

Temple Shalom

Religious School Curriculum



“Jewish wisdom is much more than just information...but what you are bringing into their hearts, their souls, their lives...”
(Soulful Education by Aryeh Ben David, 2013)

Adopted and approved 2010
Temple Shalom Board of Directors
Created by Elayna Rathmann
Revised 2014 June

Kinder Coursework

Aleph bet song, identify aleph-hay letters and their shapes, Dough, Playdoh, pasta. Introduction of Hebrew- with holiday & ritual objects to mastery of 20+ vocabulary words
Shabbat, Kabbalat Shabbat Service, Shabbat box, Intro to holidays with song and crafts.
Join your Jewish community in Holiday celebrations! Attend and participate in 1 or more (December) Shabbat evening service during the school year. Attend one Tot Shabbat.

Holidays:

RH—Teach about the New Year, discuss fresh starts, make apples and honey craft
YK—Learn about forgiveness, discuss mistakes, learn about making apologies
Sukkot—Learn about Lulav and Etrog, harvests, and explore the mitzvah of sudat sukkah
Hanukkah—Miracle of 8 days, oil lasting and harvesting olives to replenish
Tu B'Shevat—Discuss birthdays in general, birthday of Trees, nature and its importance
Purim—Story of Kings and Queens, good and not as good, intentions to do well
Passover—learn about the slavery in Egypt, the escape from Egypt to freedom

Israel: Our connection to and love for Israel is at the core of Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long. Concept: Israel is a Jewish State. Students will identify shape of Israel and recognize the Israeli flag.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

T'filot: Shema*, Hashem is Here, One G-d, Challah blessing*, Torah Torah.

Gates of Prayer for Young Children

Every morning as I lay sleeping, I open up my eyes and say
Thank you to God, for my n'shamah (soul) and for giving me this brand new day.
Modeh Ani

Page 14-15 Baruch She'amar- Take Thank you's from 5 students

P 17 Barachu—first 2 lines

P.18 bottom-19 Shema* and 1st paragraph

P 22 Avot v' Aimahot-Invite participants to take a moment for silent prayer

P 37 O-seh shalom

148-149 Aleinu

Included in each and every school day are: a new song, a special craft, and teachers will weave in either drama, or a game and focus on learning about upcoming Jewish Holidays.

Kinder: Kitah Gan-Torah Tales and Me; Jewish Symbols, God

Our goals for this class are that students will be able to:

- A. Develop Jewish functional skills
- B. Identify Jewish symbols
- C. Name the festivals and their rituals
- D. Use key Hebrew words related to holidays
- E. Associate God with the wonder of creation
- F. Recall stories about Jewish family life to better understand their own families
- G. Develop a relationship with the Synagogue and its community
- H. Identify Biblical characters found in Genesis and Exodus with a focus on creation and on our forefathers and mothers
- I. Recognize and use simple Hebrew vocabulary
 - Classroom activities are comprised of music, crafts, movement, stories, food and discussion.
 - Text Materials: Let's Celebrate and Let's Discover God

FAMILY PROGRAMS

Kindergarten students and their parents will participate in a **Family Education Day** as we explore Shabbat, and Torah together.

Kindergarten students will participate in Friday Night Family Service and Consecration as their families co-sponsor Shabbat Dinner.

All families will participate at the **Purim Carnival**.

KINDERGARTEN

KITAH GAN

Prayer Name	Independent	Working on	Student will be learning/mastering
Aleph Bet Vet repeats/sings			20
Gimmel Dalet Hay "			20
Vav Zayin Chet Tet "			20
Yud Kaf Chaf "			20
Lamed Mem Nun "			20
Samech Eyin Pay Fay "			20
Tzadik Kuf Reish "			20
Shin Sin Tav "			20
Bracha l' Lechem (bread)			30
Bracha l'prei ha gafen (juice)			30
Bracha l'neirot (candles)			30
L'Cha Dodi (chorus)			20
V'shamru			30
Oseh Shalom			30
Shema			30

Attended 1 Service

_____/360

First Grade Coursework

Aleph bet song, identify alef-chaf letters and sounds they make. Increase known vocabulary, to include Holidays, objects and ritual items, to 50+ words. Join in Holiday celebrations with your Jewish community. Attend 2 Shabbat evening services and participate in 1 of the Services during the school year. Attend one Shabbat morning Service or Tot Shabbat. Shabbat, Challah, wine and candle blessings, Kabbalat Shabbat Service,

T'filah: Shema and Baruch shem, V'Shamru, Baruch atah...thank you G_d,
L'cha dodim chorus, Mizmor Shir, Torah Tziva lanu Moshe.

Gates of Prayer for Young Children

Every morning as I lay sleeping, I open up my eyes and say; Thank you to G-d, for my n'shamah(soul) and for giving me this brand new day. Modeh Ani...

Page 14-15 Baruch She'amar--Take Thank you's from 5 students

P 17 Barachu—first 2 lines

P.18 bottom-19 Shema and 1st paragraph

P 22 Avot v'Aimahot-Invite participants to take a moment for silent prayer

P 37 O-seh shalom

148-149 Aleinu

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long. Concept: Recognize Israel as the Jewish homeland. Identify the kotel, as the Western Wall. Connect that our Aron Ha'Kodesh faces Jerusalem.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Holiday Study, Jewish traditions, songs in English and Hebrew, dramatic play.

RH—apples and honey craft Apples Dipped in Honey,

YK—learn about making apologies

Sukkot—structure of the Sukkah and it's ties to the harvest

Hanukkah—Miracle of 8 days, oil, traditional foods

Tu B'Shevat—birthday of Trees, nature, going green for our Earth

Purim—Story of Kings and Queens, making choices,

Passover—Escape from Egypt to freedom, 4 questions

Mitzvah Day—Understanding a mitzvah, choosing to do something that will help others

First Grade Kita Alef (1st Grade): Holidays; Mitzvot

Our goals for this class are that students will be able to:

- A. Identify ritual objects associated with Shabbat and holidays
- B. Identify at least one “Mitzvah” related to each holiday.
- C. Use key Hebrew words related to holidays
- D. Discover that Mitzvot are commandments from the Torah
- E. Recall stories from our tradition that illustrate the performance of Mitzvot
- F. Identify that it is the responsibility and obligation of every Jew to do Mitzvot
- G. Discover blessings as a basis for Jewish religious expression
- H. Recognize and use simple Hebrew vocabulary (Nouns)

- Classroom activities include music, crafts, movement, stories, food and discussion.
- Student texts: Let’s Discover Mitzvot, Behrman House, Let’s Discover the Alef-Bet, Behrman House

FAMILY PROGRAMS

First Grade students and parents will participate in a Family Education Day exploring Mitzvot and blessings.

First Grade students will be leading a Friday Night Family Service and sponsoring the Shabbat Dinner and complete consecration.

All families will participate at the Purim Carnival.

FIRST GRADE

KITAH ALEF

Prayer Name	Mastered	Needs Work	Student will be learning/mastering
Shema and Baruch Shem			20
Brachal she'haKol--b'dvaro			20
Brachot l'Shabbat			60
Barchot l'Hanukkah			20
Aleph-Bet Song-independently			20
Letter Recog. Aleph –Yud (+)			20
Phonics-Aleph-Yud (+)			20
Shalom Aleichem 1 st P			20
L'cha Dodi (<i>version 1</i>)			20
Oseh Shalom			20
Bar'chu			20
Avot-sings along			20
Ein Keloheinu-can repeat			20
V'shamru-chorus			20
Adon Olam-can repeat			20

Attended and participate in 1 Service

+20 _____/360

Second Grade Coursework

Alef bet song, Recognize and identify letters and their sounds alef-tav, Letter/wk
Alef bet non-lyrical, master all Hebrew letters and their sounds alef-tav. Increase vocabulary and known words to 150+ words. Know two songs for each Jewish Holiday.

Attend 2 Shabbat services and participate in both of the services either by at Shabbat morning service or Jr Congregation. Join in Holiday celebrations, programs and activities with your Jewish community.

T'filah: Shema and Baruch shem, challah, wine and candle blessing,
Brachot over the challah, wine and candle blessing, she'hacol, M'zonot

Gates of Prayer for Young Children

Modeh Ani

Page 14-15 Baruch She'amar--Take Thank you's from 5 students

P 17 Barchu—first 2 lines

P.18 bottom-19 Shema and 1st paragraph

P 22 Avot v'Aimahot-Invite participants to take a moment for silent prayer

P 37 O-seh shalom

P148-149 Aleinu

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long. Concept: My homeland, Jewish Center, Historical land—holiday significance

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Holiday Study, Jewish traditions, songs in English and Hebrew, dramatic play.

RH—concepts and craft, starting fresh, setting goals.

YK—learn about making apologies to other—how our actions affect people

Sukkot—structure of the Sukkah and ties to the harvest, nature, lulav & etrog

Hanukkah—Miracle of 8 days, oil, Macabees

Tu B'Shevat—birthday of Trees, nature, Israel JNF

Purim—Story of Kings and Queens, the privilege we have to practice Judaism

Passover—Escape from Egypt to freedom

Mitzvah Day—Understanding a mitzvah, choosing to help others

Second-Kita Bet --My Jewish Self; My Synagogue; Hebrew Pre-Primer

Our goals for this class are that students will be able to:

- A. Describe the functions/purpose of the main ritual objects in the Sanctuary
- B. Describe what makes them Jewish
- C. List ways they can express their Jewish identity
- D. Recognize and describe major Jewish symbols used in daily life and holiday rituals
- E. Describe the link between Israel and the Jewish tradition
- F. Describe several fundamental Jewish customs and rituals associated with life cycle events
- G. Use key Hebrew words related to the Synagogue, Holidays and Blessings
- H. Become familiar with and be able to recognize the Hebrew alphabet
 - Classroom activities include music, crafts, movement, stories, food and discussion
 - Student texts: Let's Explore Being Jewish, Behrman House; Shalom Alef Bet, Behrman House

FAMILY PROGRAMS

Second Grade students and parents will participate in a Family Education Day exploring the Synagogue and Shema Prayer.

Second Grade students will help in leading a Friday Night Service. Second/Third grade families will join for Shabbat Dinner that evening in honor of their children. **Services will be led by 2nd/3rd grade students.**

All families will participate at the Purim Carnival.

SECOND GRADE

KITAH BET

Prayer Name	Mastered	Needs Work	Student will be learning/mastering
Aleph Bet-independently			20
Letter Recog. Aleph –Tav (+)			20
Phonics-Aleph-Tav (+)			20
Bracha l'yadayim			20
Bracha l'prei h'adamah			20
Shalom Aleichem			20
L'cha Dodi (<i>version 1 and 2</i>)			20
V'shamru-all			20
Bar'chu			20
Shema V'ahavtah			20
Avot-independently			20
Shalom Rav			20
Ein Keloheinu as a group			20
Aleinu as a group			20
Adon Olam as a group			20

Attended 2 Services

+30 each _____/360

Third Grade Coursework

Students will recognize and identify Hebrew letters, their sounds, vowels and combinations. Letter/week with vowel sounds, grouping letters to create words we know, and to decode the new words introduced. Emphasis is on writing the letters and incorporating vowels. Homework will be assigned weekly-Judaic and Hebrew-30 minutes. Increase vocabulary knowledge to 200+ words. Know 3 songs for every Jewish holiday. Attend 3 Shabbat services during the year and participate in the services or in Jr. Congregation the first Shabbat of the month. Join in holiday celebrations, programs, activities with your Jewish community.

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Holiday Study, Jewish traditions, songs-English & Hebrew, dramatic play surrounding:

RH—Concept of Book of Life-no one is perfect but we should strive towards perfection and hopefully come closer to it each year.

YK—Why do we fast? How do we feel physically when we fast?

Sukkot—Examine Sukkot and nature, including the concept of closeness to the land, what grows on the land and how nature plays a role in our lives.

Shemini Atzeret Simchat Torah- What makes Torah special to us? How is it written?

Hanukkah—A basic Hanukkah vocabulary-key terms, intro to the three blessings.

Tu B'Shevat—Planting and growth as a partnership between people and G-d.

Purim—Three mitzvot of Purim. Everyone can be a hero.

Passover—Seder symbols and their significance. How it is celebrated in Israel.

Mitzvah Day—class participation in a group project, family project that day.

Yom Ha'Atzanut- A trip through modern Israel, Hatikvah.

Shavout-Account of the giving of the law at Mt. Sinai; Pilgrimage festival.

Shabbat-Shabbat in our lives. Shabbat as commanded by G-d. Friday night service focus.

Third Grade Kita Gimel: Israel and Ivrit

Our goals for this class are that the students will be able to:

- A. Identify Israel as the historical and modern homeland of the Jewish people
- B. List key cities and regions in the land of Israel
- C. Identify famous Jews who helped build the land of Israel
- D. Connect Biblical stories with key places in Israel
- E. Feel pride in having a special Jewish country
- F. Describe daily life in modern Israel
 - Classroom activities include art, music, reading, drama, discussion, workbook activities, projects, prayer and games.
 - Student text: Welcome to Israel, Behrman House.
 - Israel Festival, cooking, create a 'shouk', etc.

FAMILY PROGRAMS

Third Grade students and parents will participate in a Family Education Day exploring Israel past and present together.

All families will participate at the Purim Carnival.

Second and Third Grade students will help in leading a Friday Night Service. Second/Third grade families will join for Shabbat Dinner that evening in honor of their children.

All families will attend the Pruim Carnival at Temple Shalom.

THIRD GRADE

KITAH GIMMEL

Prayer Name	Mastered	Needs Work	Student will be learning/mastering
Aleph-Bet recognition			20
Aleph-Bet-sound/symbol			20
Aleph-Bet Written			20
Shema V'ahavtah-p 18 can lead			20
Avot p 22			20
Gevurot p 24			20
Shalom Rav			20
Oseh Shalom p 37			20
V'shamru			20
Pesach-4 questions			20
Hatikvah			20
Songs of Israel Kachol v'lavan, Eretz zvat Chalav,			20
Ein Keloheinu -can lead			20
Aleinu p 148-9 independently			20
Adon Olam -can lead			20

Attended 3 Services

+20 each _____/360

Fourth Grade Coursework

Recognize, identify and able to read and write all letters and vowel combinations to create vocabulary and decode words. Students have extensive knowledge of holiday, rituals, object and traditions. T'filah vocabulary of 400+ words in Hebrew. Know 4 songs for every Jewish holiday. Attend 4 Shabbat morning services during the year and participate in minimum of 2 services or attend Jr. Congregation and assist with the shema, v'ahavtah and Torah Service. Join in Holiday celebrations, programs, activities with your Jewish community.

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Holiday Study, Jewish traditions, songs in English and Hebrew, dramatic play:

RH—Study of shofar and its many uses. The meaning of the Shofar. Rosh Hashana vocabulary introduction and discussion of repetitive prayers for HH.

YK—The concept of confession, as well as making amends. Examine the terns Yom Kippur, Mechilah, Teshuvah and Vidui.

Sukkot—Study the four species and how they are interpreted. Hachnasat Orchim.

Shemini Atzeret Simchat Torah- Key terms for SA and ST;

Hanukkah—al Ha Nissim prayer and review of blessings, Hanukkah in Israel.

Tu B'Shevat—Ties to ecology, protecting the planet. Lead JNF Planting program.

Purim—Megillah in contrast to Torah, blessings for Purim. Privilege to practice Judaism

Passover—Passover vocabulary related to the Seder. 4 Sons explored.

Mitzvah Day—class participation in a group project, family project that day.

Yom Ha'Atzanut-Bible and creation of the State of Israel; Hatikvah and its meaning.

Shavout-Customs of Shavout, Centrality of Torah in Jewish life. Giving and receiving of Torah at Mt. Sinai.

Shabbat-Shabbat is family time; as part of the ten commandments. Creating traditions.

Fourth Grade **Kita Dalet: Introduction to Jewish History**

Our goals for this class are that the students will become literate in the Torah, the primary text of the Jewish people and be able to:

- A. List the highlights of the Biblical stories from Creation to the Exodus from Egypt.
- B. Distinguish between Biblical text and *Midrash*.
- C. Identify the ancient leaders of our people
- D. Make connections between text and core Jewish values in order to personalize the Bible's lessons.
- E. Apply lessons learned to their own lives
- F. Analyze key Hebrew words and phrases in order to connect intimately with the Biblical text.
 - Classroom activities include art, music, reading, discussion, workbook activities and projects.
 - Student text: The Explorer's Bible, Volume 1: From Creation to the Exodus, Behrman House

FAMILY PROGRAMS

Fourth Grade students and parents will participate in a Family Education Day as we explore ethical wills and our own family history in relation to Jewish History.

All families will participate at the Purim Carnival.

Fourth Grade students will help lead Shacharit and concluding songs at a Shabbat Morning Service. 4th/5th parents sponsor the Kiddush following services in honor of their children's accomplishments and study.

FOURTH GRADE

KITAH DALET

Prayer Name	Mastered	Needs Work	Student will be learning/mastering
Aleph-Bet Sounds and Symbol			10
Aleph-Bet Written			10
Hebrew Vocabulary-see list			Days of Week/Months of Year
Brachot l'Havdallah (z'mirot)			Counting 1-50
Brachot l'aliyah ha'Torah			20
5 books-Torah/Parshot history			20
Shema V'ahavtah---independ.			20
Avot --independ.			20
Gevurot --independ.			20
Kedusha			20
Psalm 150 Halleluya			20
Shalom Rav can lead			20
Ein Keloheinu can lead			20
Aleinu can lead			20
Adon Olam can lead			20

Attended/participate in 4 Services +20 each _____/360

Siddur: Sim Shalom Student will learn Miriam's song, master the 4 questions and sing the order of the Seder for Passover. This is their first year leading Shabbat morning services.

Fifth Grade Coursework

Students will be able to read and write all letters and vowel combinations to create vocabulary and decode words with accuracy. Learn to use the vocabulary mastered to create sentences and engage in conversation. Study and examine the t'filot for Shabbat and understand their meaning. Have extensive knowledge of Holiday, rituals, object and traditions. T'filah vocabulary of 500+ words in Hebrew. Know and be able to help lead other students in 5 songs for every Jewish holiday. Attend minimum of 5 Shabbat morning services during the year and participate in these five services or Jr. Congregation services by leading the Amidah. Join in Holiday celebrations, programs and activities with your Jewish community.

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long. Concept: Building and understanding of homeland and center for Jews. Explore your own connections to Israel and what significance a Jewish state has to you.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Holiday Study, Jewish traditions, songs in English and Hebrew, dramatic play.

RH—Comparison of the Jewish New Year to the secular. Key terms, vocab, songs.

YK—Examine the concept of repentance as 'returning to the right path' after 'missing the mark' Investigate interesting customs related to Yom Kippur. Repetitive prayers.

Sukkot—A comparison of the similarities and differences between Sukkot and Thanksgiving; Sukkot vocabulary, brachot and Hachnasat Orchim.

Shemini Atzeret Simchat Torah- Differences in observances—Conservative Jews, Orthodox Jews, Reform Jews and Jews in Israel.

Hanukkah—Hanukkah as a religious and national holiday; Customs-gelt, driedle, latkes, doughnuts/sufganiot.

Tu B'Shevat—How is the holiday celebrated outside Israel. JNF programs, Hadassah.

Purim—Being Jewish in another country, religious threats, working together= stronger.

Passover—Passover customs and practices apart from the seder service.

Mitzvah Day—class participation in a group project, family project that day.

Yom Ha'Atzanut-How Israel celebrates Y H-A; Hatikvah in depth.

Shavout-Names of Shavout, Book of Ruth, Brit-relationship between G-d and the Jewish people through Torah as law.

Shabbat-Shabbat is a sign between Israel and G-d (covenant), honoring and creating traditions .

Fifth Grade **Kita Hei: Jewish Life Cycle & the path of choices along the way**

Our goals for this class are that students will be able to:

- A. Explain the concept of life cycle as the set of events and rituals that delineate the stages in a person's life
- B. Outline the events which mark the Jewish life cycle
- C. Describe the customs and rituals for each life cycle event
- D. Apply general information about the Jewish life cycle to their own lives
- E. Formulate thoughtful reasons about why life cycle observances are important
- F. Demonstrate ownership of life cycle observances and celebrations by accepting them as positive inclusions in their lives
- G. Express their own feelings about life cycle events and life's passages in general
 - a. Classroom activities include art, music, reading, games, discussion, special projects and workbook activities.
 - b. Student text: The Time of Our Lives, Behrman House

FAMILY PROGRAMS

Fifth Grade students and parents will participate in a Family Education Day together exploring the lifecycle events together and discussing family traditions and lifecycle events including upcoming bar/bat mitzvah. .

Fifth Grade students will lead Torah Service, Musaf and concluding songs on a Shabbat. 4th/5th parents sponsor the Kiddush following services in honor of their children's accomplishments and study.

All families will participate at the Purim Carnival.

FIFTH GRADE T'FILAH

KITAH HEI

Prayer Name	Mastered	Needs Work	Student will be learning/mastering
Hebrew Sound/Symbol/Written			10
Hebrew Vocabulary-see list			10
Brachot l'Havdallah (z'mirot)			10
Brachot l'aliyah ha'Torah			20
Brachot (before) l'haftarah			20
Bracha Sh'chechyanu			20
Lifecycle terms/brachot			20
Mourners Kaddish			20
Avot/ Gevurot/ Kedusha			20
Shema V'ahavtah and P#3			20
Shalom Rav			10
Psalm 150 Halleluya			20
Sim Shalom			20
Ein Keloheinu/ Aleinu /Adon Olam			20
V'Shamru and Shabbat Kiddush			20

Attended 5 Services and Participated +20 each = _____ /360

Sixth Grade Coursework

Learn to use the vocabulary mastered to create sentences and engage in conversation. Extensive knowledge of Holiday, ritual, object and t'filah vocabulary of 500+ words in Hebrew. Continue to study and examine more of the t'filot for Shabbat/B'nai Mitzvah and understand their meaning. Know and be able to help lead other students in 6 songs for every Jewish holiday. Students are required to attend 6 Shabbat services and participate in those 6 Services. Students are recommended to attend 3 Jr. Congregation services and assist by leading the Torah Service for the youth program. Join in Holiday celebrations with your Jewish community. Sixth graders will participate with their parents in Project Mishpacha monthly, and there they will develop a Mitzvah project, submit a proposal to the Director and begin.

T'filah: Siddur: Sim Shalom and Mishkan T'filah

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long. Concept: Politics and current events in Israel—understanding the issues.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Holiday Study, Jewish traditions, songs in English and Hebrew, creative expression.

RH—Yom HaDin. How G-d judges us and how we judge ourselves. Confessions to G-d.

YK—Jonah and the concept of Religious universalism. Why is Jonah read on YK? What message does Jonah bring the modern Jew?

Sukkot—A comparison of the similarities and differences between Sukkot and Thanksgiving; Sukkot vocabulary.

Shemini Atzeret Simchat Torah- Differences in observances—Conservative Jews, Orthodox Jews, Reform Jews and Jews in Israel.

Hanukkah—Hannah and her seven sons. Event and its implications; meaning of Hanukkah then and now.

Tu B'Shevat—Tu B'Shevat as one of the 4 Jewish New Years.

Purim—Purim as an example of Anti-Semitism; building Jewish identity.

Passover—Understanding the order of the Seder, blessings—Seder leadership.

Mitzvah Day—class participation in a group project, family project that day.

Yom Ha'Atzanut-Historical creation of the State of Israel.

Shavout-Moses as a law giver---qualities of leadership.

Shabbat-Shabbat as a day of rest, separation of 'other' time. Study & learn Havdallah.

Sixth Grade Kita Vav: Jewish History: Ancient Israel to 1880's America

Our goals for this class are that students will be able to:

- A. List the highlights of Jewish history from the early Israelites to U.S. Jewry, 1820-1890
- B. Identify primary differences between the early Israelites and their ancient neighbors: the concept of monotheism and the Torah.
- C. Describe the Torah, as a moral and ethical code, the centerpiece of the Jewish value system.
- D. Apply what they have learned to explain one way in which our ancestors have influenced our own lives.
 - Classroom activities include reading, discussion, group exercises, individual projects and workbook activities.
 - Student text: The History of the Jewish People: A Story of Tradition and Change, Behrman House

FAMILY PROGRAMS

Sixth Grade students will help in leading a Shabbat Morning Service.

6th grade families sponsor the Kiddush in honor of their children and their successful studies in Religious School and Hebrew.

All families will participate at the Purim Carnival.

Sixth Grade families with children becoming B'nai Mitzvah will participate in **Project Mishpacha**, a series of classes scheduled on Sunday mornings. These classes address the family experience of B'nai Mitzvah. Torah, Haftarah, Service Leadership and Mitzvah Projects are discussed in detail as students begin the process of preparation.

SIXTH GRADE

KITAH VAV

Prayer Name	Mastered	Needs Work	Student will be learning/mastering
Hebrew Sound/Symbol/Written			10
Hebrew Vocabulary-see list			10
Brachot l'aliyah ha'Torah			10
Brachot l'haftarah -all			20
Torah Service-all;Ein Kamocho			20
L'Cha A-donai			20
Mizmor l'David			20
Ashrei*			20
Shema V'ahavtah			20
Psalms 150 Halleluya			10
Ein Keloheinu/ Aleinu			10
Mourner's Kaddish			10
Adon Olam			10
V'shamru/Kiddush l'Shabbat			10

Attended 6 Services and Participated _____ +20 each _____/360

Seventh Grade Coursework

Students will demonstrate extensive knowledge of Holiday, ritual, objects, t'filah and work to master the prayers of our Shabbat service with accuracy. Students are required to attend and participate in 13 Shabbat morning services/Torah Service (2X/mo) during the six months leading up to your Bar/Bat Mitzvah and will Torah Service/Concluding Service the 4 weeks prior as preparation. BM Candidates will meet with our Temple Shalom Torah/Haftarah tutor one evening each week. BM Candidates work directly with Rabbi, by appointment, on D'var Torah and speech. Candidates should complete their year-long Mitzvah Project one month prior to their BM date and share their project with the community. On Sunday, students will study with a teen tutor in a 30 minute lesson on service leadership under the direction of the Education Director. All students are encouraged to join in celebrations, programs and activities with your Jewish community.

T'filah: Participates in a minimum of 13 Shabbat Services. Able to lead Shabbat service leading up to their own B'nai Mitzvah Service as planned, Torah & Haftarah. Siddur: Sim Shalom OR Mishkan T'filah

Israel: Our connection to and love for Israel is at the core of a Jewish identity. Our relationship with Israel connects us with Jews all over the world. Israel is therefore an essential element of our educational program. In this grade students will study Israel all year long. Students will assist with celebration of Israel at programming events, have knowledge to discuss current events in class.

Jewish Values Focus: Jewish values are a natural part of our classrooms. As we become aware of some of the key *Middot*-values/virtues, we can make them part of the child's overt experience. Through Jewish tales, *midrashim*-rabbinic stories, and our rich traditions, we can introduce specific themes and make use of 'teachable moments' in our classrooms. These will include: hospitality, visiting the sick, acts of kindness, returning lost property, honoring parents, feeding the hungry, respect, being a pursuer of peace, cheerful attitude, contentment with your lot, peace in the home, guarding your tongue, being partners with God, Jewish study, repentance, repair the world, avoiding cruelty to animals, and tzedaka-upholding justice and being charitable.

Curriculum: Jewish Values and Ethics. Students will attend Tuesday classes and study Current Events as they affect Jewish teens, utilizing the texts: Making a Difference in Our World and Hot Topics for Teens and other materials. Seventh grade may have projects and off-site field trips. Parent drivers will be needed for these trips.

Jewish traditions, Liturgy in English and Hebrew, creative expression.

RH—Comparison of Holidays. Starting over, a new beginning-clean slate.

YK—Jonah and the concept of Religious universalism. Repentance, apology and levels of t'shuvah.

Sukkot—Creating a welcoming Sukkah for other students-sharing traditions, mitzvot.*

Shemini Atzeret Simchat Torah- Differences in observances—Conservative Jews, Orthodox Jews, Reform Jews and Jews in Israel-religious/secular.

Hanukkah—War and military actions in our history. Current issues as related to war/fighting.

Tu B'Shevat—Creating meaning for personal efforts related to our Earth, exploring significance and understanding of global needs, vital resources

Purim— Being Jewish, understanding other beliefs, controversy, addressing threats

Passover—Seder leadership in your family, Passover customs and practices, sharing beliefs and traditions with others.

Mitzvah Day—class participation in a group project, family project that day.

Yom Ha'Atzanut-How Israel celebrates Y H-A; Hatikvah.

Shavout- Brit-relationship between G-d and the Jewish people, Torah as law, Ruth,

Shabbat- Your B'M Shabbat. Seventh Grade families, with children becoming B'nai Mitzvah, will participate together in Shabbat services.

Seventh Grade Kita Zayin: Jewish Identity; B'nai Mitzvah; Mitzvot

Our goals for this class are that students will be able to:

- A. Choose a personal ethic that solidifies their identities as Jews
 - B. Define mitzvot as sacred actions that connect us to God
 - C. Complete their own Mitzvah Project—shared in our community
 - D. Differentiate between the concepts of ritual mitzvot and ethical mitzvot
 - E. Identify mitzvot they already perform and consider how they affect their daily lives
 - F. Express what the Bar/Bat Mitzvah experience means in their lives, in the lives of their family and for the Jewish people.
 - G. Gain confidence in leading and participating selected parts of the Shabbat morning service
 - H. Continue developing Hebrew reading and comprehension skills through study of the Shabbat Service.
- Classroom activities include reading, discussion, group exercises and workbook activities.
 - Participate in the B'nai Mitzvah of their peers.

FAMILY PROGRAMS

All BM students are required to attend the B'nai Mitzvah celebrations of their classmates with their families. You may be honored at the event and asked to participate in either ushering or in the service itself. All classmates **must** be invited to your Bar/Bat Mitzvah and Simcha celebration as part of your supportive, Jewish community.

All Religious School families are encouraged to participate at the Purim Carnival. **Seventh graders are asked by PTO to assist.**

SEVENTH GRADE

KITAH ZAYIN

Prayer Name	Mastered	Needs Work	Student will be learning/mastering	
Brachot l'aliyah ha'Torah				10
Torah Portion-reads				10
chants				10
Brachot l'haftarah -all				10
Haftarah -reads				10
chants				10
Torah Service-all;Ein Kamocho				20
L'Cha A-donai/ Mizmor l'David				20
Ashrei				20
Musaf and Kedusha				20
Psalm 150 Halleluya				10
Ein Keloheinu/ Aleinu				20
Mourner's Kaddish				20
Adon Olam				20
V'shamru/Kiddush l'Shabbat				20

Attended/Participated in 13 Services _____ 10 pts each _____/360

Teen Scene at Temple Shalom

Madrichim Program (volunteer opportunities):

8th Grade—Volunteer first year in our RS or Hebrew Classes, follow Program guidelines.

9th Grade—Volunteer first or second year, assist in teaching and facilitating Programs.

10th Grade—Volunteer second or third year, assist in teaching and facilitating Programs.

Madrichim Graduates completing 3 years:

11th Grade—Eligible to interview to serve a RS or Hebrew teacher (paid) or as BM Tutor (paid) if there is a staff vacancy.

12th grade—Eligible to interview to serve as a RS or Hebrew Teacher (paid) or BM Tutor (paid) if there is a staff vacancy.

Teen Scene Information:

8th Grade— Rosh Hodesh, or Brotherhood Group (by age group w/ leader)
Days and Time TBD.

9th Grade—12th Grade--BBYO Youth Group

To participate in RH or Brotherhood the fee is \$50

BBYO is a community-wide group. See our Education Coordinator for contact information.