

# **ETHICS AND JEWISH VALUES CURRICULUM**

## **FIFTH GRADE**

Many of the choices we make as Jewish people are rooted in Jewish tradition, notably the Torah (as explained in the Talmud).

Fifth grade Ethics and Jewish values will invite students to find the connection between ethical values and their own life experiences. It is in the understanding of these connections and having the insights to apply to their decision-making that they will create meaningful personal experiences.

As the stories relate to and create real life experiences, the students understand that by asking core questions and by discussion, there are a number of answers with different student opinions to life's toughest questions - they apply a Jewish perspective on how to approach conflict and living with the Jewish values.

### **Goals and Objectives:**

- Working in “Hevruta”, in groups , for study and discussion
- Recognizing their roots in a context of right or wrong
- The stories relate to and create real life experiences
- In exploring the meaning and delving into the various authoritative explanations of how we learn, how we choose or make a decision, students build a personal meaning
- Using DIE (Drama-in-Education) techniques and tools, the students integrate the concepts
- Students especially recognize and identify themes which are, inter alia:
  1. Ethics between students and their peers
  2. Ethics between students and parents/teachers/authority figures
  3. Kol Israel Arevim – Ethics between students and other Jews/Israel
  4. Ethics of the environment ( and animals)
  5. Ethics involving holidays.

### **Textbook:**

You be the Judge Book 1 by Joel Lurie Grishaver

Each session will be 30 minutes

**Unit 1:** 9 sessions

Key Concepts:

- Wearing a Kippah
- Shulhan Aruch
- Talmudic text
- Hefker
- Hallel
- Thou shalt not steal
- Family peace
- Mitzvot and Brachot
- Pikuah Nefesh
- Personal responsibility
- Tikun Olam

**Relating to theme no 1(Ethics between students and their peers) the following stories apply:**

Book 1: Story no: 27, 29, 36,13,6, and 2.

**Relating to theme no 2: (Ethics between students and parents/teachers/authoritative figures), the following stories apply:**

Book 1: Story no: 1, 3, 37, 30

**Relating to theme no.3: Kol Israel Arevim, the following stories apply:**

Book 1: Story no: 12, 47,

Book 2: Story no: 22

**Relating to theme no. 4 (Ethics of the Environment), the following stories apply:**

Book 1: Story no: 10, 14, 52

**Relating to Theme no 5 (Ethics involving holidays), the following stories apply:**

Book 1: Story no: 4, 9, 28, 31, 46

**Unit 2:** 9 sessions – 30 minutes each

Key Concepts:

- Lost articles: keeping or returning?
- Intentions
- Ona'ah Moneh- overcharging
- Religious gifts from Non-Jews?
- Mitzvot and the Ten Commandments
- Safek Sakanah (cf. also Mah la'asot)
- Vadai Sakanah (cf. also Mah La'asot)
- Tzar Ba'alei Hayim (ditto)
- Ba'al Tashhit
- Laws of acquisition
- Emet

**Goals, Objectives and Themes – as in Unit 1:**

**Relating to Theme no 1, the following stories apply:**

Book 1: Story no: 15, 17,19,20,26

**Relating to Theme no 2:**

Book 1: Story no: 45, 32,33,39,41

**Relating to theme no 3:**

Book 1: Story no: 16,18,24,25,49,38,43

**Relating to theme no 4:**

Book 1: Story no: 23, 24, 33,40,48,51

**Relating to theme no 5:**

Book 1: Story no: 44,35,42,50

Special Activities:

- Oral vs Written Torah
- Debates i.e.: returning ill-gotten property

Assessments:

- Exit cards
- Beit Din debates in class
- Responses written by students
- Class discussions
- Student reactions through art work
- Situations developed by students