## Congregation Beth Emeth Religious School Curriculum

### Kindergarten: My Jewish World

| Texts Used                  | Jewish and Me  
<table>
<thead>
<tr>
<th></th>
<th>Let's Discover Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebrew Skills Obtained</td>
<td>Students will encounter Hebrew through oral acquisition and exposure to individual Hebrew letters. Their experiences of Hebrew may include matching games, movement games, songs, art, and participation in t’fillah.</td>
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<tr>
<td>Hebrew words/prayers</td>
<td>Vocabulary: Most of the words students learn will be concrete concepts. Examples include family members, parts of the body, colors, and counting. Students will begin to learn basic songs and prayers in Hebrew. These include Mah Tovu * Shema * Mi Chamocha * Torah Torah * L’cha Dodi (refrain) * Modeh/Modah Ani, *Birkat Ha Mazon.</td>
</tr>
<tr>
<td>Shabbat</td>
<td>Shabbat is a holiday we celebrate every week. Students will learn about Shabbat in multiple sessions throughout the year, through lessons, activities, crafts, and enactments. They will also receive an introduction to Havdalah, a special goodbye to Shabbat. The class will keep a Shabbat box, which individual students will take home every week to use to celebrate Shabbat with their families.</td>
</tr>
</tbody>
</table>
| Holidays                    | Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. Included below are suggested age-appropriate holiday learnings.  
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 stories 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 |
| My Jewish World             | Students will be able to describe the parts of a synagogue, as well as name and describe common Jewish ritual items. |
| Israel                      | Students will learn about Israel through the understanding that Israel is a Jewish country, which is similar to America in some ways but different in others. Students will encounter and interact with the map of Israel. |
| Torah/Tanakh                | 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 |
### Kindergarten: My Jewish World

#### Values

Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.

Students will participate in an ongoing Mitzvah Hands or Mitzvah Tree project – a weekly reflection on a mitzvah the student performed the preceding week.

Possible mitzvah opportunities include:

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

#### Special Programs

Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life.

#### Outside the Classroom

**Services**: Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to **attend a minimum of 10 religious services** over the course of the year (June-May).

**B’Yahad**: As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B’Yahad and one Havdalah B’Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to **do** Shabbat and Havdalah. Each program will include religious services, a special program and a meal.
# First Grade: My Jewish World

## Texts Used
- *Let's Celebrate the Holiday*
- *Let's Discover the Alef Bet*

## Hebrew Skills Obtained
Students will recognize and learn to reproduce the letters of the alef-bet, and learn to recognize words that begin with specific letters. Students will continue to learn Hebrew through oral acquisition. Their experiences of Hebrew will include flash cards, identification of ritual objects, songs, art, and participation in t’fillah.

## Hebrew words/prayers
Students will continue to use words encountered in kindergarten. In addition, they will learn words associated with the weather, classroom objects, ritual objects, the synagogue, and food.

Students will learn basic songs and prayers in Hebrew. These include Mah Tovu * Barchu * Shema * Mi Chamocha * Torah Torah * L’cha Dodi (refrain) * Modeh/Modah Ani * Oseh Shalom. Students will also learn blessings associated with eating food and lighting candles.

## Shabbat
Shabbat is a holiday we celebrate every week. Students will learn about Shabbat and Havdalah (a special goodbye to Shabbat) in multiple sessions throughout the year, through lessons, activities, crafts, and enactments.

The class will keep a Havdalah box, which individual students will take home every week to use to celebrate Havdalah with their families. The Havdalah box may include Shabbat materials.

## Holidays
Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. Included below are suggested age-appropriate holiday learnings.

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. Stories 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

## My Jewish World
Students will be able to describe the parts of a synagogue, as well as name and describe common Jewish ritual items.

## Israel
Students will learn about Israel through the context of Torah stories which occur in Israel. After learning aspects of life in Ancient Israel, students will make comparisons between “Israel then” and “Israel now.”

## Torah/Tanakh
Students will study "The First Family," focusing on the concept of belief in one God. They will also study the story of Joseph through the Exodus to their arrival in Israel, with the conceptual emphasis on the journey from slavery to freedom.

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# First Grade: My Jewish World

## Values

Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.

Students will participate in an ongoing Mitzvah Hands or Mitzvah Tree project — a weekly reflection on a mitzvah the student performed the preceding week. When possible, students will incorporate the Hebrew name of a mitzvah performed.

Possible mitzvah opportunities include:

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’divot** / Generosity – sharing with a sibling
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

## Special Programs

Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life.

## Outside the Classroom

**Services:** Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are expected to **attend a minimum of 10 religious services** over the course of the year (June-May).

**B’Yahad:** As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B’Yahad and one Havdalah B’Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to **do** Shabbat and Havdalah. Each program will include religious services, a special program and a meal.
## Second Grade: Hebrew Language and Prayer

<table>
<thead>
<tr>
<th>Texts Used</th>
</tr>
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</table>
| *Shalom U’vracha: The Primer Express*  
*My Weekly Sidra*  
*Let’s Discover Mitzvot* |

<table>
<thead>
<tr>
<th>Hebrew Skills Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having mastered individual letters, students in second grade will learn to recognize vowels and begin to decode Hebrew words.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hebrew words/prayers</th>
</tr>
</thead>
</table>
| Students will continue to use previously acquired vocabulary in class. In addition, students will learn vocabulary related to holidays and rituals, and sing songs in Hebrew related to the holidays. Students will use food blessings in class.  
Students will participate in t’fillah using Siddur Shema Yisrael joining the 3rd and 4th grades. |

<table>
<thead>
<tr>
<th>Shabbat</th>
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<tbody>
<tr>
<td>Shabbat is a holiday we celebrate every week. Students will learn about the order of Shabbat, from candle lighting on Friday night through Havdalah on Saturday. Through increased practice and familiarity with Shabbat prayers, students will increase their synagogue literacy of Shabbat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holidays</th>
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</table>
| Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. The second grade spends a great deal of time working with holidays. Included below are suggested age-appropriate holiday learnings.  
For each holiday, the student will learn the following concepts:  
1. How the holiday came to be  
2. Customs for observing the holiday  
3. Foods associated with the holiday  
4. Mitzvot associated with the holiday  

Students will practice the following competencies for the holidays:  
- Students will use Hebrew names for ritual objects  
- Students will practice and gain proficiency in Hebrew blessing associated with the holiday, as well as holiday-specific greetings. |

<table>
<thead>
<tr>
<th>My Jewish World</th>
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<tbody>
<tr>
<td>Students will continue exploring the features of the synagogue, using Hebrew names for items and spaces. Students will be able to explain the purpose and meaning of synagogue features.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Israel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through their studies of Bible stories, students will come to know biblical Israel as the land of our ancestors. Students will learn about modern Jerusalem, particularly the Kotel, and will come to understand Hebrew as a living language spoken in Israel today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Torah/Tanakh</th>
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</thead>
</table>
| Students will reinforce prior learning about the Matriarchs, Patriarchs and the Joseph saga, and will study the story of Moses in greater depth than previously. They will learn about Ruth and Naomi, David and Goliath, and Solomon.  
Interactive learning activities may include making a family tree for biblical families, bibliodrama, and creating maps of Israel from mixed media. |
## Second Grade: Hebrew Language and Prayer

### Values

Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation. Students will participate in a weekly reflection on a mitzvah the student performed the preceding week. When possible, students will incorporate the Hebrew name of a mitzvah performed.

Possible mitzvah opportunities include:

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
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

### Special Programs

Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life.

### Outside the Classroom

**Services:** Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to attend a minimum of 10 religious services over the course of the year (June-May).

**B’Yahad:** As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B’Yahad and one Havdalah B’Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to do Shabbat and Havdalah. Each program will include religious services, a special program and a meal.
### Third Grade: Kol Yisrael

#### Texts Used
- Kol Yisrael Vol. 1
- Explorer's Bible, Volume 1
- The Great Israel Scavenger Hunt
- The Jewish Holiday Treasure Trail

#### Hebrew Skills Obtained
Having learned the basics of blending letters and vowels in second grade, students will work this year on mastering Hebrew decoding skills. 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 in prior years.

#### Hebrew words/prayers
Students will increase their Hebrew vocabulary through guided reading, and will in particular increase vocabulary associated with prayer and holidays. Students will learn food blessings and used them regularly when eating in class.

Students will master prayers introduced during t'fillah in second grade, and will also (through Sunday minyan using Siddur Shema Yisrael) learn several additional prayers, such as daily Brachot * parts of Psalm 150 * Mah Tovu * Shema * v'Ahava * Mi Chamocha * Barchu.

#### Shabbat
Students will review Shabbat prayers during t’fillah each week, using Siddur Shema Yisrael, an age-appropriate Shabbat siddur.

#### Holidays
Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. Included below are suggested age-appropriate holiday learnings.

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. Hebrew/Jewish Annual Cycle, why and how it is different from the secular cycle

Interactive learning activities may include:
1. Songs, music and movement
2. Hands-on art activities to explore aspects of the holidays

#### My Jewish World
Students will be able to recognize and explain the following terms: Beit Knesset * Beit Midrash * Kashrut * Sefer Torah * Mezuzah * Siddur * Minyan.

#### Israel
The study of modern Israel features prominently in the third grade curriculum. Students will be able to identify major cities and areas of Israel, and explain noted features of each location. Students will also discuss and consider their own attachment to the land of Israel through the concept of K’lal Yisrael.

#### Torah/Tanakh
Through the study of great 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. Students will grapple with open-ended questions about the Torah, draw Torah stories, read and discuss midrashim and write their own midrashim as they work to make personal meaning of the Torah.

#### Values
Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.

Through the study of brachot, students will learn about our role as Jews to act as God’s partners. They will also recognize that we use brachot to connect to God, thank God, and to express wonder and awe in response to God’s creation.

Students will learn morality and ethics through their study of Torah stories.
<table>
<thead>
<tr>
<th>Special Programs</th>
<th>Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life.</th>
</tr>
</thead>
</table>
| Outside the Classroom | Services: Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to attend a **minimum of 10 religious services** over the course of the year (June-May).  
B'Yahad: As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B'Yahad and one Havdalah B'Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to **do** Shabbat and Havdalah. Each program will include religious services, a special program and a meal. |
| Texts Used          | Kol Yisrael Vol. 2  
|                    | Explorer’s Bible Volume 2 |
| Hebrew Skills Obtained | Students will refine and improve upon previously acquired Hebrew decoding skills. They will increase fluency through practice, and increase understanding of prayers by continuing to learn the meanings of specific prayer words. |
| Hebrew words/prayers | In class, students will learn Shabbat prayers through their textbooks. These prayers may include * Barchu* Yotzer Ohr* Sh’má * V’ahavta * Mi Chamochah* Tzitzit* Shacharit Amidah*  
|                      | In their weekly T’fillah Time, students will make use of Siddur Shema Yisrael. After students study specific prayers in class, these prayers can be added to T’fillah Time. Students will continue to use the blessings and the first paragraph of Birkat, and study the blessings of Havdallah. |
| Shabbat             | 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. |
| Holidays            | Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. Included below are suggested age-appropriate holiday learnings. The student will learn the following:  
|                    | 1. Rosh Hashanah & Yom Kippur – examine the Jewish calendar and Tishrei holidays. Examine the terms, Yom Kippur, Teshuvah, Brit (our covenant with God), and Tzedakah.  
|                    | 2. Sukkot learn special blessings for Sukkot: lulav and etrog, sitting in the succah, sheheniyanu.  
|                    | 3. Chanukah - three candlelighting blessings, Chanukah as a religious and national holiday.  
|                    | 4. Tu B’Shevat – terminology. Climate differences between Israel and USA (nature and seasons). The Jewish National Fund and our interest in planting trees in Israel.  
|                    | 6. Pesach - Biblical narrative; Removal of hametz, preparation of the home; Order of Seder, Four Questions (recite in Hebrew),  
|                    | 7. Shavuot – additional names for Shavuot; that we read Megillat Ruth, 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 |
| My Jewish World     | Students will gain a better understanding of holiday customs and ceremonies with emphasis on synagogue practices. Through continued attendance at t’fillah, they will gain an introductory understanding of the order of the service and the structure of prayer. |
| Israel              | Students’ understanding of Israel will come largely from learning about biblical Israel during their study of the Torah. They will learn relevant geography of biblical Israel, as well as historical and archaeological information relevant to the times of the judges and kings. |
| Torah/Tanakh        | Students will learn biblical history from the Exodus from Egypt through the time of the kings. Their studies will include the lives of the judges and King David.  
|                    | Students will begin to study the weekly parsha. They will learn to connect their Tanakh study to basic Jewish and universal values, connections to modern day, and connections to Israel and the holidays. |
# Fourth Grade: Making Jewish Choices

## Values

Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.

Students will gain a greater understanding of how one becomes God’s partner by performing mitzvot.

Students will focus on what it means to be a mensch and what actions to take to become a mensch.

Values to include:

1. V’ahavta l’reacha kamocha (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)

## Special Programs

Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life.

## Outside the Classroom

Services: Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to attend a minimum of 10 religious services over the course of the year (June-May).

B’Yahad: As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B’Yahad and one Havdalah B’Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to do Shabbat and Havdalah. Each program will include religious services, a special program and a meal.

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## Fifth Grade: Making Jewish Choices

### Texts Used
- Kol Yisrael Vol. 3
- Siddur Sim Shalom for Shabbat and Holidays
- Experience Modern Israel
- Life Cycle Journey, A Workbook for Jewish Students
- A Kid's Mensch Handbook Student

### Hebrew Skills Obtained
Students will refine and improve upon previously acquired Hebrew decoding skills. They will increase fluency through practice, and increase understanding of prayers by continuing to learn the meanings of specific prayer words.

### Hebrew words/prayers
In class, students will learn Shabbat prayers through their textbooks and Siddur Sim Shalom. These prayers may include Ein Keloheinu * Ma’ariv Aravim * Ahavat Olam * Ahavah Rabah * Sh’ma * V’ahavta * Emet * Ein Kamocha * Binoah * Bei Annah Rechetz * Adon Olam * Mizmor l’David * Etz Chayim.

In their weekly T’fillah Time, students will make use of Siddur Sim Shalom. After students study specific prayers in class, these prayers can be added to T’fillah Time. Students will continue to use the blessings and the first paragraph of Birkat, and study the blessings of Havdalah.

### Shabbat
Students will gain a better understanding of holiday customs and ceremonies with emphasis on synagogue practices. Through continued attendance at t’fillah, they will gain an introductory understanding of the order of the service and the structure of prayer.

### Holidays
Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. Included below are suggested age-appropriate holiday learnings.

1. Rosh Hashanah & Yom Kippur – examine the Jewish calendar and Tishrei holidays. Examine the terms, Yom Kippur, Teshuvah, Brit (our covenant with God), and Tzedakah.
2. Sukkot; learn special blessings for Sukkot: lulav and etrog, sitting in the succah, sheheniyanu.
3. Chanukah - three candlelighting 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.
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. Shavuot – additional names for Shavuot; we read Megillat Ruth, the three Pilgrimage Festivals

### My Jewish World
Students will study the how’s and why’s of Jewish Life Cycle events (birth, bar/bat mitzvah, Jewish marriage, etc.) as well as growing up Jewish.

Students will participate in interactive learning activities:
1. “Jewish model wedding”
2. Disability Awareness
3. Living Jewish in our community

### Israel
Students will be immersed in key elements of life in Israel today from foods to sports, entertainment to the environment, and technology to politics.

### Torah/Tanakh
Students will participate in Caleb’s Challenge. Rabbi Mina will lead weekly Parsha discussions and pose questions aimed to familiarize students with Jewish values and enhance their appreciation of Torah learning.
# Fifth Grade: Making Jewish Choices

## Values

Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.

Students will continue to gain a greater understanding of how one becomes God’s partner by performing mitzvot. Students will focus on what it means to be a mensch and what actions to take to become a mensch. Values to include.

1. V’ahavta l’reacha kamocha (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. Shalom Bayit (Peace at Home)
5. Talmud Torah (Jewish Study)
6. K’vod H’Briyot (Respect for All)

## Special Programs

Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life.

## Outside the Classroom

**Services:** Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to **attend a minimum of 10 religious services** over the course of the year (June-May).

**B’Yahad:** As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B’Yahad and one Havdalah B’Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to **do** Shabbat and Havdalah. Each program will include religious services, a special program and a meal.
### Sixth Grade: Making Jewish Choices

#### Texts Used

- *Journeys Friday Evening*
- *The History of The Jewish People: A Story of Tradition and Change Vol. 1*

#### Hebrew Skills Obtained

Students will refine and improve upon previously acquired Hebrew decoding skills. They will increase fluency through practice, and increase understanding of prayers by continuing to learn the meanings of specific prayer words.

#### Hebrew words/prayers

In their weekly T’fillah Time, students will make use of *Siddur Sim Shalom*, and they will learn *Ein Kamocha* * Binsoah * Bei Annah Rechetz * Adon Olam * Mizmor l’David * Etz Chayim. After students study specific prayers in class, these prayers can be added to T’fillah Time. Students will continue to use the blessings and the first paragraph of Birkat, and study the blessings of Havdalah.

#### Shabbat

Students will gain a better understanding of holiday customs and ceremonies with emphasis on synagogue practices. Through continued attendance at weekly t’fillah, they will continue to become comfortable in understanding the order of the service, the structure of prayer and the choreography of services.

#### Holidays

Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. Included below are suggested age-appropriate holiday learnings.

1. **Rosh Hashanah & Yom Kippur** – Study Torah readings for Rosh Hashanah, including the birth of Isaac and *Aqedah* (binding of Isaac). Examine the terms, *Yom Kippur*, *Teshuvah*, *Brit* (our covenant with God), and *Tzedakah*.
2. **Sukkot** - learn special blessings for Sukkot:
3. **Chanukah** - Chanukah as a religious and national holiday.
4. **Tu B’Shevat** -- Our special relationship with Jewish National Fund, and our interest in planting trees in Israel.
5. **Purim** - 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. **Shavuot** – Megillat Ruth, Shavuot is one of the three Pilgrimage Festivals

#### My Jewish World

Students will gain insight into our past as they study Jewish history from the birth of our people and monotheism through the influx of European and Russian Jewish immigrants and the immergence of a new America Judaism in the 1880’s.

#### Israel

Students will delve into today’s world and the role of Israel. Students will have the chance to debate Israel’s responses to its challenges, and begin to develop a personal relationship with the Jewish homeland.

#### Torah/Tanakh

Students will participate in Caleb’s Challenge. Rabbi Mina will lead weekly Parsha discussions and pose questions aimed to familiarize students with Torah values and enhance their appreciation of Torah learning.

#### Values

Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.

Students will be focusing on sustaining values based on Jewish tradition. Students underlining theme, “Be Your Best Self” values to include:

1. **K’Vod Habriyot** (Individual Dignity)
2. **T’shuvah** (Returning to Your best Self)
3. **Sameach B’Chelko** (Personal Satisfaction)
4. **Anavah** (Humility)
<table>
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<tr>
<th>Sixth Grade: Making Jewish Choices</th>
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<tr>
<td><strong>Special Programs</strong></td>
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<td>Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together.</td>
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<td><strong>Outside the Classroom</strong></td>
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<td><strong>Services:</strong> Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to <strong>attend a minimum of 10 religious services</strong> over the course of the year (June-May).</td>
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<td><strong>B’Yahad:</strong> As a part of Religious School attendance, each family will participate in one age-appropriate Shabbat B’Yahad and one Havdalah B’Yahad program each year. These programs are experiential education at their finest, as the school community comes together, not to learn about Shabbat and Havdalah but to <strong>do</strong> Shabbat and Havdalah. Each program will include religious services, a special program and a meal.</td>
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<td><strong>Seventh Grade: Jewish Text</strong></td>
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| **Texts Used** | Parshat Hashavua Vol. 1/Vol.2  
The History of the Jewish People: A Story of Tradition and Change Vol. 2 |
| **Hebrew Skills Obtained** | Students will refine and improve upon previously acquired Hebrew decoding skills. They will increase fluency through practice, and increase understanding of prayers by continuing to learn the meanings of specific prayer words. |
| **Hebrew words/prayers** | With the use of the Parsha Hashavua text students gain a taste of Torah through Hebrew reading, comprehension, role-playing and critical thinking. Students become familiar with specific parshiyot in the 5 Books of the Torah. |
| **Shabbat** | Students will master the Friday night Shabbat service and will lead the Congregation in a Friday evening Kabbalat service.  
In their weekly T’fillah Time, students will make use of Siddur Sim Shalom Yisrael reinforcing B’Nai Mitzvah prayer service skills. After students study specific prayers in class, these prayers can be added to T’fillah Time. |
| **Holidays** | Every year, we have the opportunity to celebrate the Jewish holidays anew. Our holidays are rich in meaning, which allows for a growing spiral curriculum that encounters each holiday year after year, from a developmentally appropriate perspective. |
| **My Jewish World** | Students will study European, Israeli and American history from the Spanish Inquisition to the present. Students study the rise of American Judaism with special emphasis on the mass immigration of Ashkenazi Jews to America during the 1880-1920’s. |
| **Israel** | Students will be immersed in key elements of life in Israel today from foods to sports, entertainment to the environment, and technology to politics. |
| **Torah/Tanakh** | Students will participate in Caleb’s Challenge. Rabbi Mina will lead weekly Parsha discussions and pose questions aimed to familiarize students with the Jewish values and enhance their appreciation of Torah learning. |
| **Values** | Students will bring tzedakah money to class and work together to choose an appropriate cause for their donation.  
Students will be focusing on sustaining values based on Jewish tradition. Students underlining theme, “Building Family Connections” values to include:  
1. Shalom Bayit (Family Harmony)  
2. Emet (Truth)  
3. Kedushah (Holiness) |
| **Special Programs** | Students (accompanied by one parent or adult companion) will participate in a family education Mifgash during Religious School. The Mifgash is an opportunity for the parent and child to learn about a Jewish topic together and explore Judaism in the context of family life. |
| **Outside the Classroom** | **Services:** Feeling comfortable in a synagogue service is a keystone element of Jewish literacy. The Religious School teaches Hebrew decoding skills and many Shabbat prayers, but there is no substitute for the experience of attending services regularly. For this reason, all students are encouraged to **attend a minimum of 10 religious services** over the course of the year (June-May).  
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