

## 2015-2016 ZAYIN (7<sup>TH</sup> GRADE) CURRICULUM OVERVIEW

TANACH /TEXT MESSAGE (50)	BIG QUESTIONS ABOUT ME (50)	JEWISH LIVING 50 min	TEFILLAH (PRAYER) 25 in	JEWISH HISTORY 25 min
<p>The class will include texts from the Torah, and the rest of the “Tanach”- and Megillot as well as the Passover Haggadah.</p> <p>Students will gain:</p> <ul style="list-style-type: none"> <li>• The ability to independently study a piece of the Tanach, i.e., ask questions and know where to find a variety of responses and thoughts representing different perspectives.</li> <li>• An understanding that there are many interesting, plot-driven sections of the Torah AFTER the exodus from Egypt, with important stories to learn and understand.</li> </ul>	<p>THIS CLASS WILL BE IN THE FORM OF DISCUSSIONS THAT WILL COVER RELEVANT QUESTIONS ABOUT THE INDIVIDUAL’S RELATIONSHIP TO PARENTS, RELIGION, COMMUNITY AND GOD IN A JEWISH CONTEXT.</p>	<ul style="list-style-type: none"> <li>• An age appropriate understanding of the meaning and rituals of Jewish holidays (see holiday curriculum)</li> <li>• A deeper understanding of what it means to become a Bar Mitzvah or Bat Mitzvah, and committing oneself to observing mitzvot.</li> <li>• Become introduced to, or gain a deeper understanding of, thirteen mitzvot and why they should think of observing them in the modern age of the 21<sup>st</sup> century:               <ol style="list-style-type: none"> <li>1. Tzedaka (charity)</li> <li>2. Bikur Cholim (visiting the sick)</li> <li>3. Bal Tashchit (environmentalism)</li> <li>4. Shmirat Haguf (caring for one’s body)</li> <li>5. Shmirat HaLashon (guarding one’s speech)</li> <li>6. Talmud Torah (lifelong Jewish learning)</li> <li>7. Rodef Shalom (pursuing peace)</li> <li>8. Tzaar Baalei Chayim (caring for animals)</li> <li>9. Ahavat Zion (love for Israel)</li> <li>10. Shabbat</li> <li>11. Prayer (Tallit and Tefillin)</li> <li>12. Tikun Olam (fixing the world)</li> <li>13. Teshuvah (repentance)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the Torah service, including:               <ul style="list-style-type: none"> <li>○ It’s symbolism and relation to revelation</li> <li>○ The “choreography” of taking out and returning the Torah, as well as an ability to read the related prayers and a basic understanding of their overall meaning and intent.</li> <li>○ The various roles (readers, gabbais, Rabbis, etc...), what they do, where they stand, etc..</li> <li>○ How to have an Aliyah – the brachot before and after, where to stand, when to come up, when to go back to your seat, how many, etc...)</li> <li>○ Hagbah and Gelilah – what they do, how to do it</li> <li>○ Related Brachot (Gomel, for the ill, etc...)</li> <li>○ The “content” relation of the Haftarah to the Parasha</li> <li>○ How we finish up the Torah reading and transition to the Haftarah (Maftir, kaddish, Hagbah and Gelilah, intro to the Haftarah, brachot before and after)</li> <li>○ Prayers before we put away Torah (Ashrei, for the U.S., for Israel)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An appreciation of the role of the Jewish people in America’s history</li> <li>• An understanding of how Jews first came to American shores, when, and where they settled</li> <li>• The role and contributions of the Jews (collectively and a few individuals) during:               <ul style="list-style-type: none"> <li>○ The Revolutionary War</li> <li>○ The Push Westward</li> <li>○ The Plantation Era</li> <li>○ The Civil War</li> <li>○ The rebuilding of America</li> <li>○ The civil rights movement</li> </ul> </li> </ul>

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<p><b>OUTCOMES</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and become familiar with the selected texts we are studying</li> <li>• Analyze texts for a deeper understanding</li> <li>• Express how they could connect, in their own lives, to selected portions of the text</li> <li>• Identify times throughout their lives as a Jew where these texts may be relevant and/or practiced</li> <li>• Memorize and repeat selected verses as determined by the teacher.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Grapple with complex life issues using Jewish teachings and traditions as a guideline</li> <li>• Explore Jewish sources with regard to topics</li> <li>• Investigate various points of view on specific topics</li> <li>• Reflect on and discuss their own perspective and opinions on topics discussed</li> <li>• Recognize and respect other opinions even when different from their own</li> <li>• Discover that our personal perspectives and opinions can change throughout our lives</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Express the importance and significance of becoming a Bar/Bat Mitzvah</li> <li>• Verbalize how they view the connection of performing mitzvot to becoming Bar/Bat Mitzvah</li> <li>• Define the Hebrew terms for the mitzvot covered (per curriculum)</li> <li>• Recognize ways to incorporate the mitzvot studied into their lives</li> <li>• Articulate something that our tradition and texts say about the mitzvot studied</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Articulate the relationship of the Torah Service to revelation at Mt. Sinai</li> <li>• Verbalize key concepts in the different sections of the Torah Service</li> <li>• Relate the choreography associated with different parts of the Torah Service</li> <li>• Sing the Aliyah blessings</li> <li>• Relate the things that happen after we finish the Torah reading (Haftarah, prayers before we put away the Torah etc.)</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe when, how and why the first Jews came to America</li> <li>• Relate the role of the Jews during different time periods in American Jewish history</li> <li>• Summarize the role and contributions of the Jews, collectively and individually during specified time periods studied</li> <li>• Assess how the Jewish people assimilated and/or maintained their Jewishness</li> </ul>
TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS	TEXT BOOK/MATERIALS
<i>ETZ CHAIM CHUMASH AND VARIOUS JEWISH TEXTS</i>		MAKING A DIFFERENCE	SIDDUR SIM SHALOM	