

# GAN 1<sup>st</sup> and 2<sup>nd</sup> GRADE CURRICULUM 2011-2012

## **Hebrew:**

**Textbook:** Shalom Alef Bet: a Pre-Primer

- . Letters are introduced
- . Single syllable letter/vowel combinations are presented
- . Letter to sound relationship

### *Objective:*

- . Introduce the Hebrew letters and vowels
- . Demonstrate that Hebrew is read from right to left
- . Develop simple decoding skills
- . Reading practice to strive for fluency and fluidity
- . Learn basic vocabulary words based on Israeli and Jewish culture

## **Bible:**

**Textbook:** My Weekly Sidrah

- . Full cycle of Parshat Ha'Shavuah
- . Each Parshah includes an introduction, exercises and quote

### *Objective:*

- . General overview of all 54 torah portions
- . Recognize that the stories come from the Torah
- . View the Torah in different forms (scroll vs. book)
- . Recount stories from the Torah and some lessons we learn from them

## **General knowledge and important prayers:**

- . Shabbat prayers
  - Candles
  - Wine
  - Motzi
- . Shehechenu
- . Regularly use blessings over daily foods
- . Lighting the Chanukah candles
- . Ma Nishtanah
- . Prayers from Friday night services
  - Barchu
  - Shemah
  - V'Shamru

## ALEF 3<sup>rd</sup> GRADE CURRICULUM 2011-2012

### **Hebrew:**

#### **Textbook:** Alef Bet Quest

- . Hebrew as the language of the Jews and Israel
- . Letter and vowel recognition
- . Simple vocabulary

#### *Objective:*

- . Students will be able to read Hebrew and write in block letters
- . Reading practice to strive for fluency and fluidity
- . Students will learn basic vocabulary from the chapters throughout the book
- . Interactive CD will be used at home to promote reading during the week

### **Israel:**

#### **Textbook:** Yisrael Sheli

- . View the map of Israel and key locations
- . Importance of 28 locations in Israel and associate a famous person with each
- . Historical importance of each person and their impact on Israel as a nation

#### *Objective:*

- . Students will identify Israel as the Homeland of the Jewish people and a Jewish State
- . Become familiar with Israel's main cities and name Jerusalem as the capital city
- . Be able to place the people of the book in historical context and in a timeline
- . Students will learn and sing Hebrew songs
- . Students will sample Israeli foods
- . Students will listen to and learn the national anthem, Hatikvah

### **Bible:**

#### **Textbook:** A Child's Bible - Lessons from the Torah

- . Creation
- . Bible heroes and heroines

#### *Objective:*

- . Students will be able to recount the main stories of Genesis and Exodus. This includes but is not limited to:

Creation

Adam, Eve and their children

Noah

Tower of Babel

Abraham, Sarah, Lot and Isaac

Isaac, Rebecca and their children

Jacob, Leah and Rachel and the tribes of Israel

Joseph

Moses, Tziporah and his siblings

- . Students will identify the life lessons learned through each story

- . Make a family tree of our three father and four mothers

**Holidays:**

**Textbook:** My Jewish Year

- . Holidays listed in calendar order
- . overview of each holiday and the basic ways to celebrate it. This includes:
  - Rosh Hashanah
  - Yom Kippur
  - Sukkot
  - Simchat Torah
  - Chanukkah
  - Tu B'Shevat
  - Purim
  - Passover
  - Yom HaShoah
  - Yom Ha'Atzmahut
  - Shavuot
  - \*Shabbat

*Objective:*

- . Identify the Hebrew month in which each holiday falls
- . Students will learn about and celebrate briefly each holiday as it occurs through stories, crafts and games
- . Taste holiday foods
- . Learn songs and prayers that go along with the holidays

**General knowledge and constant review:**

- . Shabbat prayers
  - Candles
  - Wine
  - Motzi
- . Shehechenu
- . Blessing over daily foods
- . Lighting the Chanukah candles
- . Ma Nishtanah
- . Prayers from Friday night services
  - Barchu
  - Shemah
  - V'Ahavtah
  - V'Shamru

## **BET 4<sup>th</sup> GRADE CURRICULUM 2011-2012**

### **Hebrew:**

**Textbook:** Chevruta Hebrew 2

- . Siddur Vocabulary
- . Reading practice to strive for fluency and fluidity
- . Translation

### *Objective:*

- . Students will improve reading fluency
- . Learn what it looks like to read from the Torah - distinguishing common vowels from Torah Trope
- . Understand how to translate from Hebrew to English with comprehension
- . Students will demonstrate oral and written knowledge of Hebrew Vocabulary

### **Bible**

**Textbook:** A Child's Bible - Lessons from the Prophets and Writings

- . Stories about the lives of the prophets of Israel

### *Objective:*

- . Students should be able to recount the stories of the following prophets:

- Moses
- Deborah
- Gideon
- Samson
- Ruth
- Samuel
- Saul
- David
- Solomon
- Elijah
- Jonah
- Jeremiah
- Job
- Esther
- Daniel
- Ezra

- . Students will discuss how these people impacted Jewish History and the people

### **Holidays:**

**Textbook:** The book of Jewish Holidays

- . Holiday customs and symbols
- . History behind the holidays
- . Emphasis on observing the holidays at home and at synagogue
- . Jewish values learned from each holiday

*Objective:*

- . Students will celebrate briefly each of the major holidays as they occur through the year
- . Students will learn the prayers associated with each holiday
- . Traditional foods will be sampled
- . More advanced holiday songs will be introduced
- . Holiday vocabulary
  - Chanukah - Sivivon, Shemen, Gelt, Ner, Chanukiyah, Sufganiot, Livivot, Nes Gadol Haya Sham, Shamash
  - Pesach - Seder, Karpas, Matzah, Marror, Baytza, Zroah, Charoset, Hagadah, Chametz, Yitziat Mitzrayim
  - Purim - Hamentashen, Megilla, Oznay Haman, Raashan, Seudah, Mishloach Manot

**Prayer:**

**Textbook:** Kol Yisrael 1

- . Teach the meaning behind the prayers
- . Reading practice using the prayers

*Objective:*

- . Students will be able to recite and understand the meaning behind the following prayers:
  - Modeh/Modah Ani
  - Brachot
  - Brachot shel Mitzvah
  - Brachot shel Shabbat
  - Kiddush
  - Havdalah
  - Brachot shel Yom Tov
  - Mah Nishtanah
  - Birkat HaMazon
  - Sh'ma
- . Use the accompanying CD at home as reinforcement and practice between classes which teachers can monitor

**General knowledge and constant review:**

- . Shabbat prayers
  - Candles
  - Wine
  - Motzi
- . Shehechenu
- . Regularly use blessings over daily foods
- . Lighting the Chanukah candles
- . Ma Nishtanah
- . Hatikvah
- . Prayers from Friday night services

Barchu  
Shemah  
V'Ahavtah  
Adon Olam  
V'Shamru  
Lecha Dodi

## **GIMEL 5<sup>th</sup> GRADE CURRICULUM 2011-2012**

### **Hebrew:**

**Textbook:** Shalom Ivrit Book 1

- . Reading practice with a holiday theme
- . Use of modern Hebrew language
- . Translation and comprehension

### *Objective:*

- . Reading practice to strive for fluency and fluidity
- . Students will learn modern Hebrew vocabulary from the chapters throughout the book
- . Introduction to beginning grammar including plural/singular, masculine/feminine, nouns and adjectives

### **History:**

**Textbook:** Introduction to Jewish History

- . More advanced version of a child's bible
- . Focus on the ancient history of Judaism

### *Objective:*

- . Students will have in depth knowledge of the stories from ancient Israel, Abraham through the kings and how they relate to history
- . Understand the connection our past has to the land of Israel and its temples
- . Understand the relationship Jews have had with other empires and their rulers
- . Learn of the major Rabbis that have shaped Judaism through their examples and teachings

**Textbook:** Journey of a Lifetime

- . Guide through the milestones of life from birth through death
- . History of each practice and modern applications

### *Objective:*

- . Learn about the rituals that have come and will come in the student's life
- . Students will become familiar with Hebrew vocabulary associated with every milestone
- . Students will understand their Hebrew name as if they were being called to the Torah
- . Emphasis will be placed on the Bnei Mitzvah section of the book, as it is very applicable

### **Prayer:**

**Textbook:** Kol Yisrael 1

- . Teach the meaning behind the prayers
- . Reading practice using the prayers

### *Objective:*

- . Students will be able to recite and understand the meaning behind the following prayers:

Modeh/Modah Ani  
Brachot  
Brachot shel Mitzvah  
Brachot shel Shabbat  
Kiddush  
Havdalah  
Brachot shel Yom Tov  
Mah Nishtanah  
Birkat HaMazon  
Sh'ma

. Use the accompanying CD at home as reinforcement and practice between classes which teachers can monitor

**Judaism:**

**Textbook:** Basic Judaism for Young People Volume 1 - Israel

- . State of Israel
- . Klal Israel - Jewish community
- . Basic Jewish values

*Objective:*

. Students will learn and discuss the following places and terms related to Israel:

Eratz Yisrael and Medinat Yisrael  
Bet Knesset  
Bet Midrash  
Yerushalayim  
Aliah

. Students will learn, discuss and apply the following Jewish values:

Gemilut Chasidim - Kind deeds  
Derech Eretz - Proper behavior  
Zikaron - Rememberance  
Klal Yisrael - Jewish community  
Minyan  
Tzedakah  
Pikuach Nefesh - Saving a life  
Rachamnute - Compassion

**Textbook:** Etz Chayim Torah

- . Genesis
- . Study Torah text and commentaries in depth

*Objective:*

- . Students will be able to compare the text with historical and religious commentaries
- . Explore themes such as trust, good vs. evil, love, kindness, idolatry, blame... and how they relate to us today

. Students will be able to recount the stories, in depth from Genesis and construct a detailed family tree

**General knowledge and constant review:**

- . Shabbat prayers
  - Candles
  - Wine
  - Motzi
  - Kiddush
  - Havdallah rituals and prayers
- . Shehechenu
- . Regularly use blessings over daily foods
- . Lighting the Chanukah candles
- . Ma Nishtanah
- . Hatikvah
- . Keeping kosher
- . Prayers from Friday night services
  - Barchu
  - Shemah
  - V'Ahavtah
  - Adon Olam
  - V'Shamru
  - Lecha Dodi
  - Aleinu

## DALED 6<sup>th</sup> GRADE CURRICULUM 2011-2012

### **Hebrew:**

**Textbook:** Shalom Ivrit Book 2

- . Reading practice with a Jewish values theme
- . Use of modern Hebrew language
- . Translation and comprehension

### *Objective:*

- . Reading practice to strive for fluency and fluidity
- . Students will learn modern Hebrew vocabulary from the chapters throughout the book
- . Read Jewish folktales and Midrashim to explore self-respect, friendship and humbleness
- . Continuation of grammar including root letters, possessives and beginning verb endings

### **History:**

**Textbook:** History of the Jewish People Volume 1

- . Ancient Israel to 1880's America
- . Maps to put the historic period in geographic context

### *Objective:*

- . Students should be able to speak intelligently about early Jewish history and spotlight a famous person from each era
  - The Early Israelites
  - The Age of Hellenism
  - Roman Domination of Judea
  - Rabbinic Judaism
  - Judaism and Christianity
  - Babylonia
  - Sepharad and Ashkenaz
  - Medieval Europe
  - The Sephardic Diaspora
  - The Polish Kehillah and German Enlightenment
  - Revolution and Emancipation
  - Judaism and the Modern World
  - The Rise of Antisemitism
  - U.S. Jewry, 1820-1890
- . Students will compare their lives today with the lives of their ancestors
- . Study how Judaism has adapted over the years

### **Judaism:**

**Textbook:** Basic Judaism for Young People Volume 2 - Torah

- . Exploring the Tanach, Talmud and Mitzvot through history, stories and heroes

### *Objective:*

- . Understand the differences between religious texts

- . Students will learn how these texts came about through history
- . Explore themes in the Torah stories
- . Discuss moral lessons taught through Jewish Texts

**Textbook:** Etz Chayim Torah

- . Exodus
- . Study Torah text and commentaries in depth

*Objective:*

- . Students will be able to compare the text with historical and religious commentaries
- . Explore themes such as trust, good vs. evil, love, kindness, idolatry, blame, slavery... and how they relate to us today
- . Students will be able to recount the stories, in depth from Exodus and construct a detailed family tree

**Prayer:**

**Textbook:** Kol Yisrael 2

- . Teach the meaning behind the prayers
- . Reading practice using the prayers

*Objective:*

- . Students will be able to recite and understand the meaning behind the following prayers:

- Bar'chu
- Yotzer Or/Ma'ariv Aravim
- Sh'ma
- V'ahavta
- Mi Chamochoh
- Avot V'imahot
- G'vurot
- K'dushah
- Birchot Shalom

- . Use the accompanying CD at home as reinforcement and practice between classes which teachers can monitor

**General knowledge and constant review:**

- . Shabbat prayers
  - Candles
  - Wine
  - Motzi
  - Kiddush
  - Havdallah rituals and prayers
- . Shehechenu
- . Regularly use blessings over daily foods
- . Lighting the Chanukah candles
- . Ma Nishtanah

- . Hatikvah
- . Jerusalem of Gold
- . Keeping kosher
- . Prayers from Friday night services
  - Barchu
  - Shemah
  - V'Ahavtah
  - Adon Olam
  - V'Shamru
  - Lecha Dodi
  - Aleinu
  - Mi Chamocha
- . Prayers from Saturday morning services
  - Amida

## HEY 7<sup>th</sup> GRADE CURRICULUM 2011-2012

### **History:**

**Textbook:** History of the Jewish People Volume 2

- . 1880's America, Zionism and modern times
- . Maps and contemporary images to put the historic period in geographic context

### *Objective:*

. Students should be able to speak intelligently about modern Jewish history and spotlight a famous person from each era

East European Jewry, 1881-1914

The Great Migration

Jewish Nationalism and Zionism

World War I

At Home in the U.S., 1920-1940

The British Mandate

Europe Between the Wars

The Holocaust

The Birth of the Modern State of Israel

Migration to America, 1945-1965

The Diaspora Consolidates

Israel in Our Time

American Jewry Today

- . Students will compare their lives today with the lives of their ancestors and see how their actions have impacted our lives
- . Study how Judaism has adapted over the years

**Textbook:** Jewish Heroes

- . Introduces the heroes through modern Jewish history

### *Objective:*

. Identify the people in the book visually and through their stories:

Sandy Koufax

Golda Meir

Abraham Joshua Heschel

Hanna Senesh

Natan and Avital Sharansky

Anne Frank

Yonatan Neyanyahu

Menachem Begin

Steven Spielberg

- . Relive the moments that made these people heroes in Jewish history
- . Explore what makes these values specifically Jewish

### **Prayer:**

**Textbook:** Kol Yisrael 3

- . Teach the meaning behind the Torah service prayers
- . Reading practice using the prayers

*Objective:*

- . Students will be able to recite and understand the meaning behind the following prayers:

- Ein Kamocho
- Av Harahamim
- Kee Mitziyon
- Birchot HaTorah
- Birchot Hahaftarah
- Aleinu
- Kaddish
- Ein Keloheinu, Adon Olam

- . Use the accompanying CD at home as reinforcement and practice between classes which teachers can monitor

**Judaism:**

**Textbook:** Jewish Law Volume 1

- . Introduce the Mishnah
- . Presents cases and the differing opinions from the Mishnah

*Objective:*

- . Using the laws to teach ethics
- . Cases promote discussion of “what would I do” and therefore self exploration
- . Relate the outcome of the cases to our everyday life

**Hebrew:**

**Textbook:** Ulpan Alef - Teen’s Talk

- . Reading modern Hebrew conversations

*Objective:*

- . Familiarize the student with modern spoken Hebrew
- . Reading practice through role-play focusing on meaning, inflection and expression
- . Continue learning grammar while reading the skits

**General knowledge and constant review:**

- . Shabbat prayers
  - Candles
  - Wine
  - Motzi
  - Kiddush
  - Havdallah rituals and prayers
- . Shehechenu
- . Regularly use blessings over daily foods

- . Lighting the Chanukah candles
- . Ma Nishtanah
- . Hatikvah
- . Jerusalem of Gold
- . Keeping kosher
- . Prayers from Friday night services
  - Barchu
  - Shemah
  - V'Ahavtah
  - Adon Olam
  - V'Shamru
  - Lecha Dodi
  - Aleinu
  - Mi Chamocho
  - Ahavat Olam
- . Prayers from Saturday morning services
  - Amida
  - Morning prayers
  - Torah service
  - Haftorah service