

BE A...

MATURE: Be polite and respectful to everyone (students & teachers).

ENTHUSIASTIC: Every teacher has the right to teach and every student has the right to learn (and enjoy the process)!!!

NEAT: Be respectful of the physical space around you and help keep it clean.

SENSITIVE: Use **INSIDE** voices and **RESPECTFUL** language when speaking to friends & teachers.

CARING: Be considerate of and care for others' feelings.

HELPFUL: Assist other students, teachers, parents, and visitors.

Challenge Yourself to BE a **MENSCH**! If each of us is a **MENSCH**, Hebrew School will be fun and exciting! Together, we will build a warm and friendly *Kehillah*, (Jewish community).

HEA Religious school Curriculum 2016-2017

The following seven components (and their definitions) are the basic “units” that each Student in each grade will be exposed to each school year. The HEA RS curriculum presents a course of study which engages our students and equips them with the skills they need to become thoughtful, socially conscious and Jewishly literate members of the greater Jewish community.

- ❖ **Tefillah (Prayer):** The reading and chanting of specific prayers with the goal of prayer literacy and participation as leaders in synagogue services.
- ❖ **D’vrei Tefillah (Words about Prayer):** In-depth analysis of selected *tefillot* with the goal of understanding the meaning and when the prayer is recited.
- ❖ **Ivrit - Hebrew language:** Decoding (script) of Hebrew. Our incorporation of Modern Hebrew is to enable the children to see Hebrew as a living language, with basic vocabulary and to make the children feel comfortable with the language as a foundation for continued learning in future years.
- ❖ **Traditions/Rituals/Avodah:** The traditions that are commonly practiced during Shabbat, the Holidays and Life-Cycle events, including methods of how we worship.
- ❖ **Texts:** Each year, classes will study different selections from Torah, The Book of Prophets, and Writings (*Tanach*). When stories are studied across multiple years, they are examined with a different focus each time.
- ❖ **History/Current events:** Jewish History and Current events that affect the Jewish Community and Israel.
- ❖ **Ethics & Mitzvot:** Values, ethics and theology as they relate to Judaism.

Our teachers make learning come alive through creative use of drama, arts and music, as well as through the group celebration of the holidays. These programs strive to involve the whole family in the learning experience. We invite families to participate in school programs and also encourage children, with their families, to participate in HEA-wide programming. Hebrew School children and their families play a key role in children's Shabbat program *Junior Congregation*.

Grade Level Curriculum focus: Beginning in Kindergarten, each grade's curriculum has an essential goal, or lens, through which most subjects are studied. For example, the first grade theme is "Community," which means that holiday study focuses on home ritual and personalization of celebrations as well as life-cycle events, and *Torah* study focuses on the major families' stories in the *Torah*. The theme for fourth graders is "who am I as a Jew". History lessons, therefore, center on the early Prophet time period, and Theology study focuses on the role of G-d in our life. Through this theme-oriented approach, teachers can revisit central subjects, such as recurring holidays, without repeating the same lesson from year to year.

Evaluations: Teachers and tutors may use a grade level Hebrew assessment throughout the year. This evaluation does not determine a student's ability to “graduate” to the next level or not, but instead serves as a tool for both the teachers and the school to determine whether students are progressing through the curriculum appropriately or struggling with specific areas. Parents may find that the teachers will refer to the evaluation to help fuel comments in ongoing dialog between teacher parent and school.

We will also be evaluating the Judaic and Hebrew curricula throughout the year. Watch for invitations to participate in ongoing opportunities with Rabbi Benny throughout the year to discuss the curriculum and Hebrew School program, as we envision and plan for the future.

Curriculum Goals by Grade

Kitah Gan (Kindergarten) - *What does Judaism in MY home look like*

Subject	Details	Goals	
<i>Ivrit</i>	Aleph-Bet One block letter taught each week. Vocabulary	<i>Students should recognize all of the letters by the end of the year</i> <i>Familiarity with “Shalom” and Yeled, Yaldah, Ken, Loh, Sukkah, Shofar, Pesach, Shalom, Y’ladim, Morah, Keepah, Abba, Eema, Shabbat, B’rachah, Chanukah, Yisrael, Bayit</i>	
<i>Tefillah</i>	Blessings for food and drink. Blessings for Shabbat table (candles, wine, challah)	<i>Students should be familiar with and able to recite these blessings</i>	
Traditions/Rituals/Avodah	Major Holidays (Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah, Tu B’Shevat, Purim, Passover, Shavuot)	<i>Familiarity with the holidays’ names, their stories and basic symbols associated with each holiday.</i>	
Texts	Torah Stories (a focus on the Bible through the progression of family stories)	<i>Familiarity with basic Bible stories and major characters</i>	
Music		<i>Exposure to Hebrew/ Jewish songs</i>	

Kitah Aleph (1st Grade) – *What does Judaism in MY community look like?*

Subject	Details	Goals	
<i>Ivrit</i>	Aleph Bet and vowels Vocabulary	<i>Ability to recognize, and identify all of the letters of the Aleph Bet in block print.</i> <i>Ability to put short syllables together (2-3 letters plus a vowel)</i> <i>Familiarity with Yeled, Yaldah, Ken, Loh, Sukkot, Lulav, Etrog, Sukkah, Shofar, Pesach, Shalom, Y’ladim, Morah, Keepah, Abba, Eema,</i>	

		<i>Shabbat, B'rachah, Chanukah, Yisrael, Eeparon, Sefer, Shulchan, Keeseh, Ahl, Purim, Siddur, Matzah, Seder, Afikoman.</i>	
<i>Tefillah/ Ritual/ Avodah</i>	Begin basic prayers Our Relationship with God	<i>Ma Tovv, Shema, and the refrain of Ma Nishtana What is God like? (Using descriptive words). Do we have an image of God? (Draw pictures of God) What does God do for me and my family? What does God do for other people and their families? What did God do in the Torah stories we have learned and what does God do today? Is there a difference?</i>	
<i>Traditions</i>	Major Holidays	<i>What is the story of each major holiday? (Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah, Purim, Passover, Shavuot). What do we do to celebrate these holidays?</i>	
<i>Rituals/Avodah</i>	Ritual Objects Geography of the Synagogue	<i>What are these items? When do we use them? How do we use them? Why do we use them? (Shofar, Torah, Siddur, Yad, Candle Sticks, Kiddush Cup, Challah Cover, Havdallah Set, Tzedakah Box, Gragger, Lulav, Etrog, Chanukiyah, Seder Plate, etc.) Where are the following things at HEA? Why is it important? (Main office, Principal's office, Rabbi's Office, Sanctuary, Ark, Siddurim, Torah, Bimah, Ner Tamid, Kitchen, Bathroom, Proper exits, classrooms, playground)</i>	
<i>Texts</i>	Torah Study	<i>Familiarity with the characters and stories from the beginning of the Torah. Family tree knowledge of the Patriarchal/Matriarchal family. Beginning discussions on what we can learn from these stories. Do they have morals/lessons?</i>	

Ethics/Mitzvot	Mitzvot	What is a Mitzvah (a commandment)? How can we perform mitzvot every day?	
Music		Exposure to Hebrew/ Jewish songs Ma tovu, Shema, Ma Nishtana	

Kitah Bet (2nd Grade)- Who are my People?

Subject	Details	Goals	
Ivrit	Reading and recognizing all letters and vowels	Read and recognize all consonants and vowels. Read one to two syllable words. Understanding that Hebrew is a special language for prayers as well as a living spoken language in Israel.	
Tefillah	Adon Olam (refrain), complete Ma Nishtana, Shalom Aleichem, Ein Keloheinu	Developing a comfort with more complex, regular Shabbat prayers as a means of preparing to enter the main service/Junior Congregation.	
Traditions/ Ritual/ Avodah	Holidays as a cycle Parashat Ha' Shavua	Discussion of the holidays as they flow through the year. Name the months of the Jewish calendar in order, and which months do holidays fall in? Are there reasons certain holidays fall in certain seasons or months? Introduction tot the concept of the weekly Parsha. Discussion of the concept of breaking down the torah into weekly portions, celebration the end with Shmini Atzeret and the beginning of Simchat Torah.	
Texts	Torah Study	Identify the following and discuss one characteristic that makes each of these people significant to the Jewish people: God, Adam, Eve, Noah, Avraham, Sarah, Yitzchak, Rivka, Ya'akov, Rachel, Leah, Yosef. Familiarity with the characters and stories from the book of Bereshit –what morals can we learn from these stories? Creation, Expulsion from Eden, The flood, The Tower of Babel, The Covenant between God and Abraham, The Birth of Isaac, Isaac and Rebecca's	

		<p>meeting, Jacob's dream about the ladder, Jacob's marriages to Rachel and Leah, Jacob becoming Israel, Joseph's relationship with his brothers, Joseph's time in Egypt, Joseph's reuniting with his brothers, name 3 examples of how Shabbat relates to creation</p>	
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Kitah Gimel (3rd grade)—Where/ what is my Land?

Subject	Details	Goals	
<i>Ivrit</i>	Hebrew prayer reading	<p><i>By the end of the year, students should be reading two to four syllable words.</i></p> <p><i>Linking modern roots and words to words commonly found in prayers.</i></p>	
<i>Tefillah</i>	Modeh Ani, Mah Tovu, Berachot Kiddush Havdallah, bIrchat Hamazon, Shemah	<p><i>Fluency in singing the Modeh Ani, Mah Tovu, Kiddush ,Havdalah</i></p> <p><i>Familiarity with structure of B'rachot.</i></p>	
<i>Traditions/Ritual/ Avodah</i>	Holidays as a cycle	<p>Define the following key words/concepts/people associated with the holidays and explain one way each relates to the appropriate holiday: <i>Tishrei, Shofar, Tekiah, Shevarim, Teruah, Layshev b'sukkah, Hakafot, lulav, etrog, Maccabee, Hanukkiyah, Sevivon, levivot, Eretz Yisrael, Achashverosh, Mordechai, Esther, Haman, Megilat Esther, Hamantaschen, Chag haMatzot, Karpas, Chametz, Mah Nishtanah, Dayenu, Matzah, Maror, Seder and its steps, Seder Plate and its contents, Afikomen, Moshe, new moon</i></p> <p><i>Experience the following in association with celebration of Jewish holidays:</i> <i>Dipping apples in honey, Sending greeting cards, Asking for forgiveness, Fasting Dwelling in the Sukkah, Eating in the Sukkah, Decorating the Sukkah, Shaking the lulav Dancing with the Torahs,</i></p>	

		<i>Lighting the Hanukkiyah, Celebrating Hanukkah for 8 days, playing dreidel, Eating latkes, Purim Carnival, Purim costumes, using groggers, Reading the Megilah, Eating Hamantaschen</i>	
Texts	Torah Study	<p><i>Define Torah as God's plan for us and the entire world.</i></p> <p><i>Explain that God established in the Torah- what is right and wrong.</i></p> <p><i>Explain how the Torah is organized and how it fits into the Hebrew Bible.</i></p> <p><i>Identify the following characters from Torah and explain 1 lesson that we learn from each of their lives: Adam, Eve, Cain, Abel, the snake, Noah, the people who build the Tower of Babel, Abraham, Sarah, Lot, Lot's wife, Rebecca, Jacob, Esau, Joseph, Benjamin, Simeon, Judah, Reuben</i></p> <p><i>Define the 10 commandments and explain the story of how Moses received them</i></p>	
History	Israel	<i>Introduction to Israel as a Jewish homeland, its history, culture, geography and its significance in our lives today.</i>	

Kitah Dalet (4th grade)- who am I as a Jew?

Subject	Details	Goals	
<i>Ivrit</i>	Increased fluency and familiarity of Hebrew skills	<p><i>By the end of the year, students should be reading Three to six syllable words.</i></p> <p><i>Linking modern roots and words to words commonly found in prayers.</i></p>	
<i>Tefillah</i>	Barchu, Shema/V'ahavta, Avot portion of the Amidah		

Traditions/ Ritual / Avodah	Jewish Life cycles	<i>Explain and describe the following Jewish lifecycles events Birth Bris baby naming, Adoption, Bnai Mitzvah, wedding, Divorce, conversion, death, after life. Explain and describe the following life changing events Middle school choices, Stereotypes, Military service, working, High school choices, Hardship, Disabilities, visiting Israel,</i>	
Texts	-Introduction to Nevi'im (the Early Prophets)	<i>What lessons do we learn from the world of prophets? What is the role of the prophet in Judaism? What shift (if any) do we notice from the time of the Bible to the time of the prophets? How is Judaism changing? How do the prophets help us to continue interacting with God? Or how do the prophets change our interaction with God? What promises and threats do the prophets make? What do they want from the Israelites?</i>	
History	Prophetic period	<i>How is "Prophets" able to be history and text at the same time? Discuss the connections between the historical and religious points of view to the prophetic period.</i>	
Ethics/theology	God in my life and in the world Mitzvot	<i>What role does God play, if any, in my personal life? Mitzvot connected to the Temple and ancient worship Why do Jews do Mitzvot? How does "doing mitzvot" affect our relationship with God?</i>	

Kitah Hay (5th grade)- What is my role in the world as a Jew?

Subject	Details	Goals	
<i>Ivrit</i>	Push in fluency in reading.	<i>Continuation of modern Hebrew skills. Ability to form short sentences and read short texts with ease.</i>	
<i>Tefillah</i>	Review of previous prayers	<i>Ability to participate and lead prayers in T'filah or Junior Congregation</i>	

	Shabbat morning	<p><i>Review of Amidah (Avot, Gevurot and Kedusha). Review of Aleinu</i></p> <p><i>-Torah Service</i></p> <p><i>Concluding prayers of Shabbat morning service (Adon Olam, Aleinu, Ein Keloheinu, etc.)</i></p>	
Traditions		<p><i>Define the following and give one example of how each concept can play a part in their lives: Am Kadosh, Klal Yisrael, Talmud Torah, Tzionut, Tikkun Olam, Omatz Lev, Cherut, Tikvah, Tzedek, Pikuach Nefesh, Tzedakah, Shalom, Zikaron.</i></p> <p><i>Translate the following terms associates with the holidays and festivals: Yom HaDin, Yom haZikaron, Yom Teruah, Kol Nidre, Neilah, Shalosh Regalim, Chag haAsif, Simchat Torah, Yom Tov, Chol haMoed, Pitom, Schach, Hadasim, Aravot, Shemini Atzeret, Chag haUrim, Hashmoniam, Hannah, Maoz Tzur, Rosh HaShanah l'Ilanot, Jewish National Fund, Pur, Ta'anit Ester, Mishloach Manot, Matanot l'Evyonim, Ad lo Yadah, Chag HaAviv, Z'man Cherutainu, Yetziat Mitzrayim, Omer.</i></p>	
Texts		<p><i>Define the characteristics of a "Jewish Hero", identify a figure whom they believe to be a "Jewish Hero" and explain what makes that person a Jewish hero</i></p>	
History/ Ethics	The experience of exile and Diaspora, beginning at post second Temple period to modern times.	<p><i>Explain one way that each of the following events/periods of time has contributed to Jewish living as we know it today: Receiving the Torah, Kingdom of Israel, First Exile, 2nd Temple period, Destruction of the 2nd Temple, Diaspora, Golden Age of Spain, The Emancipation, Jewish settlement in America, The Dreyfus Affair, The Zionist Movement, The Holocaust, The Establishment of the State of Israel, The Rise of Communism, The American Civil Rights Movement, The Arab Israeli Conflict.</i></p> <p><i>Define the following terms/places/people: Revelation, Shofetim, Melachim, Beit haMikdash, Babylonia, Mishna, Gemarah, Mishneh Torah, Shulchan Aruch, Expulsion,</i></p>	

	American Jewish Experience	<p><i>Ghetto, Hasidim, Mitnagdim, Pogrom, Haskalah, Chalutzim, Theodore Herzl, Zionism, Reform, Conservative, Orthodox, Shoah, Intifada</i></p> <p><i>Who were the first Jews to come to America? What was America like for Jews in various eras? How did it change? How did American Jews create community with new Jewish immigrants to America? Can students draw on their own families' experiences to enhance class discussions? Explanation of the various groups of Jews in America (Orthodox, Conservative, Reform, Chabad, etc.) What are the differences/similarities within these groups? What role does the division of the groups play on American Jewish culture?</i></p> <p><i>-Students should have a general understanding of the American Jewish experience beginning with the Civil War through Modern times.</i></p>	
	Israel	<p><i>-Israel as seen through the eyes of the American Jewish experience. What relation do American Jews have to Israel? How did immigration to America affect the State of Israel and what was America's response pre- and post-1948?</i></p>	

Kitah Vav (6th grade)—Kehila Kedusha (Holy community)

Subject	Details	Goals	
<i>Ivrit</i>	<p>Continued reading and with emphasis on Fluency.</p> <p>Focus on spoken Hebrew (in higher level)</p>	<p><i>Increased fluency in reading. Should have a solid grasp of the language and able to decode longer words with more ease.</i></p> <p><i>Ability to hold short conversations</i></p>	
<i>Tefillah</i>	<p>Continually reviewing all prayers previously learned.</p>	<p><i>Ability to actively participate and lead prayers done in Junior Congregation and HEA either service.</i></p> <p><i>Friday night Kiddush, Blessings before and after the Torah Reading, Hatzi</i></p>	

	Shabbat	<i>Kaddish, Kabbalat Shabbat: L'cha Dodi and Shalom Aleichem</i>	
Text/ Divrei Torah	Parshanut	<p><i>Define factors that influence who we are? Recognize how we/I act when our identity is in a conflict?</i></p> <p><i>Examine different kinds of difficulties that bother our commentators</i></p> <p><i>Understand ways we interpret?</i></p> <p><i>Realize that commentaries can be used in modern life (specifically Rashi) both in reading text and in physical actions.</i></p>	
Jewish History/ Ethics & Mitzvot	Holocaust	<p><i>Understand the Holocaust as a significant event in history that continues to have universal implications.</i></p> <p><i>Recognize the complexity of individual choices and dilemmas during the Holocaust.</i></p> <p><i>Examine how prejudicial attitudes and discriminatory practices can escalate to violence.</i></p> <p><i>Define the role and responsibility of the individual to uphold the principles of a democracy.</i></p>	

Kita Zayin (7th grade) –“Bnai Tzedek”

Program Goals

1. Enable students to understand and act upon the core Jewish values of Tzedakah (social justice), Tikkun Olam (repairing the world) and G'milut Hasadim (acts of compassion) through volunteer work and charitable giving.
2. Support healthy adolescent development by offering a safe environment, engaging activities, opportunities for leadership and relationships with trusted adults.
3. Build a strong sense of community among students.
4. Increase students' awareness of current social concerns and familiarize them with nonprofit organizations addressing these issues.
5. Influence and create a new generation of Jewish philanthropists and activists