

HEY (5TH GRADE) CURRICULUM OVERVIEW 2015-2016

HEBREW 70 MINS	TANACH (BIBLE) 40 MINS	JEWISH LIVING 45 MINS	TEFILLAH (PRAYER) 35 MINS	ISRAEL 30 MINS	JEWISH HISTORY 30 MINS
<ul style="list-style-type: none"> • Increase the fluency (a combination of accuracy and speed) of reading, particularly from the Torah and Siddur • Learn at least 72 new vocabulary words, including complex numbers • Understand classroom instructions given in Hebrew • Be able to carry out simple present tense dialogues based on the Gimel section of the school “conversation starters dictionary” • Read unseen passages from Siddur • Review script @ beginning of year if not mastered 	<ul style="list-style-type: none"> • An understanding of the books considered our foundational texts, when they were written, and what type of information each contains • A deeper knowledge of select portions of Beraisheet and Shemot and their associated values and/or mitzvot • A beginning understanding of how to classically study Jewish text <ul style="list-style-type: none"> ○ Understanding the concept of commentaries and commentators (exegesis) ○ Understanding what Midrash is and its role in interpretation ○ Understanding the role of questioning, and how to “look for” questions within the text 	<ul style="list-style-type: none"> • An age appropriate understanding of the meaning and rituals of Jewish holidays (see holiday curriculum) • An understanding of the importance of Shabbat in Judaism (Students should be able to explain the quote “More than Israel has kept the Shabbat, the Shabbat has kept Israel”) • Knowledge of the “logistics” of Shabbat: Timing, synagogue, the three seudot (meals) and their various blessings and traditions • An understanding of the classical concept of work (melachot) on Shabbat, and how they were/are derived, and how they play out in the various denominations • Ability to articulate the benefits and advantages of keeping Shabbat, and the positive things one can do to make the day special • An understanding of becoming a Bar or Bat Mitzvah as a major life cycle event – the significance, the associated ceremonies and rituals, the Seudat Mitzvah, etc... • An appreciation that many people become Jews by Choice, and an understanding of the requirements of conversion 	<ul style="list-style-type: none"> • Knowledge of the names of the Shabbat services, particularly those said only on Shabbat: Kabbalat Shabbat, Musaf, and Havdalah • An understanding of the order of the services, as well as the basic structure of each service (which prayers they contain in which order) • The ability to read a few of the key prayers (including Havdallah), and to understand their overall meaning • The ability to understand themes in Friday night Kiddush • The ability to read the last two paragraphs of the entire Shema, and a basic understanding of the meaning 	<ul style="list-style-type: none"> • An understanding and appreciation of the diversity of the people who call Israel home: <ul style="list-style-type: none"> ○ Different nationalities/ethnic groups ○ Different religions (including different denominations of Judaism) ○ Different “races” • A recognition of the conflicts and tensions among this diverse population • Familiarity with some of the Israelis, from a variety of different “venues,” who have shaped modern Israel <ul style="list-style-type: none"> ○ Netanyahu, Meir, Herzl, Rabin, Ben Gurion, Ramon, Senesh, Shemer, Ben-Yehuda • Culture <ul style="list-style-type: none"> ○ Foods ○ Music ○ Dance 	<ul style="list-style-type: none"> • An understanding that while all Jews once lived in Israel, we have become a truly “global” people, primarily due to waves of immigration • Knowledge that the “mass migrations” of Jews were forced on them d/t being objects of hatred in other countries – sometimes voluntarily (leaving Europe before WWII, eg., or being allowed to leave Russia) and sometimes forced by governments (Jeg., galut, expulsion from Spain, etc....) • A more detailed knowledge of some specific waves of immigration • The importance of family history (including countries of origin) in Jewish identity formation • The importance of artifacts in understanding history and creating a family legacy <ul style="list-style-type: none"> ○ The creation of a “Living Museum”

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<p>OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read Hebrew texts, from the Torah and Siddur, with increased speed and fluency • Master writing in Hebrew script • Increase their Hebrew vocabulary by at least 72 words • Understand basic classroom instructions in Hebrew • Answer simple questions in Hebrew • Carry out simple conversations with new vocabulary learned • Utilize the following grammatical principles: <ol style="list-style-type: none"> 1. Present tense verbs (selected) + conjugation 2. Singular and plural nouns and verbs 3. Adjective/noun agreement • Use “yesh” and “ayn” correctly • Count from 10-2000 in Hebrew • Identify colors in Hebrew 	<p>OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate what Tanach is and what each letter in the word stands for • List the 5 books of the Torah in Hebrew and English • Utilize correct terminology of Torah related vocabulary: ex. aliyah, sofer, haftarah, Sefer Torah, parsha, perek, pasuk, aron kodesh • Examine the possibility that there are differing views about the authorship of the Torah • Evaluate text from simple meaning to its midrashic interpretations • Draw their own conclusions while investigation and questioning the information in the text • List the names of our matriarchs and patriarchs and their relationship to each other • Define the term monotheism and recognize the fact that this was Judaism’s gift to the world • State that Avraham was the 1st Jew • Critique the character of our Biblical matriarchs and patriarchs • Recognize that Joseph stories represent watershed period in our history • Describe the timeline from Joseph through the Exodus • Extract basic Jewish values from the narratives (Bikur Holim, Hachnasat Orchim, Rodef Shalom, Kevod Hamet) 	<p>OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate the Biblical festivals and holy days: Shalosh regalim, RH,YK, Shabbat • State reason(s) for each holiday • Differentiate between our major and minor holidays • Identify basic laws, rituals, traditions and liturgy connected with our holidays • Utilize basic holiday vocabulary • Discover the relevance of our holidays to their lives today • Articulate the benefits and advantages of observing Shabbat • Define the word “mitzvah” • Differentiate between a commandment and a good deed • State what it means to become a Bar/Bat Mitzvah • List the things one must do to become a Bar, Bat Mitzvah • Examine how becoming a Bar/Bat Mitzvah has the potential to impact their lives as a Jew • Discuss how Judaism does not proselytize, but is accepting of Jews by choice • Investigate the criteria involved in becoming a Jew by choice • Compare becoming a Jew by choice today to accepting Judaism in the Torah 	<p>OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Navigate the Siddur: finding specific services, t’fillot • List the order of daily services • Name the different Shabbat services and list them in order • Identify key prayers or sections in the various Shabbat services • Read fluently the following Shabbat t’fillot: Friday Night Kiddush, Shema (entire), and Havdalah • Examine the themes and concepts in the Friday Night Kiddush 	<p>OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different nationalities and ethnic groups in Israel • List different religious denominations in Israel • Tell about the different races in Israel • Develop an awareness of the tensions within and among the aforementioned groups • Discover cultural difference amongst the various groups in Israel • Identify important personalities who have shaped modern Israel 	<p>OUTCOMES</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the impact of foreign rule and living in different places maintaining our identity as Jews • Identify selected waves of immigration in Jewish history: Babylonia Exile, Hellenistic period, Roman period, Spanish Inquisition, pogroms • Define the following terms: Beit Hamikdash, exile, diaspora, Hellenism, Sepharad, Ashkenaz, anti-Semitism • Relate their family origins to the class • Research their family history though important family artifacts • Articulate their place in their family legacy
TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS
<i>Shalom Ivrit 2 (1st half)</i>	<i>Gateway To Torah Dr. Yaakov Levi’s material</i>	<i>The Time of Our Lives (BH)</i>	<i>Siddur Sim Shalom</i>	<i>Experience Modern Israel</i>	