a wide variety of materials and techniques, as well as experimenting with both traditional and non-traditional methods and tools. Often, familiar household objects are used in order to develop students' awareness that art is really all around us and that art can be made with anything! The study of visual arts is intended to enhance art appreciation, develop creativity and to encourage students to communicate with others through art.

During the process, the students build confidence as their own ideas unfold, their powers of observation become sharper and they develop their capacity to analyze works of art. The students will increase their familiarity with art from all over the world and from various historical periods and art movements. The goal is for them to understand and appreciate a wide variety of art.

Whenever appropriate, the visual arts will be linked with other subject areas or other art disciplines such as drama and music. Group discussions provide students the chance to develop and share ideas about the role of art in business and careers, in our homes and in our community.

Visual Arts	Kindergarten-1 st - 2 nd	3 rd -5 th	6 th -7 th - 8 th	
Drawing/Painting	Self-portraits; Still life: exploring basic forms and composition; Pastels, Chalk and Crayon: rubbing and blending; Oil and water resist; Drawn and painted lines.	Self-portraits; Realism vs. abstraction; Pictorial composition; Line, shape, color and space; Watercolor with sea salt; Pastels	Self-portraits; Ideological – self-concept; Master Artists; Exploring elements of style; Collage, multimedia.	Advanced self-portraits – detailed, personalized, Master Artists; Materials and techniques; Multimedia approach.
Color Theory	Color Wheel; Warm/cool; Primary colors; Mixing your own secondary colors; Expressing feelings with color	Color mixing; Complimentary colors; Contrast; Review primary and secondary; Introduce tertiary tinting and shading.	Color Theory; Muting colors with opposites; Problem-solving with color.	Balance and rhythm via color; Creating illusions of space and depth; Varying intensity and color temperature to enhance perspective.
3-D Construction	Ceramics; Wire sculpture; Paper 3-D construction; Simple Origami; Clay modeling; Quilling	Sculpture, multimedia: wire, cloth, paper, found objects; Papier-Mâché; Origami; Clay modeling; Textures, shapes and inclusions	Wire sculpture; Multimedia; Clay; Wooden sculpture; Papier-Mâché Puppets; Geometric construction: cubes and equilateral triangles.	Advanced wire; Wood and clay construction; Papier-Mâché Puppets; Clay; Geometric paper 3-D construction; Modular Origami; Drinking straw polyhedral; Understanding architecture.
Fiber Arts	Yarn collage; Simple weaving; Cloth collage.	Yarn collage (pictorial); Weaving on objects, tree branches or nylon mesh, for example; Clothing for self-designed clothes pin figures.	Radial waving; Macramé and braiding; Sewing; Puppet bodies.	Radial weaving with inclusions; Advanced macramé; sewing and embroidery wrapping and tying; Puppet bodies.
Printmaking	Stamping; Hand-designed stamps; Vegetable prints; Monoprints; Repeat shapes; Stenciling.	Monoprints; Printing with hands and found objects; Sponge-stamping; Repeat shapes – many variations; Stenciling; Marbling, Tie-dye; Rubber-band method.	Block-printing; Monoprinting; Solid color, Multi-color, ink; Marbling; Tie-dye; Rubber band method.	Block-printing; Monoprinting; non-traditional tools; Experimental media; Experimenting with photographic materials and techniques; Tie-dye; Rubber band method.

Visual Art	Kindergarten-1 st -2 nd	3 rd -5 th	6 th -7 th - 8 th	
Art History	Various artists; Art appreciation; Painting; Drawing; Sculpture; Art around the world.	Artists and their contributions; Student-centered exchange of knowledge and ideas: (how do various works of art make us feel?)	Artists; Biographical information and how they got started; Students subjectively discuss what they see in a variety of works and critique them aloud.	Art Exhibitions; Careers of various artists; Discussions of the role of art in businesses, our homes and the community.

Music	Kindergarten-1 st -2 nd	3 rd -5 th	6 th -7 th - 8 th
	<p>Music composers and their contributions; Student-centered exchange of knowledge and ideas: (how do various works of music make us feel?)</p> <p>Approach subject material through games, visuals and physical activities</p> <p>Concentrates on two main subjects: Music Theory and Music Appreciation.</p>	<p>Singing short pieces in one or more voices both in Hebrew and English.</p> <p>Theory of music includes rhythm, melody, singing, playing/drumming.</p> <p>Singing short pieces in one or more voices both in Hebrew and English.</p>	<p>Music composers (also Israeli/Jewish) and their contributions;</p> <p>Analytical Approach to subject material</p> <p>Singing short pieces in one or more voices both in Hebrew and English.</p> <p>“program music” introduced -concerto type and baroque period</p>

The following are potential middle-school courses:

- Cartoon making
- Photography
- Mosaics (individual pieces and a collaborative class project)
- Sculpting
- Book making

Enrichment and Extra-Curricular Offerings

The following is a sampling of some of the events that make Kadimah Academy an exciting place for children to attend. They are not listed in any particular order. Please note that not all events take place each year.

1. **Robotics**- Students in grades 3-8 have an opportunity to learn robotics and basic coding with Yair Sageev and Mrs. Martinick. The class is enhanced by the collaboration and participation of the University at Buffalo Department of Engineering Robotics Club members who come to Kadimah and help teach the students.
2. **Newspaper** – This is a group of middle-school students who meet weekly to create a student newspaper. All articles are written and edited by the students. During meetings, students also learn basic journalism.
3. **Yearbook** – This is a group of middle-school students who meet weekly to create a yearbook. This includes photos, events, classes and other memories.
4. **Spelling Bee** – This is an annual state-sponsored competition wherein children in Grades 4-8 compete in spelling. Finalists go to the city-wide competition.
5. **Geography Bee** – This is fairly similar to the Spelling Bee; the content is instead about geography.
6. **Chugim**- Students in grades 3-8 have an opportunity to sign up for chugim (hobbies). The hobbies include Hebrew Calligraphy, Yoga, Pet Love, Friendship Circle with the students at the Center for Handicapped Children (with whom we share the facility), Zumba, Cooking, Sports, First Aid, Photography and Japanese Language and Culture.
7. **Music** – Led by Moshe Shulman, music takes place once a week for all Kindergarten – 8th Graders. In 1st Grade students start learning how to read notes. By 3rd Grade, children learn to play music, beginning with recorders. Also, a yearlong class in a child's choice of instrument takes place as part of a chug with Mr. David Cohen.
8. **Computers** – This takes place during school. Students learn both how to maneuver through a computer and how to use it for word processing, web surfing, typing and Power Point.
9. **7th and 8th Grade Fundraising** – In order to finance their 8th Grade Graduation Trip, 7th and 8th Graders combine to work on various projects.
10. **Purim Celebration** – On this holiday, students and teachers dress up in masquerade and join together to listen to the reading of the Megillah by a visiting community Rabbi and celebrate with a Purim Feast.
11. **Lag B'omer** – To celebrate this holiday, students participate in a athletics and color war. Color war involves several teams, each composed of 1st – 8th Graders. Teams compete in various relays and group cheers. The purpose of the day is community and teamwork building.

12. **Chanukah celebration/ Talent Show** – For students it is a chance to show off their extra-curricular skills.
13. **Yom HaShoah** (Holocaust Remembrance Day) – On this day, students have a chance both to learn and to commemorate. Led by Mrs. Lewis, the Middle School students hear eye witness accounts from a Holocaust survivor of the times and the middle school students lead a memorial service.
14. **Yom Ha'atzmaut** – To celebrate Israel's Independence Day, the students usually participate in a school-wide celebration with several Israel-related arts and crafts projects and an Israeli feast.
15. **Invention Convention/Science Fair** – Led by Mrs. Martinick, the Science Fair involves children in Grades 3-8. Through it, students learn how to create and analyze a science experiment. They also learn such key skills as how to research and write a paper, the importance of scientific method, and how to conduct an oral presentation. Winners in the 7th-8th Grades continue to the regional level, from which they may proceed to city and state levels as well.
16. **Book Contest** – Students in Grades 1-8 voluntarily compete in a reading contest to reach various page number plateaus. 80% of the students participate. The winners of the highest plateau go out to dinner with teachers.
17. **Hebrew Reading Contest** – Students in Grades 1-5 voluntarily compete in a reading contest to reach various page number plateaus.
18. **Field Trips** – Trips are taken by individual or combined classes as reinforcement of subject content such as: 7-8th Graders attending plays that have been read and studied; Middle School students watching Hebrew films; all Grades go to museums; Trips are also taken as all-school events for fun and to reinforce a sense of community.
19. **Israel Trip** – 7th- 8th grade students tour Israel for 10-14 days with teacher and Israeli chaperones every other year.
20. **Passover Seders** – Model Seders are conducted at each grade level with students actively leading and participating in reading of the Haggadah. Children prepare by learning and at times cooking for the event.
21. **Rosh Chodesh** – The first day of each new month on the Jewish calendar is marked with special prayers and songs as part of prayers.
22. **Maot Chitim** – Children in Middle School participate in packing and/or delivering food for poor Jewish people in our city for the holidays of Rosh Hashana and/or Passover.
23. **Youth groups/Hebrew High/Shabbatonim** – Students are encouraged to participate in the various youth groups such as NCSY, NIFTY, and USY. 8th grade students are encouraged to enroll at Hebrew High (Grades 8-12).