



## Second Grade - Forth Grade

Teacher: Nathan Light (Judaic)

Adam Rowe (Hebrew and Art)

### Textbooks:

- Shalom Alef Bet & Etz Ratzon
- Etgar Yesodi

### Hebrew Objectives:

- The student will be introduced to decoding skills using simple Hebrew words
- The students will be able to understand the concept of reading right to left
- The students will be able to recognize their Hebrew names
- The students will be introduced to Trope symbols
- The students will begin to recognize "Siddur Words"

### Prayer Goals:

- The student will be introduced to Shema, Ve'ahavta, Mah Tovu, Baruchu and Mi Chomocha
- The students will be able to recite the Shabbat blessings, Shema and snack blessings by rote

### Goals (For new students):

- The students will be able to identify Hebrew letters, including look-a-like letters, and decode simple Hebrew words

- The student will be able to recognize Hebrew vowels
- The students will be able to recite the Shabbat Brachot
- The students will be able to recite the Shema
- The students will be introduced to the Kabbalat Shabbat Service

### **Etgar Yesodi Objectives:**

#### **Unit 1: Yamim Noraim -Days of Awe**

- On the *Yamim Noraim*, the Jewish people mark time through celebration, tradition, and prayer
- Through the *Shehehyanu* blessing, we express our gratitude to God for allowing us to reach milestones in our year and in our lives.
- The shofar announces the *Yamim Noraim* and reminds us to actively make the year a good one for ourselves, our families, and others

#### **Goals:**

- The student will be able to reflect upon the challenges of new beginnings
- The student will be able to brainstorm ways that the Jewish community marks the beginning of the Jewish year;
- The student will be able learn the *Shehehyanu* prayer to express gratitude to God for new experiences
- The student will be able to explore the blowing of the shofar as a reminder to think about their tradition and their actions
- The student will be able to study the shofar service

## Unit 2: Sukkot and Haknasat Orchim - The holiday of Sukkot and welcoming guests

### Objectives:

- The Torah tells us to “dwell” in our sukkah during the holiday of Sukkot; we create our sukkot by following the guidelines that are described in the Mishnah.
- During Sukkot, we transform our sukkah into a home through the actions, objects, and people that we bring into it
- We welcome guests into our dwelling spaces, both permanent and temporary, by making sure that they feel at home
- We look to our biblical role models, including Avraham and Rivkah, for guidance in how to put this mitzvah into practice

### Goals:

- The student will be able to explore what it means to make a sukkah feel like home
- The student will be able to study a Mishnah text that describes the requirements of a sukkah
  - The student will be able investigate a sukkah to see the Mishnah text put into practice
  - The student will be able recite the *berakhah* that is said when one is in a sukkah
- The student will be able to decorate a sukkah to make it more inviting
- The student will be able perform *haknasat orchim*—welcoming guests—in a sukkah
- The student will be able to use biblical characters as role models in how to welcome guests; and formulate guidelines for how to welcome guests into their homes

## Unit 3: Rosh Chodesh - Head of the Month

### Objectives:

- The Jewish people has its own calendar that is linked with the Torah
- The Jewish calendar is different from the civil calendar in that it is tied to the phases of the moon and to the seasons.
- During the time of the Mishnah, the Sanhedrin was very careful to make sure that everyone celebrated Rosh Chodesh— the first day of the new month—at the right time

- Rosh Chodesh is a time for celebration and blessing

### **Goals:**

- The student will be able to observe the moon
- The student will be able to explore the phases of the moon through engaging activities
- The student will be able to create a Jewish moon phase calendar
- The student will be able to participate in a Jewish month treasure hunt
- The student will be able to reenact how the Mishnaic Jewish court announced Rosh Chodesh
- The student will be able to set aside time for monthly introspection
- The student will be able to study the Rosh Chodesh blessing; and take responsibility for announcing Rosh Chodesh to their entire school

### **Unit 4: Chanukah and Pirsumei D'Nisa - Publicizing the Miracle**

#### **Objectives:**

- The Chanukah lights remind us to be thankful for the perpetuation of Judaism and encourage us to play an active role in promoting its continuity.
- We share the Chanukah lights to inspire others to share and pass on Judaism.

### **Goals:**

- The student will be able to sing and study "HaNerot Halalu," a traditional Chanukah song
- The student will be able to read and re-enact the story of the Maccabees while reflecting upon why this story is celebrated
- The student will be able to recite the berakhot on lighting the hanukkah to express thanks for the preservation of Judaism;
- The student will be able to study texts that encourage them to share their Chanukkah lights with others while considering how doing so transforms them into "Modern Maccabees."

## **Unit 5: Shabbat and Hakarat HaTov - Gratefulness for Shabbat**

### **Objectives:**

- On Shabbat, we enjoy the gifts that God has given us through the creation of the world.
- On Shabbat, we take a break from our own creative work to share it with others.
- From Shabbat, we learn the importance of expressing our gratitude toward all who give to us

### **Goals:**

- The student will be to reflect upon the notion that Shabbat is a gift from God to celebrate and enjoy creation
- The student will be to consider various responses to such a gift
- The student will be to study the seven days of creation through art, texts, and games
- The student will be to explore Shabbat rituals and ritual objects
- The student will be able to create and share special Shabbat gifts
- The student will be to recite and explain Friday night Kiddush
- The student will be to will express gratitude to God and people through words and actions

## **Unit 6: Pesach Zeman Heruteinu - Season of Freedom**

### **Objectives:**

- The question "What does it mean to be free?" can be answered differently, depending on one's place and experience
- The symbols of the pesah (Paschal sacrifice), matzah, and maror connect us to the Israelites' experiences of freedom from Mitzrayim (Egypt)
- By incorporating our own understanding of freedom into our Pesah celebration, we feel as if we, too, had been taken out of Mitzrayim

### **Goals:**

- Students will be able to bring to life the notion that the Pesah seder is a time for each participant to actively find meaning in the story of Yetziat Mitzrayim - the Exodus

- The student will be able to explore the symbols of the pesah, matzah, and maror as reminders of the Israelites' experiences in Mitzrayim
- The student will be able to practice the rituals and *berakhot* (blessings) of matzah, maror, and *korekh* (the "Hillel sandwich," made of matzah, maror, and haroset) from the traditional Pesah seder
- The student will be able to create objects that represent their own understanding of what it means to be free

### **Mini Unit: Tu B'Shevat B'Aretz: Yishuv Ha'Aretz-Settlement of the land**

#### **Objectives:**

- Trees are so important in our lives that we celebrate them on Tu B'Shevat.
- We admire Israel's careful work toward understanding the relationship between trees and their environment
- As Jewish people, we take care to plant and preserve trees in Israel

#### **Goals:**

- The student will be able to participate in activities that highlight the important role that trees play in their lives
  - The student will be able to look at the emphasis that ancient Israelites and early pioneers in Israel placed on the value of trees
  - The student will be able to take on the role of an Israeli farmer who must decide which trees should be planted; they will raise money for tree-planting efforts in Israel
  - The student will be able to create *kavanot*—meditations—that articulate the significance of trees.

#### **Educational Programs:**

- Shabbat School
- JLAH
- Sukkot Program
- Weekly Trope with Rabbi

- Tefillah 2x a week with Rabbi and Morah Betty
- Wednesday afternoon experiential activities from 4:00 - 4:10
  - Scavenger Hunt
  - Parsha study & questions
  - 100 Blessings activities
  - Current events