

2015-2016 VAV (6TH GRADE) CURRICULUM OVERVIEW

HEBREW 60 MI	TANACH (BIBLE) 30 MIN.	JEWISH LIVING 40 MIN	TEFILLAH (PRAYER) 30	ISRAEL 20MIN	JEWISH HISTORY 20 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 • Understand classroom instructions given in Hebrew • Mastering Hebrew script • Be able to carry out simple dialogues <p><i>Depending on need (former HMJDS students, Israelis, etc...) there may be an advanced class which will use Hebrew newspapers, videos, and more conversations</i></p>	<ul style="list-style-type: none"> • A deeper understanding of the three divisions of Tanakh, particularly Neviim, and why we read a portion as the Haftarah each Shabbat • Knowledge of the post-Torah Biblical period and that at various times the Jewish people prospered when living Jewishly moral lives, and at other times suffered when they allowed idol worship and other immoral acts. • An understanding that during this time period there were several types of leaders – judges, kings, and prophets • Knowledge of the powerful kingdoms of David and Solomon, and the decline of the nation following them, with prophets being the conscience of the Jewish people, often criticizing the kings 	<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 significance and meaning of specific Jewish Life Cycle Events, and knowledge of the practices, traditions, and rituals associated with each: <ul style="list-style-type: none"> ▪ Brit Milah/Simchat Bat ▪ Pidyon HaBen ▪ Marriage ▪ Divorce ▪ Death • Bar/Bat Mitzvah, and conversion were taught in Kitah Gimel • An appreciation for Kashrut, knowledge of practicing it, understanding of meaning and philosophy behind it's practice, and it's relevance in today's world 	<ul style="list-style-type: none"> • An understanding that Judaism (Rabbinic) is very different yet similar to Israelite/Hebrew practices (Temple Judaism), and knowledge of how/why this occurred • The ability to thoughtfully articulate answers to the question "Why pray?" • Knowledge of the difference and tensions between two main elements of prayer: Keva ("fixedness") and Kavana (meaningfulness – part of which is spontaneity) • An understanding of one of our central prayers, the Amidah, including the weekday and Shabbat versions: the different sections and what they mean, how and why the versions differ, and the recitation and "choreography" 	<ul style="list-style-type: none"> • An elementary understanding of Parliamentary democracy in Israel versus American style democracy, and a recognition that Israel has historically been the lone democracy in the middle east • Knowledge of the roles and responsibilities of various Israeli governmental officials, particularly the President and Prime Minister • Pride in Israel through recognizing some of its major achievements in medicine, science, technology, agriculture and the arts • Culture <ul style="list-style-type: none"> ○ Foods ○ Music ○ Dance 	<ul style="list-style-type: none"> • A further understanding that Jews live or have lived all over the globe • Semester 1: Sepharad The history of Spanish Jewry including the Golden Age of Spain, the expulsion and migration of Jews from Spain to Turkey, Morocco and elsewhere. Sephardic customs for holidays and daily life. The life of the Rambam and his impact on the Jewish world. • Semester 2: Ashkenaz The history of Ashkenazic Jewry beginning in medieval France and Germany, continuing with migration to Eastern Europe and elsewhere. Ashkenazic customs for holidays and daily life. The life of Rashi and his impact on the Jewish world.
<p>Outcomes:</p> <ul style="list-style-type: none"> • Follow Hebrew directions/instructions during class • Learn at least 72 new vocabulary words • Master (improve) Hebrew script • Speak in simple/basic Hebrew sentences • Increase fluency (accuracy and speed) of reading, particularly from the Torah and Siddur 			<p>Outcomes:</p> <ul style="list-style-type: none"> • Investigate the transition from the Temple rituals to Rabbinic Judaism • Grapple with the essential question, "Why Pray?" • Describe the difference between Keva (Fixed Prayer) and Kavana (Spontaneous Prayer/Individual's Own Prayer and Intent) • Identify different sections of the Amidah (Weekday and Shabbat) investigate the intent of the differences and model the choreography 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Differentiate between Israel's Parliamentary Democracy and the USA's Democracy • Develop awareness that Israel has historically been the lone democracy in the Middle-East • Tell about the role/responsibilities of various government officials with focus on Prime Minister and the President • Develop pride through recognizing Israel's achievements in medicine, technology, science, agriculture and the arts • Develop appreciation for Israel's varied foods, music and dance 	
TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS
<i>Ulpan Alef</i>	<i>A Child's Bible II: Lessons from the Prophets</i> <i>Workbook based on AChilds Bible II</i>	<i>The Times of Our Lives</i>	<i>Siddur Sim Shalom</i> <i>Torah Aurah pamphlets</i>	<i>Worksheets</i> <i>Print & video news sources</i>	<i>HISTORY OF THE JEWISH PEOPLE</i> <i>DVDs: RAMBAM: THE STORY OF MAIMONIDES, RASHI: A LIGHT AFTER THE DARK AGES</i>