

Kindergarten

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Kindergarten/First Grade

Holidays & Am Yisrael (We are Jews and we celebrate Jewish holidays, both at home and as part of the Jewish people)

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat

For each holiday, the student will learn the following concepts:

1. How the holiday came to be
2. Customs for observing the holiday
3. Ritual objects used in observation
4. Foods associated with the holiday
5. Mitzvot associated with the holiday
6. Simple story about the holiday
7. Songs for the holiday
8. Basic blessings

Interactive learning activities will include:

1. Songs, music and movement
2. Hands-on art activities relating to the specific holiday
3. Walk Through Seder with 1st Graders
4. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
5. Yom HaShoah – discussion regarding acceptance of differences and stories

Shabbat learning will include Friday Kabbalat Shabbat through the “Shabbat box, which will contain ritual objects and blessings” and an introduction to the Havdallah blessings. Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner’s minyan, havdallah and other Shabbat experiences.

- Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games
- Some will take place during the “main class” period of time.

HEBREW

The focus will be on oral Hebrew word acquisition, incorporating the use of flashcards to provide visual cues. Key vocabulary lists will be developed in the following areas: Ritual and synagogue objects * family * counting (1-5) * body parts * color words (possibly). When appropriate, these words will be used in the classroom.

Some examples of interactive learning activities:

1. Games – flash card matching games
2. Movement games – body parts in Hebrew; colors in Hebrew

PRAYER

During overlap components, students will learn food blessings, and holiday-related songs in Hebrew. They will be introduced to the havdallah blessings. They will learn the prayers contained in the prayer book: L'cha Dodi (refrain only) * Modeh Ani * Mah Tovu * Barchu * Shema * Mi Chamochah * Torah, Torah * Oseh Shalom. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

Interactive learning activities:

1. Songs
2. Mini-Minyan
3. Movement activities
4. Hands-on art activities

SOCIAL STUDIES: SYNAGOGUE

The student will get to know each area of the synagogue – what it is called, what the purpose is, where it is, the names of ritual objects contained in it. They will know who the Rabbi is, what he does, and have a chance to interact with him.

Interactive learning activities: “field trips” to different parts of the synagogue building.

TORAH

Kindergarten students will focus on the following stories: Creation * Noah and the Ark * The “First Family:” Abraham & Sarah; Isaac & Rebecca; Esau & Jacob; Jacob & Rachel & Leah; Joseph & his brothers * Moses (through the Passover story) * Ten Commandments

Interactive learning activities:

1. Music
2. Movement games incorporating Hebrew names for animals
3. Puppets to help tell the story
4. Class murals

The Rabbi will interact with students on a regular basis through story-telling.

VALUES

Mitzvah Hands – a weekly reflection on a mitzvah the student performed the preceding week – will be expanded to a class project and called “Helping Hands.” The focus will be on the action (not the Hebrew name) and on doing mitzvot at home. The class may work on a “mitzvah tree” with different “mitzvah branches” (in English). Branches may include suggestions of different mitzvot to serve as triggers to help students remember.

Suggestions:

1. *Shomer Shabbat* / Guarding Shabbat– setting the table; saying a brachah
2. *Tza'ar Ba'alei Hayyim* / Caring for Living Creatures – feeding a pet
3. *Kavod av v'im* / Respect For Parents – helping your mom or dad
4. *Talmud Torah* / Jewish Learning – reading a Jewish story or watching a Jewish video
5. *Bal Tashchit* / Do Not Destroy – collecting the newspapers at home to recycle them
6. *Sh'mirat Ha-Guf* / Taking Care of One's Body – eating healthy food, taking a shower
7. *N'divut* / Generosity – sharing with a sibling

ISRAEL

The goal is to compare/contrast similar things in each student's experiences with Israeli experiences, for example:

- Food (Game: separate domestic canned and packaged goods from Israeli ones)
- Connect Simchat Torah flags with the flag of the State of Israel
- Israeli songs – possible English and Hebrew versions of the same song
- Large map with geographical features

To celebrate Yom Ha'Atzmaut, 9th graders will lead activities in the classrooms.

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP's that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Kindergarten:

Ritual is beneficial to kids; it brings structure to the life of a family. Families will share their own rituals, calendar, time, food, charity. We will identify which of those rituals have Jewish roots and which can be made "more Jewish." Particular focus on bedtime rituals. *October 21, 2007*

SHABBATON: KINDERGARTEN/FIRST GRADE

(1 Friday night & Saturday morning program; 1 Saturday night program)

Night program: Lights connected with holidays

Night program: Lailah tov/storytelling/books

Morning program – Enjoyment of Shabbat through our senses:

TEXT BOOKS

Let's Discover the Holidays

First Grade

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Kindergarten/First Grade

Holidays & Am Yisrael (We are Jews and we celebrate Jewish holidays, both at home and as part of the Jewish people)

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat

For each holiday, the student will review the following concepts from Kindergarten:

1. How the holiday came to be
2. Customs for observing the holiday
3. Ritual objects used in observation
4. Foods associated with the holiday
5. Mitzvot associated with the holiday
6. Simple story about the holiday
7. Songs for the holiday
8. Basic blessings

The following additional information will be presented:

1. Hebrew names will be used for ritual objects
2. Increased Hebrew vocabulary used in greetings
3. Increased Hebrew used for holiday-associated blessings
4. Holidays stories will be more sophisticated; with more detail about the origins, customs, and mitzvot of the holidays, and the preparation for them.
5. Students will begin to learn the difference between Jewish holidays and secular (American) holidays.

Interactive learning activities will include:

1. Songs, music and movement
2. Hands-on art activities relating to the specific holiday
3. Walk Through Seder with Kindergarteners
4. Yom Ha'Atzmaut – 9th graders will plan classroom activities
5. Yom HaShoah – discussion about differences and acceptance; stories

Shabbat learning will continue to focus on family practices and introduce the Ten Commandments and their connection to mitzvot. Hebrew terms for ritual objects will be introduced and focused on. Songs will be added to the “Shabbat box.” Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner’s minyan, havdallah and other Shabbat experiences.

- Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games
- Some will take place during the “main class” period of time.

HEBREW

The focus will be on oral Hebrew word acquisition, incorporating the use of flashcards to provide visual cues. In addition to the words introduced in Kindergarten, key vocabulary lists will be developed in the following areas: family * synagogue * body parts * counting * simple weather words * classroom objects * some food words. When appropriate, these words will be used in the classroom.

Some examples of interactive learning activities:

1. Games – flash card matching games
2. Movement games – body parts in Hebrew; colors in Hebrew

PRAYER

During overlap components, students will learn food blessings, and holiday-related songs in Hebrew. They will be introduced to the havdallah blessings. They will learn the prayers contained in the prayer book: L'cha Dodi (refrain only) * Modeh Ani * Mah Tovu * Barchu * Shema * Mi Chamochah * Torah, Torah * Oseh Shalom. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays. They will be introduced to the names of the months in Hebrew.

Interactive learning activities:

1. Songs
2. Mini-Minyan
3. Movement activities
4. Hands-on art activities

TORAH

First Grade students will study "The First Family," focusing on the concept of belief in one G-d. They will also study the story of Joseph through the Exodus to their arrival in Eretz Israel, with the conceptual emphasis on the journey from slavery to freedom. With both areas of study, students will learn about life and culture of those times. They will be able to compare life in Israel *then* to life in Israel *now*.

Interactive learning activities:

1. Music
2. Puppets to help tell the story
3. Class murals

The Rabbi will interact with students on a regular basis through story-telling.

VALUES AND ETHICS

Students will use some of the same values suggested in Kindergarten, but incorporate Hebrew terminology. Additional suggestions will include mitzvot that involve participation in the larger community. An interactive activity may involve writing the mitzvot the students do on Jewish stars. These could be placed on a bulletin board, with an explicit connection made to the story of Abraham.

Suggestions:

1. *Shomer Shabbat* / Guarding Shabbat – going to services
2. *Tza'ar Ba'alei Hayyim* / Caring for Living Creatures – donating old towels, pet food to an animal shelter; feeding the birds in the winter
3. *Kavod av v'im* / Respect for Parents – helping your teacher
4. *Talmud Torah* / Jewish Learning – reading a Jewish book or watching a Jewish video
5. *Bal tashchit* / Do Not Destroy– taking the trash out; helping recycle at school; donating used books to a shelter or ESOL program at school
6. *Sh'mirat Ha-Guf* / Taking Care of One's Body – playing on a sports team; walking/running around at recess
7. *N'divut* / Generosity – sharing with a classmate
8. *Bikkur cholim* / Visiting the Sick – visit or call a sick friend
9. *Hachnasat Orchim* / Welcoming Guests– being friendly to a new student in school
10. *Sh'mirat lashon* / Guarding One's Tongue – not tattling; saying something nice to someone else
11. *Ma'akhil R'evim* / Feeding the Hungry – contributing to a food drive

ISRAEL

Goal is to compare/contrast similar things in student experiences with Israeli experiences (particularly in the days of the patriarchs and matriarchs), for example:

- Connect Simchat Torah flags with the flag of the State of Israel
- Israeli songs – English and Hebrew versions of the same song
- Class mural with pictures of “Israel then” and “Israel now”
- Interactive bulletin board
- As part of the Hebrew studies, a connection will be made through the Oral Hebrew program

To celebrate Yom Ha’Atzmaut, 9th graders will lead activities in the classrooms.

SHABBATON: KINDERGARTEN/FIRST GRADE

(1 Friday night & Saturday morning program; 1 Saturday night program)

Night program: Lights connected with holidays

Night program: Lailah tov/storytelling/books

Morning program – Enjoyment of Shabbat through our senses

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP’s that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For First Grade:

Integrate the Jewish part of your life and the secular. What better way to begin in November than understanding Thanksgiving as a “Yom Tov” connected to Sukkot. We will also compare and contrast other holidays: July 4th and Yom Ha’Atzmaut; Rosh Hashanah and New Year; Chanukah and Christmas

November 11, 2007

TEXT BOOKS

Let’s Celebrate the Holidays

Second Grade

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Second/Third Grades

Hebrew Language and prayer (blessings of enjoyment; spontaneous and fixed prayer; tikkun olam connection)

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat

For each holiday, the student will demonstrate knowledge of the following:

1. Holiday narratives
2. Historical background
3. Associated mitzvot
4. Home observances
5. Holiday preparations (self, home and synagogue)
6. Mastery of holiday blessings and vocabulary

Interactive learning activities will include:

1. Songs, music and movement
2. Hands-on art activities to explore aspects of the holiday
3. Tu B'Shevat Seder
4. Walk Through Seder for Pesach
5. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
6. Yom HaShoah – discussion of differences; show our Torah scroll rescued from the Holocaust

Shabbat learning will include an overview of Friday night, Shabbat morning and Havdallah (the order of Shabbat). Students will master Shabbat blessings, be introduced to the Junior Congregation Siddur Shema Yisrael. Havdallah objects will be added to the “Shabbat box.” Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner’s minyan, havdallah and other Shabbat experiences.

- Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games
- Some will take place during the “main class” period of time.

HEBREW

Second graders will begin their introduction to Hebrew reading, including letters and vowels through the use of the “key word” approach. The alef-bet is introduced through vocabulary words; look-alike and sound-alike letters are introduced at different times. Conversational Hebrew continues with the introduction of written words and sentences. In addition to words in the text, the student will continue to use the vocabulary learned earlier.

Interactive learning activities: the teachers’ guide suggests a variety of learning games and the text book incorporates a variety of worksheets and games.

PRAYER

During the overlap components, students will learn V'shamru, Yismehu, key lines of Birkat, and the order of the seder. They will use the food blessings they've learned previously. They will also learn holiday songs. They will continue to work on the havdallah blessings.

In their weekly Mini-Minyan with the third graders, students will learn the prayers in the Siddur Shema Yisrael; Baruch Sh'amar; and the Sh'ma and Romemu from the Torah service. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

In class, students will learn the Brachot Ha'Nehanin, Ein Keloheinu, Shalom Aleichem, and V'shamru. They will practice reading prayers and learning siddur phrases, as presented in their text.

Students will be introduced to the following concepts of *Brachot*:

1. as a way to connect with G-d
2. as a means of thanking G-d
3. in recognition of our role as G-d's junior partners
4. as a means of expressing awe and wonder

Interactive learning activities:

1. Matching games
2. Songs
3. Mini-Minyan
4. Art
5. Movement

TORAH

Second grade students will review the stories of the Patriarchs and Matriarchs and Joseph. They will study Moses in greater depth than previously. They will learn about Ruth and Naomi, David and Goliath, and Solomon.

As part of their study of the parshah of each week (in their mini-Minyan), they will discuss basic ethics and how G-d wants us to treat other people.

Interactive learning activities:

1. On a large class map, students will locate the settings for the stories they are learning (Beit Shemesh, the Kotel) and connect the land to the stories.
2. Students will make a "family tree" showing the Patriarchs and Matriarchs, and incorporating Hebrew words for family members.
3. Students will have a regular opportunity to interact with the Rabbi through "Ask the Rabbi" sessions.

VALUES AND ETHICS

Students will explore the following mitzvot, and be able to articulate how these mitzvot can be integrated into their daily lives:

1. *Tzedakah* (Acts of Giving)
2. *Bikkur Cholim* (Visiting the Sick)
3. *Ma'akhil R'evim* (Feeding the Hungry)
4. *Hachnasat Orchim* (Welcoming Guests)

An interactive activity, since the students are studying the Kotel, might be to write their mitzvot on "stones" which could become part of the Kotel.

ISRAEL

Students will focus on the regions in Israel where the Torah stories that they are studying occurred, including Beit Shemesh, and the Kotel. An interactive activity could involve building a model of the Temple (using legos or other supplies).

Through their Hebrew studies, students will focus on Hebrew as a living language. Familiar logos of stores and products that include Hebrew instead of English will be introduced. If possible, signage in the synagogue could also be in Hebrew.

To celebrate Yom Ha'Atzmaut, 9th graders will lead activities in the classrooms.

SHABBATON – SECOND/THIRD GRADES

(1 Friday night & Saturday morning program; 1 Saturday night program)

Blessings of Enjoyment; Keva (fixed prayer) / kavaneh (spontaneous prayer); Storytelling

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP's that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Second Grade:

Every day life can be seen as miraculous when viewed through Jewish eyes. We will go through daily routines to identify miracles, and then discover Jewish blessings for many. We will identify the difference between Keva (fixed blessings) and Kavanah (spontaneous blessings). How do these miracles affect daily decisions? We will write family blessings. *January 6, 2008*

TEXT BOOKS

Let's Discover the Bible Vol.2; My Jewish Year; Let's Discover Mitzvot; Z'man Likro Vol 1 & 2

Third Grade

Curriculum Goals - Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Second/Third Grades

Hebrew Language and prayer (blessings of enjoyment; fixed and spontaneous prayer; tikkun olam connection)

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat

For each holiday, the student will demonstrate knowledge of the following:

1. Holiday narratives
2. Historical background
3. Associated mitzvot
4. Home observances
5. Holiday preparations (self, home and synagogue)
6. Mastery of holiday blessings and vocabulary
7. As part of their holiday studies, students will identify and understand vocabulary associated with prayer and holidays, religious symbols and rituals.
8. Hebrew/Jewish Annual Cycle, why and how it is different from the secular cycle

Interactive learning activities will include:

1. Songs, music and movement
2. Hands-on art activities explore aspects of the holidays
3. Tu B'Shevat Seder
4. Be'dikat Chametz for Pesach
5. Walk Through Seder for Pesach
6. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
7. Yom HaShoah – discussions, activities, participation in a Yom HaShoah and Yom HaZikaron/Yom Ha'Atzmaut Commemoration

Shabbat learning will include: acrostic about Shabbat; stories for Shabbat (tales of the seventh day); talk on individual level about home observances (share if they want to); overview from Friday night to Havdallah. Students will continue to use the Junior Congregation's Siddur Shema Yisrael and be introduced to reading the prayers in it. Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner's minyan, havdallah and other Shabbat experiences.

- Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games
- Some will take place during the “main class” period of time.

HEBREW

Students will work on mastery of Hebrew reading, including letters and vowels through the use of the “key word” approach. The alef-bet is introduced through vocabulary words; look-alike and sound-alike letters are introduced at different times. Conversational Hebrew continues with the introduction of written words and sentences. In addition to words in the text, the student will continue to use the vocabulary learned earlier.

Interactive learning activities: the teachers' guide suggests a variety of learning games and the text book incorporates a variety of worksheets and games.

As part of their holiday studies, students will identify and understand vocabulary associated with prayer and holidays, religious symbols and rituals. Students will be introduced to the names of the days of the week.

PRAYER

During the overlap components, students will learn V'shamru, Yismehu, and key lines of Birkat. They will use the food blessings they've learned previously. They will continue to work on the havdallah blessings. They will also learn holiday songs.

In their weekly Mini-Minyan with the second graders, students will learn the prayers in the Siddur Shema Yisrael; Baruch Sh'amar; and the Sh'ma and Romemu from the Torah service. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

In class, students will learn the Sh'ma, V'ahavta, Mi Chamocha, Barchu, Brachot Ha'Nehanim and other blessings introduced in their texts. They will master the prayers introduced in second grade. In subsequent years, Kiddush will be added.

Students will be introduced to the following concepts of *Brachot*:

1. as a way to connect with G-d
2. as a means of thanking G-d
3. in recognition of our role as G-d's junior partners
4. as a means of expressing awe and wonder

Interactive learning activities will include matching games; songs; Mini-Minyan; art; and movement.

SOCIAL STUDIES

The student will be able to explain these terms: *Beit Knesset* * *Beit Midrash* * *Yiddish* * *Kashruth* * *Sefer Torah* * *Mezuzah* * *Shaddai* * *Siddur* * *Minyan* * *K'lal Israel*

The student will learn about Jewish communal institutions: synagogue * community center * Jewish summer camps * home for the aged * the Federation in this area.

Students will be able to identify the functions of the following Jewish professionals: rabbi, cantor, principal, teachers, students; and the following terms: *hazzan* * congregation * *bikkur cholim* * curriculum. Students will have the opportunity to ask questions and have discussions with Jewish professionals

Students will study *kashruth*. Students will learn aspects of cultural Judaism, including stories and folktales.

TORAH

Through the study of great Bible stories, students will learn about major events and personalities in the Torah, as well as moral and spiritual truths. They will be able to apply these to their own personal concerns.

Interactive learning activities:

1. Students draw their own Torah stories.
2. Students will have a regular opportunity to interact with the Rabbi through "Ask the Rabbi" sessions.

VALUES AND ETHICS

Through their social studies unit on Jewish communal organizations, students will learn about the variety of needs that these organizations address. Some organizations are CHAI, summer camps, JESSA, Federation, Group Homes, IsraelQuest, homes for the elderly. The emphasis will be on communal responsibility. The specific values include:

1. N'divut (generosity)
2. Ohev/Mechabayd Zeh et Zeh (Loving/Honoring Others)
3. Simchah (Joy)
4. Somaych Noflim V'Rofeh Cholim (Supporting and Healing).

Suggestions for project: students will pick out a *tikkun olam* project which focuses on a need in the State of Israel. The Ziv Tzedakah Fund has many viable suggestions.

Jewish stories, such as those about K'tonton and Heschel (among others) are used to discuss Jewish values.

ISRAEL

Students will learn about modern-day Israel, specifically connecting to the land and *k'lal Israel*. The Great Israel Scavenger Hunt will be used. (If a project is chosen from the Ziv Suggestions above, there will be a connection between the values component and Israel component)

To celebrate Yom Ha'Atzmaut, 9th graders will lead activities in the classrooms.

FIELD TRIPS

Students will participate in field trips related to their curriculum. Some possibilities are the JCC and a trip to a supermarket (which could involve a scavenger hunt for kosher food; each student could purchase a can of food to donate to the Group Homes)

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP's that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Third Grade:

Not many friends read or write Hebrew so it can be the third graders' secret Jewish code. We will try to humanize Hebrew and establish a baseline for parents and students to have a mutual understanding of some fundamentals. We will provide tools and recommend web sites where parents and students can learn together. Prior to the Mifgash, families will be invited to do a Hebrew scavenger hunt at home and bring in an example. *January 13, 2008*

SHABBATON – SECOND/THIRD GRADES

(1 Friday night & Saturday morning program; 1 Saturday night program)

Blessings of Enjoyment; Keva (fixed prayer) / kavaneh (spontaneous prayer); Storytelling;
Emphasis will be on home observances and will include an introduction to synagogue practices.

TEXT BOOKS

Z'man Likro Vol 1 & 2; Hineini Book 1; Torah and You; The Great Israel Scavenger Hunt

Fourth Grade

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Fourth/Fifth Grades

Community/*k'lal/kehillah*: We all live in circles of communities, which sometimes overlap: how do we “make them work?”

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat. They will be able to identify symbols, rituals and ceremonies associated with each.

The student will learn the following:

1. Rosh Hashanah & Yom Kippur – examine the Jewish calendar and Tishrei holidays; learn additional names for Rosh Hashanah; Torah readings for Rosh Hashanah, including the birth of Isaac and *Aqedah* (binding of Isaac). Look at *B'sefer Hayim* prayer. Examine the terms, *Yom Kippur*, *Teshuvah*, *Brit* (our covenant with G-d), and *Tzedakah*.
2. Sukkot - learn special blessings for Sukkot: lulav and etrog, sitting in the succah, *sheheniyanu*
3. Chanukah - Three Blessings, Chanukah as a religious and national holiday
4. Tu B'Shevat -- terminology. Climate differences between Israel and USA (nature and seasons). Our special relationship with Jewish National Fund, and our interest in planting trees in Israel.
5. Purim - basic Purim vocabulary. Blessings before reading of the Megillah.
6. Pesach - Biblical narrative; Removal of *hametz*, preparation of the home; Order of Seder, Four Questions (recite in Hebrew), *Kiddush*, blessings over the *matzah*, *karpas*, *maror*, songs, ten plagues
7. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
8. Shavuot – additional names for Shavuot; that we read Megillat Ruth, Exodus 19 & 20, and Numbers 28 (describing Chag HaBirkurim); that Shavuot is one of the three Pilgrimage Festivals

Interactive learning activities will include:

1. Songs, music and movement
2. Art Projects to explore various aspects of the holidays
3. Be'dikat Chametz for Pesach
4. Model Seder for Pesach
5. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
6. Yom HaShoah - discussions, activities, participation in a Yom HaShoah and Yom HaZikaron/Yom Ha'Atzmaut Commemoration
7. Use of maps to show where specific events occurred

Shabbat learning: Students will continue to use Siddur Shema Yisrael; they will be introduced to the Shabbat Torah service, and become more proficient at reading the prayers. They will make a connection with Israel through their study of Lecha Dodi; and will learn the Friday night Kiddush. Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner's minyan, havdallah and other Shabbat experiences.

Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games. Some will take place during the “main class” period of time.

HEBREW

Students continue to develop reading and conversational skills through the texts. Prayer meanings and word comprehension are also taught explicitly.

Students will learn to write in script and be able to copy/write words, simple phrases and sentences.

Interactive learning activities: the teachers' guide suggests a variety of learning games and the text book incorporates a variety of worksheets and games.

As part of their holiday studies, students will identify and understand vocabulary associated with prayer and holidays, religious symbols and rituals.

PRAYER

During the overlap components, students will learn Emet, Sim Shalom, L'cha Dodi (first three verses and last three verses). They will continue to use the blessings and the first paragraph of Birkat, and study the blessings of Havdallah. They will also learn holiday songs.

In their weekly Tefilah Time with the fifth graders, students will learn Ain Kamocha, Binsoah, Bai Annah Reketz, Adon Olam, Mizmor l'David, Etz Chayim; (after they study specific prayers in class, they can be added to Tefilah Time). In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

In class, students will learn Ein Keloheinu, Adon Olam, Ma'ariv Aravim, Yotzer Or, Ahavat Olam, Ahavah Rabah, Sh'ma, V'ahavta, Emet, Mi Chamochah through their text books.

Students will also gain a better understanding of holiday customs and ceremonies with emphasis on synagogue practices. The program will facilitate the student's understanding of the Synagogue, the service, and the prayer book.

Students will demonstrate an understanding of concepts of Jewish prayers – why do people pray; does G-d answer prayers; what makes a prayer Jewish

Interactive learning activities may include the following: team reading and vocabulary games; reading and vocabulary board games (with partners); and illustrating vocabulary words and prayers.

TORAH

Students will continue their study of the Bible by learning weekly parsha and selections from prophets and writings, which illumine basic Jewish and universal truths. Students will learn about the connection of the prophets and writings with the holidays, the Land of Israel, the Torah and today's life. Students will have a regular opportunity to interact with the Rabbi through "Ask the Rabbi" sessions.

Interactive learning activities:

1. Skits and Plays
2. Games
3. Art
4. Creative Writing

VALUES AND ETHICS

Students will gain a greater understanding of what it means to be G-d's partner. Students will focus on what it means to be a mensch and how to be a mensch to yourself. Using the text, [A Kid's Mensch Handbook](#), students will learn about

1. Hachnasat Orchim (Hospitality)
2. V'ahavta l'reacha kamocha (Love Your Neighbor as Yourself)
3. B'tzelem Elohim (In the Image of G-d)

4. Sh'mirat HaGuf (Taking Care of One's Body)

Suggestions: Develop a "Student Guide to Developing a Mensch." Include student art, writing, charts, games, etc incorporating the recommendations and activities in A Kid's Mensch Handbook. Can be used both as a culminating activity and to distribute among the class.

ISRAEL

Students will continue studying the land of Israel. An explicit connection will be made with 1) the biblical sites studied in conjunction with their Torah study of Prophets; and 2) the study of the seven species connected with their holiday studies.

To celebrate Yom Ha'Atzmaut, 9th graders will lead activities in the classrooms.

FIELD TRIPS

If possible, students will participate in field trips related to their curriculum. Some possibilities include Mitzvah Mania and exchange visits with another synagogue to look at their synagogue. The connection to curriculum is that our Hebrew texts introduce differences between traditional and liberal versions of prayers.

SHABBATON – FOURTH/FIFTH GRADES

(1 Friday night & Saturday morning program; 1 Saturday night program)

Theme: Community/*Kallah*

Prophets in the land of Israel today.

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP's that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Fourth Grade:

The Jewish prophets were criticizing the popular culture of their time. What would the Prophets say about today's "pop culture?" We will look at prophets and prophecies with an eye toward identifying the misdeeds of each generation. Then students and parents will become modern prophets prophesying to today's world, US and even Fairfax/Loudoun County. ***December 16, 2007***

TEXT BOOKS

Z'man L'Tefilah-Shema; Explorer's Bible Vol. 1; Explorer's Bible Vol. 2; Kid's Mensch Book

Fifth Grade

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Fourth/Fifth Grades

Community/k'lal/kehillah: We all live in circles of communities, which sometimes overlap: how do we “make them work?”

Holidays

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat. They will be able to identify symbols, rituals and ceremonies associated with each.

The student will learn the following:

1. Rosh Hashanah & Yom Kippur – the Avinu *Malkeynu* prayer; The cycle of the year and the life cycle; Examine terms *Teshuvah* and *Vidui*; look at the variety of services in the synagogue for Yom Kippur: Kol Nidre (evening), Shacharit (morning including *Yizkor*), Musaf (additional and includes the *Avodah* in which the Temple service is outlined), Minha (afternoon service including the reading of *Yonah*) and Neilah (the conclusion).
2. Sukkot - An examination of the names, origins and customs of Sukkot; Sukkot vocabulary; blessings for Sukkot.
3. Chanukah - Review of blessings, history and traditions of Chanukah
4. Tu B'Shevat -- Tu B'Shevat terminology. Climate differences between Israel and USA (nature and seasons). Our special relationship with Jewish National Fund, and our interest in planting trees in Israel.
5. Purim - value of K'lal Israel. Blessing before reading of the Megillah.
6. Pesach - 1) Review the blessings, *Kiddush*, songs; 2) Four names for Pesach. 3) Removal of *hametz*, preparation of the home. 4) An overview of the biblical story. 5) Pesach customs and practices apart from the Seder. 6) How Pesach is celebrated in Israel
7. Lag B'Omer – historical connection; counting the omer; celebrations today
8. Shavuot – historical connections; relationship to counting the omer; the centrality of the covenant between G-d and the Jewish people; parallel between the harvest of food and the spiritual harvest – people were to bring an offering to the Temple, representing the tablets of the Law.

Interactive learning activities will include:

1. Songs, music and movement
2. Art Projects to explore various aspects of the holidays
3. Be'dikat Chametz for Pesach
4. Model Seder for Pesach
5. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
6. Yom HaShoah - discussions, activities, participation in a Yom HaShoah and Yom HaZikaron/Yom Ha'Atzmaut Commemoration

Shabbat learning: Students will become more proficient in reading and reciting the prayers in the Torah service; they will continue to learn Shabbat songs, and practice the Havdallah blessings. Through their Torah Studies, they will participate in Caleb's Challenge and study the weekly parshah. Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner's minyan, havdallah and other Shabbat experiences.

Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games. Some will take place during the “main class” period of time.

Hebrew

Students continue to develop reading and conversational skills through the texts. Prayer meanings and word comprehension are also taught explicitly.

Students will be able to read with accuracy any Hebrew text. Students will be able to read with comprehension Hebrew text which uses vocabulary taught in class. Students will be able to follow routine classroom instructions given in Hebrew. Students will continue to write in script and be able to copy/write words, simple phrases and sentences.

Interactive learning activities: the teachers' guide suggests a variety of learning games and the text book incorporates a variety of worksheets and games.

As part of their Holiday studies, students will demonstrate an understanding of vocabulary associated with each specific holiday.

Prayer

During the overlap components, students will master Tzadik Katamar, Emet, Sim Shalom, L'cha Dodi (first three verses and last three verses). They will continue to use the blessings and the first paragraph of Birkat, and study the blessings of Havdallah. They will also learn holiday songs.

In their weekly Tefilah Time with the fourth graders, students will master Ain Kamocha, Binsoah, Bai Annah Reketz, Adon Olam, Mizmor l'David, Etz Chayim. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

In class, students will learn Ain Kamocha, Va Yahi Binsoah, prayers associated with taking out the Torah (V'zot haTorah, the Torah Blessings) and returning the Torah (Mizmor l'David, Etz Chayim, Bain Anna Reketz, and Ashrei (Shabbat Morning melody).

Students will be able to demonstrate an understanding of the ideas and ideals of the prayers studied, and the moral and ethical values inherent in their message. Through their Holiday studies, students will be able to read and chant the prayers and hymns associated with the Jewish festivals.

A variety of interactive learning activities and games will be used.

SOCIAL STUDIES:

The students will study the hows and whys of Jewish Life Cycle events (bar/bat mitzvah, Jewish marriage, etc) as well as other times of life ("being a child," "leaving home," etc)

Interactive learning activities:

1. "Baby Naming" activity
2. "Leaving Home" exercise
3. "Model Wedding"
4. Disability Awareness activities

TORAH

Students will participate in Caleb's Challenge each week, to familiarize them with the importance of learning from the Torah and to give them an appreciation of the holy text

Interactive learning activities:

Torah study with the Rabbi * Chevruta study * Discussion * Writing on a theme given by the Rabbi

VALUES AND ETHICS

Using the text, A Kid's Mensch Handbook, students will learn about treating themselves and others as *menschen*, concentrating on the following values:

1. V'ahavta l'reacha kamocho (Love Your Neighbor as Yourself)
2. B'tzelem Elohim (In the Image of G-d)
3. Sh'mirat HaGuf (Taking Care of One's Body)
4. Talmud Torah (Jewish Study)
5. Shalom Bayit (Peace at Home)
6. Dibbuk Chaverim (Attachment to Friends)
7. K'vod HaBriyot (Respect for All)

Project could be combined with Israel unit – shalach manot project with Israeli soldiers; or a possible life cycle project with seniors.

ISRAEL

Students will study Israel in connection to Jews living in Israel – Israeli children & American children; Shalach Manot project with Israeli soldiers; possible life cycle project with seniors. The students will study about the history, politics and importance of the land of Israel. To celebrate Yom Ha'Atzmaut, 9th graders will lead activities in the classrooms.

FIELD TRIPS

Students will participate in field trips related to their curriculum. Some possibilities include a trip to an assisted living facility for life-cycle curriculum; attendance at a baby-naming in the synagogue during the year; and/or participation in a prayer service at home for senior citizens.

SHABBATON – FOURTH/FIFTH GRADES

(1 Friday night & Saturday morning program; 1 Saturday night program)

Theme: Community/*Kallah*; Prophets in the land of Israel today.

PARENT AND CHILD(1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP's that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Fifth Grade:

Unlike the Jews of several hundred years ago, we are no longer limited to membership in a single unified Jewish community. The fact is that modern Jews live with one foot in many different communities: the neighborhood, youth sports, work, etc. In a form of Venn diagram, we will discover how the Jewish Community is not just one among many but the backdrop to them all. We will refer to the book Count Me In, in a chapter entitled "The Value of Balance." *February 3, 2008*

TEXT BOOKS

Z'man L'Tefilah: Books 3 and 4; Our Land of Israel; The Life Cycle Journey Workbook; Kids' Mensch Book

Sixth Grade

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Sixth/Seventh Grades

Our History (decisions made in the past affect the present: applies to both *Am Yisrael* and our individual families).

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat. They will be able to identify symbols, rituals and ceremonies associated with each. They will also be able to identify how the celebration of the holidays reflects the changes and adaptations that Jews have made through the years.

The student will learn the following:

1. Rosh Hashanah & Yom Kippur – Review 5th grade material plus the names and general themes of key liturgy: *un'taneh tokef*; the themes of the Musaf Amidah: *Malchuyot, Zichronot, Shofrot*. Teach *Avinu Malkeynu*.
2. Sukkot - Review 5th grade material plus understanding the different days of Sukkot.
3. Chanukah – *Al Hanissim* prayer, review of the history and traditions of Chanukah and how it is celebrated in the synagogue
4. Tu B'Shevat – Tu B'Shevat's place on the Jewish calendar; that it is one for four different Jewish new years; our special relationship with the Jewish National Fund; the significance of Tu B'Shevat and Jewish texts about trees.
5. Purim – Review 5th grade materials; add *Al Hanissim* prayer; review the blessings. A careful review of the Purim story.
6. Pesach – 1) Review the four names of Pesach; 2) Songs and psalms for Pesach, review of the blessings; review *Kiddush, Birkat HaMazon*; 3) Careful examination of the events leading up to Exodus as portrayed in the book of Exodus; 4) Pesach customs and practices in addition to the Seder; designation of foods as “*kosher l'Pesach*;”
7. Lag B'Omer – historical connection; counting the omer; celebrations today
8. Yom Ha'Atzmaut – historical connection through their history studies
9. Yom HaShoah - historical events leading up and during Holocaust and World War II, major occurrences related to the Shoah, mitzvah of Kavod HaMayit (respect for the dead)
10. Shavuot – review fifth grade materials; look at the Torah/Haftarah/Megillah readings in greater depth; *hakafot* as a reminder that the Torah was received by all the people and belongs to all – regardless of social position or education.

Interactive learning activities will include:

1. Songs, music and movement
2. Art Projects which explore various aspects of the holidays
3. Be'dikat Chametz for Pesach
4. Seders from Scratch
5. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
6. Yom HaShoah -- discussions, activities, participation in a Yom HaShoah and Yom HaZikaron/Yom Ha'Atzmaut Commemoration

Shabbat learning will include the Torah service, the Shabbat Musaf service, the structure of the Shabbat service, additional prayers for holidays occurring on Shabbat, and special Shabbat additions to Birkat. Through their Torah Studies, they will participate in Caleb's Challenge and study the weekly parshah.

Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner's minyan, havdallah and other Shabbat experiences.

Some of these activities will take place during the overlap period of time – stories, songs, movement activities, some Hebrew, learning games. Some will take place during the “main class” period of time.

HEBREW

Students will continue to enhance their reading skills, working to achieve and maintain a high level of reading proficiency. Students will be able to read with accuracy any Hebrew text. Students will work towards comprehension of both the stated and implied meanings of the texts and enrichment materials used. Students will work towards mastery of additional conversational vocabulary presented by the text. Students will be able to follow routine classroom instructions given in Hebrew.

Students continue to develop reading and conversational skills through the texts. Prayer meanings and word comprehension are also taught explicitly. They will continue to write in script and be able to copy/write words, simple phrases and sentences.

As part of their Holiday studies, students will demonstrate an understanding of vocabulary associated with each specific holiday.

Interactive learning activities: the teachers' guide suggests a variety of learning games and the text book incorporates a variety of worksheets and games.

PRAYER

During overlap components, students will learn Shalom Rav, Sim Shalom, the Festival Kiddush, Birkat (all), blessings, Havdallah, and B'tzet Israel. Students will also review the *Torah Service* and learn parts of the *Musaf Service*. They will learn the Shabbat morning nusach of Ashrei.

In class, students will learn Ashrei, K'dusha, Hatzi Kaddish, Amidah, Kaddish Shalem, the Tallit Blessing, all of Birkat, V'havienu. Through their texts, students will learn Adonai S'fatai Tiftach, Amidah blessings, Shalom Rav, Sim Shalom, Elohei N'tzor, Aleinu and Kaddish Yatom. Students will be introduced to three forms of the K'dusha and master the Shabbat Musaf form. Students will learn to chant the tzitzit paragraph (Numbers 15:37-41).

Students will understand the differences between weekday and Shabbat Amidah and be able to explain why petitionary prayers are only in the weekday service. The curriculum will focus on developing respect and reverence for Jewish prayer and ritual as well as motivating student enjoyment of Jewish observance and prayer.

Students will be able to demonstrate an understanding of the ideas and ideals of the prayers studied, and the moral and ethical values inherent in their message. Through their Holiday studies, students will be able to read and chant the prayers and hymns associated with the Jewish festivals. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

A variety of interactive games and learning activities will be used.

Students will participate in World-Wide Wrap (a program about putting on tefillin)

SOCIAL STUDIES: History

The students will review ancient Jewish history from Joshua to the Destruction of the Second Temple and learn about the journey of the Jewish people from the Middle Ages (Ashkenazic and Sephardic Jewry) to the Enlightenment, showing the continuity of Jewish values and the survival of the Jewish people.

TORAH

Students will participate in Caleb's Challenge each week, to familiarize them with the importance of learning from the Torah and to give them an appreciation of the holy text.

Interactive learning activities:

1. Torah study with the Rabbi
2. Chevruta study
3. Discussion
4. Writing on a theme given by the Rabbi

VALUES AND ETHICS

As part of their study of Jewish history, the students will discuss ethical dilemmas and explore the Jewish response to ethical questions using examples from the Bible, Rabbinic literature and our time.

Through their history studies, students will examine the following values:

1. *Ometz Lev* / Courage of the heart
2. *Erech Apayim* / Slow to anger
3. *Vahavta L'rayacha Kamocha* / Loving one's neighbor
4. *Talmud Torah* / Jewish study
5. *Ohev/mechabayd Zeh et Zeh* / Loving and honoring one another
6. *Tzedakah* / Social justice

ISRAEL

Students study Israel as part of their History studies, from the initial arrival of the Hebrews in the land of Canaan to the 1600's. To celebrate Yom Ha'Atzmaut, 9th graders will lead activities in the classrooms.

FIELD TRIPS

Students will participate in field trips related to their curriculum. Some possibilities are a trip to the Baltimore Historical Society, or a rally which addresses a social action issue.

SHABBATON – SIXTH/SEVENTH GRADES

(1 Friday night & Saturday morning program; 1 Saturday night program)

Theme: "Making Values-Based Choices"

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP's that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Sixth Grade:

Scandals in the headlines. How can a family with young children keep it all in perspective? What are the lessons that can be learned from the unfortunate choices of others? And what of the scandals in our own Jewish history? In this Mifgash we will explore what factors lead to making a bad decision, what ideas help lead to good decisions and the critical thinking required to understand the decisions of others. *April 6, 2008*

TEXT BOOKS

History of the Jewish People Vol.1; Z'man L'Tefilah book 3

Seventh Grade

Curriculum Goals – Academic Year 2009-2010 / 5770

GRADE LEVEL THEME: Sixth/Seventh Grades

Our History (decisions made in the past affect the present: applies to both *Am Yisrael* and our individual families).

HOLIDAYS

Rosh Hashanah * Yom Kippur * Sukkot * Simchat Torah * Chanukah * Tu B'Shevat * Purim * Pesach * Lag B'Omer * Yom Ha'Atzmaut * Yom HaShoah * Shavuot * Rosh Chodesh * Shabbat. They will be able to identify symbols, rituals and ceremonies associated with each. They will also be able to identify how the celebration of the holidays reflects the changes and adaptations that Jews have made through the years.

The student will learn the following:

1. Rosh Hashanah & Yom Kippur – Review previous materials, plus review key vocabulary and concepts; the birth of the New Year (growth, renewal, returning to the right path); Torah and Haftarah for Rosh Hashanah; discuss *teshuvah* and *brit* (our contract with G-d); ideal fast – acts of *tzedakah* and *gemilut hesed*, as described in the Haftarah from Isaiah 57:14-58:14.
2. Sukkot – a close look at the four species and how they are variously interpreted; Biblical selections related to and read on Sukkot
3. Chanukah – Review 6th grade material; plus sources and readings for Chanukah
4. Tu B'Shevat – Review 6th grade materials
5. Purim – Review 6th grade materials; Is the story of Esther pure chance or G-d's divine plan? Or discussion: Queen Esther's Persia and today's Iran
6. Pesach – 1) Songs and Psalms for Pesach, *Hallel*, review of the blessings; *Kiddush*, *Birkat HaMazon*; 2) An overview of the *Tanach* text related to Passover; 3) Key concepts, including the concept of *geulah* (redemption) and hospitality; 4) Observance of the holiday, including designations of foods as *kosher l'Pesach*.
7. Lag B'Omer – historical connection; counting the omer; celebrations today
8. Yom Ha'Atzmaut – historical connection and establishment of the State of Israel through their history studies.
9. Shavuot – Examine the story of Ruth in greater detail. Look at the connection between the commitment of Bar/Bat Mitzvah, confirmation, and Ruth's conversion.

Interactive learning activities will include:

1. Songs, music and movement
2. Art Projects to explore various aspects of the holidays
3. Tu B'Shevat program
4. Be'dikat Chametz for Pesach
5. Seders from Scratch
6. Yom Ha'Atzmaut celebration – 9th graders will plan classroom activities
7. Yom HaShoah - historical events leading up and during Holocaust and World War II, major occurrences related to the Shoah, mitzvah of Kavod HaMayit (respect for the dead). Students will lead the Yom HaShoah/Yom HaZikaron/Yom HaAtzmaut assembly for grades 2-6.
8. Along with Men's Club, students will participate in the Yellow Candle project, providing candles to congregational families.
9. Shavuot – Guest speaker to talk about his/her decision to convert

Shabbat: Students experience Shabbat in the main sanctuary, and have special Shabbat services with residents of the Jewish Group Homes. They will continue to learn about the structure of the Shabbat service,

and special Shabbat services such as Rosh Chodesh and Shabbat HaGadol. They will continue to learn additional prayers for holidays occurring on Shabbat, and special additions to Birkat for Shabbat. They will study the full Havdallah service. Students and families will participate in Shabbatonim, which will include a Friday night dinner, learner's minyan, havdallah and other Shabbat experiences.

HEBREW

Students will

- work towards comprehension of both the stated and implied meanings of the texts and enrichment materials used.
- review and enhance their Hebrew reading skills.
- work towards mastery of additional conversational vocabulary presented by the text.
- answer questions and do written exercises in Hebrew.
- review grammatical rules learned in previous grades, emphasizing roots, suffixes and prefixes.
- be able to read with comprehension Hebrew text which uses vocabulary taught in class.
- demonstrate an understanding of vocabulary associated with each specific holiday (as part of their Holiday studies)
- be able to follow routine classroom instructions given in Hebrew.

PRAYER

Students will continue their study of Jewish expressions, symbols and vocabulary associated with Jewish life.

In Tefilah Time, students will learn Shalom Rav and Sim Shalom, and holiday songs. In Rosh Chodesh Assemblies, students will learn about the Jewish calendar cycle and celebrate students' birthdays.

In class, students will learn the Havdallah service, Hallel, El Adon, Ohr Hadash, Shalom Rav and Hashkivenu. Students will be able to describe the structure and sequence of the Shabbat evening service, the weekday service, and become familiar with the Shabbat morning service and locate the prayers in the siddur with reasonable speed.

Students will be able to demonstrate an understanding of the ideas and ideals of the prayers studied, and the moral and ethical values inherent in their message.

Through their Holiday studies, students will be able to read and chant the prayers and hymns associated with the Jewish festivals.

Interactive learning activities will include a variety of games and activities.

SOCIAL STUDIES: History

The seventh grade students will study European, Israeli and American History from the Spanish Inquisition to the present. At the core of the seventh grade curriculum is the study of Jewish values and the survival of the Jewish people.

TORAH

Students discuss the connections between the Torah portion and the Haftarah

Interactive learning activities:

1. Discussion done in small groups or circles
2. Table games (including matching and sequencing games, etc)
3. Body sculpture
4. Bibliodrama

VALUES AND ETHICS

The students will examine values as embodied in Jewish history and current events. The individual stories are developed in conjunction with biblical and historical figures and situations which exemplify the same values. It will be the goal of the seventh grade students to start on their own journey of fulfilling mitzvot in their own lives.

Using the text, Count Me In, as a resource, students will study the following values:

1. free will
2. community
3. persistence
4. peace
5. value of life

Suggestions:

Using a variety of resources have students generate a “Wall of Heroes” exemplifying the values they’re learning. Have them add newspaper, magazine or e-news clippings to the wall showing those values in action today.

ISRAEL

Students study Modern Israel through their History studies, from the 1600’s to the present. To celebrate Yom Ha’Atzmaut, 9th graders will lead activities in the classrooms.

FIELD TRIPS

Students will participate in field trips related to their curriculum. Some possibilities include the “Cherish the Difference” program; a visit to a Jewish Group Home for holiday celebrations; and the “History of Jews in America” program.

SHABBATON – SIXTH/SEVENTH GRADES

(1 Friday night & Saturday morning program; 1 Saturday night program)

Main theme for the Shabbaton will be “Making choices”

PARENT AND CHILD (1) 1.5 hour session

***Mifgashim* (plural); translation: Encounters**

The programs will change in style and substance. We will now bring together parents and students from an entire grade for a 90-minute program during the overlap in Religious School Classes.

Because the groups will be large and the time compressed, we will likely do more activities in small groups of parents and students. One aspect of FLP’s that received the most positive comments, were activities in which parents and their children solve problems and discuss issues. We will have more such activities and fewer lengthy art projects.

For Seventh Grade:

Bnai Mitzvah: You are now an adult member of the Jewish Community! OK, now how can you live with three or more Jewish adults in the home? For the teen adult, what are the new rights? What obligations? For parents, what are your expectations? Sometimes stating them clearly, eases the path into the later teen years. We will look at the example of Esau and his parents, Isaac and Rebecca. ***March 2, 2008***

TEXT BOOKS: Hebrew & Heritage 3; History of the Jewish People Vol. 2; Count Me In