

**Curriculum Guidelines for Kerem Shalom
Updated September 4, 2008**

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Curriculum Guidelines for Kerem Shalom
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General Guidelines for all grades

Community Building

During the school year, school wide activities will occur. Examples of such activities are:

Bedikat Chametz – cleaning the synagogue of chametz prior to Pesach, with grade appropriate activities in each class

Israel Party – students participate in a celebration and learning day.

Social Action Projects – collection of art supplies and the creation of audiotapes for Dnepropetrovsk.

Kehillah – music and whole school meeting will take place monthly. Each grade will have a grade level Shabbat dinner.

Family Education

Each grade will have at least one Family Education Program that is related to their curriculum. Examples of this may be a Torah workshop for Grade 4 or a Hanukkah Workshop for Grade 2.

Jewish Identity

During the school year, at least two book fairs will be held to promote home reading of Jewish literature.

Hebrew Fluency

The main goals of the Hebrew and *siddur* literacy curriculum are phonetic reading fluency, reading fluency of a defined set of prayers that appear both in Songs of the Heart (Kerem Shalom's prayer book) and in services in any synagogue, and the acquisition of Hebrew vocabulary that will help students develop a cognitive understanding of some prayers. To support the *siddur* literacy component of the curriculum, families are expected to attend services at Kerem Shalom at least twice a year. Modern Hebrew will be supplemental to the basic curriculum as an enrichment activity.

Areas of Study

In addition to Hebrew study and *siddur* literacy, the following areas will be studied: God Concepts, Holidays, Torah, Mitzvot and Ethics, Lifecycle and Ritual Practice, Jewish Identity, Israel, Jewish History and Politics, and Family Education.

Israel

The curriculum features goals for each grade with regard to Israel. In addition, the whole school will celebrate Yom Ha'atzmaut, some tzedakah projects will support Israel and each room will have a map and flag of Israel.

God Concepts

Talking about God is an integral part of the curriculum. Jewish children's literature is used as a springboard for conversations about God. Kerem Shalom works to provide an open respectful atmosphere that allows children to develop and grow their own understanding of God, including using gender neutral terms when teaching about God. A recommended source for parents is a chapter in *The Third How to Handbook for Jewish Living* by Kerry Olitsky, pages 60-63. This book is in the Kerem Shalom library collection and can be checked out by families.

Vision and Goal Statements

Written by the Kerem Shalom Education Committee, the Education Director, and Rabbi Luckens

"God Talk" at Kerem Shalom

The goal of the Kerem Shalom School with regard to talking about God is to help children develop their own understanding. It is clearly communicated that a person's understanding of God is something that grows, develops and may change over time. It is important to respect the multiplicity of views of God. These views include but are not limited to:

- A traditional view of God as a supernatural being who participates in history.
- A Reconstructionist view of God as a process that works through us, and makes itself manifest in works of *Shalom Bayit* and *Tikkun Olam*.
- A personal view of those in the process of questioning the nature of their relationship with God and those on a path to greater understanding

At Kerem Shalom

- Respect is shown for the views of God that children bring from home and from their parents
- Respect is shown for those who at this moment do not believe in God
- God is referred to in gender-neutral terms
- Emphasis is placed on the special relationship between a person and God
- The many roles that God has in our history are explored

The school will provide opportunities for students to talk with the Rabbi and their teachers about their feelings and understandings of God.

Vision and Goal Statements

Written by Joel Goldstein and adopted by the Kerem Shalom Education Committee

Holocaust

The Holocaust is a central and defining event in the history and the experience of the Jewish community in the modern era. Prior to the 1930's, Europe was the major center of Jewish thought and culture. Yiddish was a living language that represented this vibrant culture. Anti-Semitism and violence toward Jews had existed in Europe for centuries. However, the systematic and coordinated murder perpetrated during the holocaust represented a dramatically different experience. The very survival of European Jewry was threatened. The holocaust has greatly affected both religious and the cultural perspectives of the entire Jewish community.

The holocaust is an event that lives centrally in our identity as Jews. Many of us have relatives that perished in the Holocaust. We read books and watch films and theatre with content related to the Holocaust. Our collective experience of the Holocaust influences our perspectives on Jewish ritual, Zionism and the state of Israel and Jewish culture.

We are witnessing a gradual change in which the memory of the holocaust is historical rather than an event in the community's lifetime.

We live in a world in which persecution of religious and cultural groups continues. We have witnessed holocausts in our own lifetimes. Mass murder in places like Cambodia and Rwanda remind us that the potential for genocide remains a threat.

- We want our congregants (adults and children) to be knowledgeable about the history and the events of the Holocaust.
- We want our congregants to have some understanding of the experience of terror and deprivation that Jews and other targeted minority groups lived with under the persecution of the Nazis.
- We want our congregants to be aware of the heroic and lifesaving deeds performed by the both Jewish and non-Jewish men and women during the Holocaust.
- We want our congregants to be aware of the various groups of people that were targeted by the Nazis for persecution and death because differences in culture, religious affiliation, political belief or sexual orientation.
- We want our congregants to understand the importance of the Holocaust in shaping the events of modern Jewish history.
- We want our congregants to understand the different religious and philosophical reactions that Jews have had in acknowledging the reality of the holocaust.
- We want our congregants to gain awareness of the vulnerabilities of the minorities and the responsibilities of the majority in the modern society.
- We want our congregation to provide developmentally appropriate settings for all of our members to learn about and discuss the difficult and troubling issues raised in considering the events of the Holocaust.

We want our congregation to join in combating genocide, racial, religious and cultural discrimination throughout the world

Vision and Goal Statements
Israel Curriculum Objectives

Rabbi's expression of support for Israel from Grapevine, 4-2002

“We may have different opinions about the wisest course for Israel to follow in her quest for national security and peace. We are united in our commitment to Israel’s survival, as we affirm her centrality in Jewish life. Her right to exist is tied inexorably to ours. We seek safety, peace and life. Along with our responsibility to defend ourselves in Israel, and to protect life, we seek peace. We support all responsible efforts to resume the quest for a lasting peace.”

Grades K-4 – geography and culture

Kindergarten

- Students will be exposed to the culture, food, dance and music
- Students will be able to recognize the Israeli flag
- Music curriculum will include Am Yisrael Chai, Artik, David Melech, and Eretz Zavot Chalav

First Grade

- Students will be exposed to the culture, food, dance and music
- Students will know that Israel is where the Torah took place
- Students will be able to recognize the Israeli flag
- Students will know that Hebrew is the language of Israel
- Music curriculum will include Eretz Zavot Chalav, David Melech, Zum Gali Gali, L’shana Ha-ba

Second Grade

- Students will be exposed to the culture, food, dance and music
- Students will understand the relevance of Israel to the pilgrimage holidays
- Active connections to Israel will be sought
- Jerusalem as a holy site – Students will understand why we face east in a synagogue and how this connects to Israel
- Students will know that Hebrew is the language of Israel
- Students will be able to recognize the Israeli flag
- Music curriculum will include Hinei Rakevet, Eli Eli (English), Salaam, Zum Gali Gali

Third Grade

- Students will be exposed to the culture, food, dance and music
- Students will recognize map of Israel, be able to point out major cities and locate on a map of the world.
- Jerusalem as a holy site – Students will understand why we face east in a synagogue and how this connects to Israel
- Students will know that Hebrew is the language of Israel
- Music curriculum will include Mayim, Eli Eli (English), Salaam, Im Tirtzu

Fourth Grade

- Students will be exposed to the culture, food, dance and music
- Students will know that Hebrew is the language of Israel
- Students will know that Israel is where the Torah took place
- Music curriculum will include Mayim, Eli Eli, Salaam, Im Tirtzu

Grades 5-7 – history and culture

Fifth Grade

- Students will study geography, history, and culture of Israel including the birth of the state, a sense of differing geographical regions, life for Israeli Jews and Arabs, major cities, Israeli army and connections to their own lives.
- Students will understand the Law of Return
- Students will be aware of the role of Soviet Jewry in Israeli history (as well as other groups)
- Students will know the various ethnic groups that live in Israel
- Music curriculum will include Ha Tikva, Bashana Ha-ba, Shir La-chava, Im Tirtzu

Sixth Grade

- Students will continue to be exposed to Israeli culture
- Students will learn major figures in Israeli history through their study of Jewish Heroes
- Music curriculum will include Ha Tikva, Sisu Et Yerushalayim, Tzena, Jerusalem of Gold

Seventh Grade

- Students will continue to be exposed to Israeli culture
- Students will focus on one aspect of Israel, history or current events in one elective.

Grades 8-12 – Israeli political scene

- Students will be able to participate in discussions on the conflict in the Middle East
- Students will address the questions of the importance a homeland and the role of the Holocaust in the establishment of Israel (8th grade corresponding to Holocaust studies in secular school)
- Students will understand the historical contest of Zionism
- Students will understand the rights and responsibilities of Jews toward Israel
- Students will discuss the concepts of “chosen people” and “light unto the nation” and use this to deal with some Reconstructionist ideas.
- Students will be exposed to speakers on Israeli political issues.

Whole School

- Students will celebrate Yom Ha'atzmaut
- Some Tzedakah projects will support Israel

Vision and Goal Statements

Music Program at Kerem Shalom

The music curriculum has two major goals. One is to promote community and joyful spirit in the school. The other goal is to provide support to the Kerem Shalom School's goal of helping children develop a positive Jewish Identity. Part of that identity is to feel a part of services at Kerem Shalom and the music curriculum will support that enterprise. The following is the list of songs included in most services at Kerem Shalom. At each music session, at least one song from this list should be sung. For the longer songs, learning the chorus is an appropriate goal. Songs are matched to grade levels and the complicated songs not presented to the younger grades.

Shalom Aleychem
Hinei Ma Tov
V'Shamru (reading is a goal of 3rd grade)
Oseh Shalom (reading is a goal of 3rd grade)
Shalom Rav (reading is a goal of 4th grade)
Yishmechu (reading is a goal of 5th grade)
Eyn Keloheyenu (reading is a goal of 4th grade)
Adon Olam (reading the chorus is a goal of 3rd grade)
Le-cha do-di
Mi Shebeirach
Eyli Eyli
Yigdal

Another aspect of Jewish identity is increasing the students' repertoire so that it is comparable with other liberal Jews of their age in the North East. This will allow them to comfortably participate in camps, youth groups and eventually college singing.

Prior to Hanukkah and Passover, the appropriate blessings will be sung in music either during or just before the holidays, and the music session will be devoted to holiday songs.

In addition, as students in each grade learn prayers, the teachers will inform the music teachers, in advance, and the prayer will be sung in music. Since eventually we want all the students to know all of the prayers, when, for example, the 3rd grade learns a prayer and then has music with the 2nd grade, they all can work at singing the prayer.

Three times a year, the music program is enhanced with a student minyan, giving the students a real experience of prayer, as well as practice.

One Line Prayer Meanings to Help With Understanding Prayers

<i>Prayer</i>	<i>Meaning</i>
Shema (Kindergarten)	There is one God in the universe
Baruch Shem (Kindergarten)	God's presence is forever
Short Kiddush (Kindergarten)	A Blessing: Giving thanks for wine and grape juice, "fruit of the vine."
Motzi (Kindergarten)	A Blessing: Giving thanks for bread and for all our food
Shehecheyanu (grade 1)	A Blessing: Giving thanks for special moments
Candlelighting (grade 1)	A Blessing: Thanking God for making our lives special with the light of Shabbat and Holiday candles.
Barchu (2 lines) (grade 2)	God is the source of all blessing
4 Questions for Passover (grade 2)	Why is this seder night different from all the other nights in the year?
Oseh Shalom (grade 3)	May there be peace for us, for Israel and for all the world.
V'Shamru (grade 3)	Making Shabbat a joyful relaxed time
Adon Olam (grade 3)	God's presence is for all time.
Eyn Keloheynu (grade 4)	An acknowledgement of God in our lives.
V'Ahavta (grade 4)	Love of God, teaching the joys of Jewish life.
Shalom Rav (grade 4)	Prayer for peace
Amidah (grade 5)	Connecting with our past, being responsible in the present.
Aleynu (grade 5)	Commitment to tikkun olam, repairing the world
Yismechu (grade 5)	Shabbat as a source of joy and pleasure
Eyn Kamocha (grade 6)	Preparing to open the Ark and remove the Torah
Vayehi Binsoah (grade 6)	Giving thanks for Torah in our lives.
Shema and Echad Eloheynu, Gadlu (grade 6)	There is one God in the universe
Torah Blessings (grade 6)	Thanks for Torah and for life's spirit within us
V'zot Ha-Torah (grade 6)	Raising the Torah and singing: "This is the Torah!"
Y'hallelu and Hodo Al Eretz (grade 6)	Thanks for God's presence
Eytz Chayim Hi (grade 6)	The Torah is a tree of life and peace

Kindergarten

Hebrew

Students will hear and be able to repeat basic Hebrew vocabulary relating to holidays and family members.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Copies of blessings and prayers for this grade level will be provided in Hebrew, English and transliterations for study with parents over the summer. A separate pamphlet from the Aleph Series –The Shema will be a helpful resource.

Shema

Baruch Shem

Short Kiddush

Motzi

Teaching About God: The goal of teaching about God is to help children develop their own understanding. The books *I Learn About God* by Howard Bogot, and *Because Nothing Looks Like God* by Lawrence Kushner will be used as a springboard for class discussion. The discussion should be respectful of children's current view of God, gender neutral, and with an emphasis placed on the special relationship between a person and God.

Holidays

Holidays will be a major focus of Kindergarten. Students will learn the rituals associated with each Jewish holiday and prepare for their family's celebration through arts and crafts projects, cooking, and stories. Holidays presented will include, Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Hanukkah, Tu B'Shvat, Purim, Passover, Yom Ha'atzmaut and Shavuot.

Concepts to include:

Rosh Hashanah – birthday of the world, newness, starting over, apples and honey, shofar, round challah, New Year's cards

Yom Kippur – forgiveness

Sukkot – harvest, sukkah, lulav and etrog

Simchat Torah –practice of dancing with Torah

Hanukkah – ritual practice, basic story

Tu B'Shvat – importance of trees both here and in Israel, birthday of trees

Purim – story of the Megillot Esther, practice of costumes, greggers, hamantashen

Passover – story of Passover, the four questions

Yom Ha'atzmaut – birthday of Israel, flag.

Torah/Bible

Students will be introduced to Torah and Bible stories as they relate to the holidays.

The Maccabees – Hanukkah

Megillot Esther - Purim

Moses – Passover

Students will also be introduced to the physical Torah, where it is kept, its appearance and accessories. The Aleph Series Pamphlet, –The Torah will be a resource.

Mitzvot

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

Tzedakah

To be respectful of holy objects and not to destroy or damage them.

To place a mezuzah on the doorposts of your house and private spaces.[Dt:6:7]

Not to borrow another person's property or to infringe on another's private space. [Dt. 22:1-4]

Kibbud av v'em To respect and honor our father and your mother [Ex. 20:12]

To be a good friend [Lev. 19:18]

Tzedakah will be collected in class. The book, *Mitzvot* by Rosenberg, and the Aleph pamphlet, –Tikkun Olam will be resources.

Jewish Identity

Students will learn the parts of the synagogue and the people in the synagogue.

In addition, they will learn the names and uses of ritual objects. The focus will be to identify the special things at home and in the synagogue that are Jewish.

Objects to be included are candlesticks, mezuzah, kippah, tallit, Torah, Havdallah set, challah, and hanukiyah. The Aleph Series pamphlets "Synagogue People", "The Mezuzah", and "God", and the books, *My Synagogue*, *Let's Explore the Synagogue* and *Let's Explore Jewish Symbols* will be resources.

Israel

Students will be exposed to the culture, food, dance and music of Israel with overall goal being to present a positive image of Israel as a country where people live and work everyday. Students will be able to recognize the Israeli flag. The book *My Land Of Israel* will be a resource.

Family Education

Families will participate in the Parent Connection reading program. Each week, a different student will bring home a book of Jewish literature from the Parent Connection Collection. Families will read the book and do one of the activities

included with the book. Families will report on their impressions of the book and the activity at the close of the following class. After each family has had their turn, the books will be available for all students to take home and read. In addition, a Family Education Workshop will be provided as a kick-off for this program and to enhance home use of Jewish literature.

Library

Students will be provided with the opportunity to take books out of the library.

Grade 1

Hebrew

Students will be able to identify the Hebrew aleph-bet by name and by sound. Students will hear and be able to repeat please, thank you, and words relating to parts of the body. Students will hear and be able to repeat words beginning with each new letter of the aleph-bet as it is introduced. The summer reading packet will include an aleph-bet chart with names and sounds. Suggested activities include flash cards with transliterations on the back for parents, and singing of the aleph-bet song. The text, *Let's Discover the Aleph-Bet*, will provide a resource as well as the *Aleph Bet Story Book*.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Students will also be able to recite blessings and prayers included in curriculum of previous years. Copies of blessings and prayers for this grade level and previous grade levels will be provided in Hebrew, English and transliterations for study with parents over the summer.

Review Shema, Baruch Shem, Short Kiddush, and Motzi and learn:
Shehecheyanu
Candle lighting

Teaching About God

The goal of teaching about God is to help children develop their own understanding. God's role in creation and God as creator are emphasized. The book *The Beautiful World That God Made* by Rhonda Gowler Greene can be used to start a discussion. The discussion should be respectful of children's current view of God and gender neutral and include God's role as creator. A suggested activity is to create two collages of magazines pictures and drawings, one a collage of things that God made and one a collage of things that people made.

Holidays and Shabbat

Holidays will be celebrated in class for part of a class session. Students will receive and review basic prayers and songs for the holiday. Shabbat will be presented in depth and will include experiential components such as challah baking. The focus will be an understanding of the range of Shabbat practices, from preparation to Havdallah. The relationship to the Creation story will be emphasized. Suggested activities include Shabbat Bear Books and creation of wooden Shabbat candlesticks. A useful resource will be [Building Jewish Life, Shabbat](#). Parent components of this text will be highlighted in homework sheets. An experiential Shabbat dinner for families will be planned during the school year.

Torah

Students will learn basic Torah stories and reinforce these stories with activities.

Torah stories should include:

- Creation
- Adam and Eve
- Cain and Able
- Noah and the Ark
- Tower of Babel
- Abraham and Sarah
- Isaac and Rebecca
- Joseph and the Coat of Many Colors
- 10 Commandments
- Jonah and the Whale

Resources for this study include *I Can Learn Torah, Volume 1 and 2*. Students will be provided with the text, *Let's Discover the Bible*.

Mitzvot and Ethics

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

- Shalom Bayit* Peace in the home
- Tzedakah
- To rest on the 7th day [Ex. 23:12]
- To welcome Shabbat with a special Shabbat meal [Ex. 20:8]
- Not to work on Shabbat [Ex. 20:10]
- Talmud Torah* To study Torah
- To identify ourselves as Jews through the giving of Hebrew names [Gen. 17:10]

Tzedakah will be collected in class. The pamphlet, *Let's Explore Mitzvot* will be a resource.

Jewish Identity

Students will learn their Hebrew name and for whom they are named.

Suggested activities include parent name plaque project and Hebrew letter key chain activity.

Israel

Students will continue to be exposed to the culture, food, dance and music of Israel with over all goal being to present a positive image of Israel as a country where people live and work everyday. Students will know that Israel is where some of the Torah stories took place and will be able to recognize the Israeli flag. Students will know that Hebrew is the language of Israel. The book *My Land Of Israel* will be a resource, as well as *Count Your Way Through Israel* and *Colors of Israel*. Suggested activities include viewing clips from the Shalom Sesame Series.

Family Education

Families will participate in the Parent Connection reading program. Each week, a different student will bring home a book of Jewish literature from the Parent Connection Collection. Families will read the book and do one of the activities included with the book. Families will report on their impressions of the book and the activity at the close of the following class. After each family has had their turn, the books will be available for all students to take home and read. Parents will be invited to participate in the creation of Hebrew name plaques for their children and will attend a Family Shabbat Dinner.

Library

Students will be provided with the opportunity to take books out of the library.

Grade 2

Hebrew

Students will review the aleph-bet and will know the names and sounds of each letter. Students will learn the vowel sounds. Students will be able to sound out combinations of 3 consonants and 2 vowels. Students will be able to read and translate key Hebrew words (of three letters or less) relating to Shabbat, holidays and prayers. Students will be able to copy the letters in print. Students will learn the aleph-bet song. The text, *Shalom Uvracha Express* will be a useful resource as well as the *Shalom Aleph Bet Black Line Masters* and the Teacher Guide for *Z'mon Likro*. The summer reading packet will include an aleph-bet chart with names and sounds and pages of consonant and vowel combinations with a parent page of transliterations.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Students will also be able to recite blessings and prayers included in curriculum of previous years. Copies of blessings and prayers for this grade level and previous grade levels will be provided in Hebrew, English and transliterations for study with parents over the summer.

Review Shema, Baruch Shem, Short Kiddush, Motzi, Shehecheyanu, candle lighting and learn:

Barchu (2 lines), 4 Questions for Passover

Teaching About God

The goal of teaching about God is to help children develop their own understanding. The books, *God's PaintBrush* by Sandy Eisenberg Sasso and *God Lives In Glass* by Robert Landy, can be used to start a discussion. *God Lives In Glass* is a collection of children's views of God. Each view can be used as a springboard for discussion and students can create their own views. The discussion should be respectful of children's current view of God, gender neutral, and have an emphasis on a personal relationship with God. God's role in holidays and the celebration of holidays should be included in the discussion.

Holidays

Holidays are a major focus of second grade. Students will learn rituals, history, biblical background and celebrations for: Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Hanukkah, Tu B'Shvat, Purim, Passover, Yom Ha'atzmaut and Shavuot. Activities should include arts and crafts, drama, storytelling and music. High Holiday learning will be a major focus of the first class of the year. Concepts to include:

Rosh Hashanah – birthday of the world, remembering, newness, starting over, apples and honey, shofar, round challah, New Year’s cards, synagogue component, tashlich.

Yom Kippur – forgiveness, repenting, yahrzeit, Kol Nidre, fasting

Sukkot – harvest, sukkah, remembering ancestors, concept of pilgrimages to Jerusalem, relation to Thanksgiving, lulav and etrog

Simchat Torah – cycle of Torah, ending and beginning again immediately, practice of dancing with Torah.

Hanukkah – legends of origin of ritual practice, hanukiyah vs. menorah, concept of being forced to practice what you don’t believe and not being allowed to practice what you do believe. Origins of dreidel game and how to play, origins of latkes, dedication.

Tu B’Shvat – importance of trees both here and in Israel, stories of caring for the earth and preserving for future generations, practices of Seder with grape juices and fruits.

Purim – story of the Megillot Esther, practice of costumes, greggers, hamantashen, and mishloach manot.

Passover – story of Passover, the four questions, 10 plagues, bedikat chametz, Elijah (supplement with Elijah tales such as the Magician), symbols on the Passover table, afikoman

Yom HaShoah – as related to Purim story, brief mentioning.

Yom Ha’atzmaut – birthday of Israel, birth of the nation, western wall, location in the world, land for Jews, language, flag.

Shavuot – 10 Commandments, Torah as gift

A useful resource will be *My Jewish Year*. Students will receive *Let’s Celebrate* pamphlets. An additional resource will be the pamphlets, *Jewish Values, Alef to Tav*.

Torah

Bible stories, as related to holidays will be reviewed.

Mitzvot and Ethics

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

Tzedakah

Mitzvot associated with each holiday:

During Rosh Hashanah, to celebrate a new year of growth and renewal. [Lev. 23:24]

On Yom Kippur, to fast and to repent [Lev. 16:29-32]

During Passover, not to eat leavened foods [Ex. 12:15]

During Passover to eat matzah on the 1st and 2nd night [Ex. 12:15]

During Passover, to participate in a Seder and to hear the story of the Exodus from Egypt. [Ex. 13:8]

During Sukkot, to participate in the building of a sukkah and/or visit a sukkah. [Lev. 23:33-36, 42]

On Simchat Torah, to sing and dance with the Torah [Dt. 16:13-15]

To light the Hanukkah menorah each of the eight nights [Book of Maccabees]

On Purim, to hear the reading the Megillah [Esther 9:20-23, 29-32]

On Purim, to send gifts to friends and neighbors and to the poor [Esther 9:20-23]

Hachnassat orchim To welcome the stranger

Tzedakah will be collected in class. These mitzvot are found in the *Jewish Values Aleph to Tav*. *Let's Discover Mitzvot* will also be provided as a resource.

Israel

Students will continue to be exposed to the culture, food, dance and music of Israel with over all goal being to present a positive image of Israel as a country where people live and work everyday. Students will understand the relevance of Israel to the pilgrimage holidays and understand Jerusalem as a holy site, and relevance to Israel of the practice of facing east in a synagogue. An active connection to Israel will be promoted such as pen pals or a social action project. Students will know that Hebrew is the language of Israel and will be able to identify the Israeli flag. The books *Count Your Way Through Israel* and *Colors of Israel* will be a resource. Suggested activities include viewing clips from the Shalom Sesame Series.

Jewish Identity

Students will understand the difference between the Jewish calendar and our calendar. The cycle of the moon will be discussed. Suggested activities include using *Create Your Own Calendar* to have a class calendar or activities that give students experience putting holidays in order by season.

Family Education

Grade 2 families will be provided with a Family Education Workshop about Hanukkah and a Family Shabbat Dinner.

Library

Students will be provided with the opportunity to take books out of the library.

Grade 3

Hebrew

Students will begin by reviewing vowel sounds and reading 2 and 3 letter combinations. By the close of school, students will be able to sound out and fluently read multi-syllable Hebrew words. Students will learn to print the letters with only an audio cue (i.e. they can write without copying). Sight vocabulary of key words in prayers and relating to holidays will increase to include multi-syllable words. Students will learn to look for three letter roots of words and begin to develop a vocabulary of these roots. The textbook will be chosen by the teachers with supporting materials from the *Shalom Alef-Bet Funbook Blackline Masters*.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Students will also be able to recite blessings and prayers included in curriculum of previous years. The *Masoret Jewish Heritage Enrichment Series of Hebrew Copy Masters* can also provide Hebrew letter games and activities. Copies of blessings and prayers for this grade level and previous grade levels will be provided in Hebrew, English and transliterations for study with parents over the summer.

Review Shema, Baruch Shem, Short Kiddush, Motzi, Shehecheyanu, candle lighting, Barchu (2 lines), 4 Questions for Passover and learn:

Oseh Shalom

V'Shamru

Adon Olam (Traditional, repeated version with a focus on the chorus)

Teaching About God

Students will participate in discussions and activities designed to develop their own concept of God and to find a relationship with God. A useful resource will be the text, *I Have Some Questions About God*. In addition, the following stories can also be used as a jumping off point for discussions: *Old Turtle* by Douglas Wood and "Say Your Prayers" by Marc Gellman (from *Always Wear Clean Underwear*). Discussions will be respectful of the children's views of God, gender neutral and have an emphasis on the relationship between people and God.

Holidays

Holidays should be briefly reviewed and appropriately celebrated.

Mitzvot and Ethics

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

Tzedakah

Honoring elders (link to Jewish Identity study)

To try to imitate God's ways in your life by acting with justice, compassion and as an advocate for peace. [Gen. 1:27]

Not to disgrace God's name by using the name in common conversation, slang or cursing. [Ex. 20:7]

Not to make promises you cannot keep. [Lev. 19:12]

Not to speak badly of other people [Lev. 19:16]

Tzedakah will be collected in class.

Israel

Students will continue to be exposed to the culture, food, dance and music of Israel and learn about Sephardic culture with over all goal being to present a positive image of Israel as a country where people live and work everyday.

Students will recognize the map of Israel and be able to point out major cities and be able to find Israel on a map of the world. Students will understand that Jerusalem is a holy site and will understand why we face east in a synagogue.

Students will know that Hebrew is the language of Israel.

Jewish Identity

Students will learn about their Jewish world, with a goal that students begin to understand that they are part of a wider Jewish world. Topics will include, Jewish professionals, Am Yisrael (all types of Jewish people), Jewish places, Jewish objects and rituals that unite all Jews such as prayer, and celebration. A useful resource will be *My Jewish World*; however, this topic is ideal for creative non-text activities.

Leading up to Hanukkah and Christmas, students may express confusion about the distinction. A recommended activity is the reading of the book, *The Christmas Menorah*.

Family Education

Grade 3 Families will participate in a Shabbat Family Dinner followed by Friday evening services. Grade 3 families will also participate in the *Am Yisrael* field trip - a tour of Jewish Boston.

Library

Students will be provided with the opportunity to take books out of the library.

Grade 4

Assessment

Students' Hebrew will be assessed prior to the beginning of 4th grade, at mid year and at the end. These assessments will be shared with parents. Parents will be invited to a parent-student conference during the year to view students' accomplishments.

Hebrew

Students will increase fluency in reading multi-syllable Hebrew words. Students will be able to spell words in writing by sounding them out. Students will continue expanding their understanding of root words and learn to recognize prefixes and suffixes. Recommended activities include keyword flashcards. The students will receive the textbooks, *Journeys Through the Siddur*. The *Masoret Jewish Heritage Enrichment Series of Hebrew Copy Masters* can also provide Hebrew letter games and activities.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Students will also be able to recite blessings and prayers included in curriculum of previous years. Copies of blessings and prayers for this grade level and previous grade levels will be provided in Hebrew, English and transliterations for study with parents over the summer.

Review Shema, Baruch Shem, Short Kiddush, Motzi, Shehecheyanu, candle lighting, Barchu (2 lines), 4 Questions for Passover, Oseh Shalom V'Shamru, Adon Olam (Traditional, repeated version) and learn:

Eyn Keloheyenu

Amidah – including bowing at the first *Baruchs* [bend knees on *Baruch*, bow forward on *ata*, and straighten on *Adonai*.]

Shalom Rav

Teaching About God

The goal of teaching about God is to encourage children to develop their own understanding. The stories, *Where Does God Live?* by Marc Gellman, chapter 3, and *When the Beginning Began*, chapter 1, by Julius Lester can be used to inspire a discussion. The Julius Lester story is a version of the creation story and fits into the study of the beginning of Genesis. The discussion should be respectful of children's current view of God, gender neutral, and have an emphasis on God's role in the Torah.

Holidays

Holidays should be briefly reviewed and appropriately celebrated. In addition, students should be encouraged to explore aspects of the holidays beyond the story and the ritual. Suggested aspects:

Rosh Hashanah – accomplishments and areas to work on

Hanukkah – fighting assimilation and for religious freedom, what makes a hero

Tu B'Shvat – the importance of being partners with God

Torah

Students will learn Torah stories, concentrating both on the story and the meaning of story. Students will begin with creation and work through the book of Genesis. To ensure that students are familiar with the major protagonists in Genesis, teachers should plan the year carefully, skipping less well-known sections if necessary. A suggested activity is to illustrate their own scroll with key words and phrases in Hebrew. Students will be introduced to the concept of Midrash, stories about the Torah. A suggested activity is to write their own midrashim. The students will receive the text, *Torah, the Growing Gift*.

Mitzvot and Ethics

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

Tzedakah

To treat animals with sensitivity and kindness [Ex. 23:5]

Talmud Torah The study of Torah

To protect and treat kindly everything in the world of nature. [Gen. 1:29-30, 2:15-16]

Not to waste natural resources [Gen. 1:29-30, 2:15-16]

Not to embarrass another person, particularly in public. [Lev. 19:18]

Tzedakah will be collected in class.

Israel

Students will continue to be exposed to the culture, food, dance and music of Israel with over all goal being to present a positive image of Israel as a country where people live and work everyday. Students will know that Hebrew is the language of Israel and know that Israel is where some of the Torah stories took place. Teachers should point out locations of biblical places on a current map of Israel when possible. Suggested activities include viewing the video *Wonders of Israel* and using photograph books of *Israel such as Jerusalem, a pictorial Guide* or *A Day in Life of Israel*. Chapter 4 of *A Kid's Catalog of Israel* is a good resource for Torah in Israel objective.

Jewish Identity

Students will understand that being Jewish can be expressed in many ways and that Jews can look and act very differently. Students will understand the sense of the Torah and the mitzvot as well as common history binding us. A suggested activity is the creation of a Jewish family album with photos, stories, celebration ideas, and recipes from their own families. Materials and a guide for this project will be provided.

Family Education

Families will participate in a Family Education Workshop based on an aspect of the book of Genesis and participate in a Family Shabbat Dinner.

Library

Students will be provided with the opportunity to take books out of the library.

Grade 5

Assessment

Students will be assessed in Hebrew at the middle and end of the year. These assessments will be shared with parents. Students will create one document, tape or project that demonstrates their accomplishments in each area of study. These demonstrations will be included in their presentation folder and presented in parent-student meeting once each year.

Hebrew

Students will increase their speed and reading fluency with the goal of keeping pace with congregation during services. Students will be provided with the *Journeys Through the Siddur* textbook. The *Masoret Jewish Heritage Enrichment Series of Hebrew Copy Masters* can provide Hebrew letter games and activities.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Students will also be able to recite blessings and prayers included in curriculum of previous years. Copies of blessings and prayers for this grade level and previous grade levels will be provided in Hebrew, English and transliteration for study with parents over the summer.

Review Shema, Baruch Shem, Short Kiddush, Motzi, Shehecheyanu, candle lighting, Barchu (2 lines), 4 Questions for Passover, Oseh Shalom V'Shamru, Adon Olam (Traditional, repeated version), Eyn Keloheynu, Amidah, Shalom Rav and learn:
V'ahavta
Aleynu – including bowing [bend knees on *kor-im* and straighten up on *u-modim*.
Yismechu

Teaching About God

The goal of teaching about God is to help children develop their own understanding. The book, Grandad's Prayers of the Earth by Douglas Wood can be used to begin the discussion with a focus on prayer as a way of talking to God. The discussion should be respectful of children's current view of God, gender neutral, and have an emphasis on a personal relationship with God.

Holidays

Students will learn the order of the Passover seder and be able to connect the rituals to their study of Exodus. In addition, holidays should be briefly reviewed and appropriately celebrated. Students will develop ideas for holiday celebrations that help others. Suggested activities include making Mishloach Manot baskets

for Purim or helping with a toy drive at Hanukkah. In addition, as part of their study of Israel, the celebration of holidays in Israel will be presented. The students may receive the *Art of Jewish Living Passover Workbook* as their Passover text and teachers will use the *Art of Jewish Living Passover Book* as a resource.

Torah

Students will continue their study of Torah by learning the stories and the meaning behind the stories in the book of Exodus using the text, *Parshat HaShavua - Exodus*. During the last few weeks of school, students will be briefly introduced to the remaining three books of the Torah (Leviticus, Numbers, and Deuteronomy). Suggested activities include choosing key major stories from each of these books and discussing the relevance of the themes to their daily lives and using materials from *Sedra Scenes* to act out, or dramatically read stories from this book. Teacher will have the book, *A Torah Commentary – Exodus*, as a resource.

Mitzvot and Ethics

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

Tzedakah

Ometz lev – courage

Tikvah – hope

Pikuah Nefesh Saving a life

Not to forget that Jews have been mistreated and persecuted. [Dt. 25:17-18]

To have a sense of special relationship and involvement with the Land of Israel and its citizens. [Dt. 8:7-9]

To refrain from only following your own feelings. [Num. 15:37-41]

Tzedakah will be collected in class and students will participate in decision making for donation of the funds by choosing to represent the school on the Tzedakah Council.

Jewish Identity

Students will be encouraged to share family stories of life cycle events.

Israel

Students will learn history, geography, and culture of the state of Israel including the birth of the state, a sense of differing geographical regions, life for Israeli Jews and Arabs, major cities, Israeli army and connection to their own lives. Students will understand the law of return and be aware of the role of Soviet Jewry in Israeli history (as well as other groups). Students will know the various ethnic groups that live in Israel. Students will learn that Israel is a democracy. Students will learn about the Kibbutz movement, development towns and settlement towns. Students will learn about holiday celebrations in Israel. The

text, *Welcome to Israel*, will be a useful resource. For information about Holiday celebrations see Chapter 7 in *A Kid's Catalog of Israel*. Also, chapter 8 has great craft ideas.

Family Education

The families will be provided with a Passover Family Education Workshop and a family Shabbat dinner.

Library

Students will be provided with the opportunity to take books out of the library.

Grade 6

Assessment

Students will be assessed in Hebrew at the middle and end of the year. These assessments will be shared with parents. Students will create one document, tape or project that demonstrates their accomplishments in each area. These demonstrations will be included in their presentation folder and presented in the parent-student meeting at the close of the school year. At this meeting, students will also demonstrate their abilities to lead the Torah service.

Hebrew

Students will be able to fluently read prayers relating to service. Students will learn Hebrew roots and be able to loosely translate prayers using this knowledge. The goal is increased comfort and familiarity with service. Hebrew script is an optional enrichment activity for advanced students. Students will be provided with the *Journeys Through the Siddur* textbook. The *Masoret Jewish Heritage Enrichment Series of Hebrew Copy Masters* can provide Hebrew letter games and activities.

Siddur Literacy

Students will be able to recite the following blessings/prayers in Hebrew. Students will be able to identify the meaning of key words. Students will be able to relate the overall meaning of the prayer in English. Students will also be able to recite blessings and prayers included in curriculum of previous years. Copies of blessings and prayers for this grade level and previous grade levels will be provided in Hebrew, English and a separate page of transliterations for study with parents over the summer.

Review Shema, Baruch Shem, Short Kiddush, Motzi, Shehecheyanu, candle lighting, Barchu (2 lines), Oseh Shalom, V'Shamru, Adon Olam (Traditional, repeated version), Eyn Keloheyenu, V'Ahavta, Shalom Rav,

Amidah including bowing at the first *Baruchs* [bend knees on *Baruch*, bow forward on *ata*, and straighten on *Adonai*.], Aleynu - including bowing [bend knees on *kor-im* and straighten up on *u-modim*], Yismechu

Learn Torah Service (pages refer to Song of Heart abbreviated prayer book and track refer to Kerem Shalom Prayer CD)

p. 15, track 14 Eyn Kamocha, Vayihi Binsoah, Shema and Echad Eloheyenu, Gadlu [including bowing on *gadlu* from the waist and straightening up on *u-n'rom'ma*]

p. 17, track 15 Torah Blessings, V'zot Ha-Torah

p. 19, track 16 Y'Hallelu, Hodo al Aretz

p. 20, track 16 Eytz Chaim Hi

Optional: processional p. 16, track 15

Teaching About God

The goal of teaching about God is to encourage children to develop their own view of God. The stories, *How Do You Spell God?*, chapter 4, by Marc Gellman and *When the Beginning Began*, chapter 17, by Julius Lester can be used as a springboard for discussion. The discussion should be respectful of children's current view of God, gender neutral, and have an emphasis on a personal relationship with God. Students can explore their changing views of God through these discussions. Rabbi Luckens is available to participate in these discussions.

Holidays

Holidays will be appropriately celebrated.

Torah

Students will learn that Tanakh is the whole Hebrew bible and consists of the Torah, *Nevi'im*, the Prophets and *Ketuvim*, the Writings. Students will learn about the practice of *tefillin* (Rabbi Luckens is available to come in for a demonstration)

Mitzvot and Ethics

Students will understand the relationship between Bar/Bat Mitzvah and Mitzvah as commandment. Origin and practice of mitzvot will be understood. Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot.

Tzedakah

Tikkum Olam Repairing the world

Lashon Hara Not to gossip

Bikkur cholim Visiting the sick

Kashrut Dietary laws

Tefillah Prayer, tefillin, tallit, mezuzah (including asking the rabbi to come into class for a demonstration of tefillin.)

G'milut chasadim To perform acts of loving kindness

Not to be superstitious [Dt. 18:10-11]

Iyun t'fillah To pray with sincerity

Tzedakah will be collected in class and students will participate in decision making for donation of the funds by choosing to participate in the Tzedakah Council. Teachers will use the resources *Moral Issues in Judaism* and *Tzedakah, Gemilut Chasdim and Ahavah*.

Jewish History

Students will learn of individuals' contributions to Jewish history and to Jews. The historical context as well as the mitzvot will be studied. Historical figures will be balanced by gender and by time in history. Recommended historical figures include: Golda Meir, Hannah Senesh. Steven Spielberg, Henrietta Szold, Albert

Einstein, Sandy Koufax, Hank Greenberg, Rabbi Yohana ben Zakkai, Judah HaLevi, Theodore Herzl, Abraham Joshua Heschel, Rose Schneiderman, Avital and Natan Sharansky, Anne Frank, Ruth Bader Ginsberg, Louis Brandeis, Yoni Netanyahu, Maimonides, Elie Weisel, Oskar Schindler, Ilan Ramon, and Raoul Wallenberg. The text, *Jewish Heroes and Jewish Values* will be a useful resource as well as the library biography collection. Recommended activities include home reading of historical figures' biographies and class reporting either in groups or individually.

Students will also learn of the American Jewish Experience. Topics to be presented include famous American Jews, immigration, role of women, participation in the civil rights movement and labor unions. A recommended resource is the text, *Challenge and Change*. A suggested activity is to create a timeline of Jewish American History.

Israel

Students will continue to be exposed to Israeli culture with overall goal being to present a positive image of Israel as a country where people live and work everyday. The students will learn major figures in Israeli history through their study of Jewish Heroes.

Family Education

Families will participate in a 2 or 3 part series preparing for Bar and Bat Mitzvah. The series will include the Spiritual aspects of Bar/Bat Mitzvah, the Social Action, mitzvah projects component, a program to develop an understanding of *mitzvot* and Jewish adult responsibilities and an optional session on issues of celebrating Bar and Bat Mitzvah in an interfaith family. Families will also participate in a Family Shabbat Dinner.

Grade 7

Assessment

The seventh grade program will consist of 6 components. After each tri-mester, students will meet together and present what they learned to each other. Parents will be invited to each of these meetings. At the third and final meeting, students' work will be displayed and parents will be invited to review it.

1. Ritual Mitzvot

Students will learn about life cycle ritual mitzvot, such as brit milat at birth, wedding customs, customs surrounding death, kashrut and holiday mitzvot.

2. Torah

Students will study their Torah portion and the portions surrounding it. Students will learn how to access commentary on Torah portions and how to prepare and deliver a D'var Torah. Students will write a summary of their Torah portion, in English. Students will discuss ethical issues and the Jewish response to these issues. The students will receive the text the *Topical Bible*. Students will learn that Tanakh is the whole Hebrew bible and consists of the Torah, Nevi'im, the Prophets and Ketuvim, the Writings.

3. Social Action/Mitzvot

Students will be able to identify the following as mitzvot and be able to give examples of these mitzvot and will participate in performing these mitzvot within the community of their peers.

Tikkun Olam To repair the world [Dt. 6:4] Saving a Life

Rodef Shalom Seeking Peace

Not to be indifferent or uncaring toward the poor. [Dt. 15:7]

To work to eliminate danger for Jews wherever they live. [Ex. 22:20]

To work to eliminate prejudice and oppression for all peoples.

The *Giraffe Social Action Curriculum* may be used for this class as well as the resources, *Making a Difference* and *Derech Eretz*. Students will complete one social action project, either individually or as a class.

4. Jewish Culture

Students will experience authentic Jewish culture including, cooking and food, dance and music, art and literature. Suggested activities include reading a book of Jewish content and reporting to class, preparing and serving ethnic foods, music appreciation and Israeli dance.

5. God Talk

Using a variety of trigger activities, students will explore the ways people have connected with God and reflect on their own relationship with God.

6. Holocaust

Goals:

- Students will have basic knowledge about the Holocaust
- Students will learn understand the term “ghetto” by examining the Warsaw Ghetto
- Students will examine the question of “Who is Jew?”
- Students will discuss roots of Jewish stereotypes
- Students will understand aspects of the Jewish resistance in the Ghettos.
- Students will learn how Germans educated children to follow Hitler
- Students will learn the relation between the Holocaust and the formation of the state of Israel.

Resources will be: *The Holocaust, Facing History and Ourselves, The Holocaust: A History of Courage and Resistance*

Family Education

Parents will participate in 1 program for parents-only that will focus on parenting adolescents and the Jewish components of this enterprise. In addition, the families be invited to Kehillah 3 times during the year to hear what students are learning.

Grade 8 and High School

The 8-12 High School program has a separate brochure explaining credits and the culminating ceremony when 18 credits are earned. The brochure will be mailed to high school students and is available in the office. For the 08-09 school year, four seminars will be offered. Each meets for 3 sessions and then has an experiential component such as a field trip or other event.

- ***Cooking Class With Jody Kelley***
- ***Social Action Class with Jody Kelley***
- ***Passover Class with Linda Burton***
- ***Shabbat Class, including a Shabbat Shul-in***

Israel Trip

Students will be encouraged to participate in trips to Israel after 10th grade.