



Fifth - Seventh Grade Curriculum

Teachers: Nathan Light (Judaic)

Adam Rowe (Hebrew & Art)

Textbooks:

- Etgar Yesodi
- Etz Ratzon Prayer Book

Hebrew:

Objectives: The students will be introduced to the Shabbat Morning Service

Goals: The students will become familiar with the following:

- Kabbalat HaTorah - Receiving the Torah
- Opening reading, Psalm or song
- Taking the Torah from the Ark
- Shema
- Hakafah (processional through the congregation)
- Preparing the Torah for reading
- Reading of the Torah
- Aliyah (being honored by being called up to the Torah)
- Torah blessings
- Torah chanting
- Mi Shebeirach (blessing for those who are sick)
- Lifting and Dressing the Torah - Hagbahah & G'lilah
- Haftarah blessings

- Haftarah reading
- HaChazarat HaTorah - Returning the Torah

Etgar Yesodi Overview

Objectives: The students will be introduced to the concepts of:

- Creating a classroom community - *Kehillat Kedoshah*
- Creating sacred spaces - *V'asu Li Mikdas*
- Connecting communities through poetry and song
- A modern look at our ancient land
 - Our responsibility towards others
 - From generation to generation - *Mi D'or L'Dor*

Goals:

The students will be able to understand:

- Interpersonal relationships
- How we treat members of our classroom with respect and caring
- They are proud to part of a caring community
- They need to continue to work on being a caring and giving community



Etgar Yesodi

Unit 1: Kehillah Kedoshah

Objectives:

- In an effort to enable students to work collaboratively with one another, the unit intentionally employs the use of both תַּבְּרֻתָּא (ḥavruta), paired learning, and cooperative learning groups, which our class will call קְבוּצוֹת (kvutzot; lit., "groups").
- Cooperative learning is a teaching and learning strategy in which students work in groups and are responsible for both individual and communal learning.
- This is a practice that is used in secular settings to which your child may be accustomed to

Values and Mitzvot:

דָּן לַכַּף זָכוּת (dan l'khaf z'khut), giving the benefit of the doubt;

הַלְבַּנַּת פָּנִים (halbanat panim), not embarrassing others; and

לִשׁוֹן הָרַע (lashon hara), not speaking ill of others

Goals:

- Through the study of these mitzvot and the values:
- The student will be able to understand what the mitzvot and values represent,
- The student will be able to consider their own behavior and reflect on where they might wish to grow in each area
- The student will be able to learn to work with small groups and integrate the small group into a larger one

Unit 2: V'Asu Li Mikdash: Creating our sacred spaces

Objectives:

- In this unit, the class will be tasked with the same instructions that God gave to Moshe when the Israelites traveled in the desert: וַעֲשׂוּ לִי מִקְדָּשׁ (V'asu li mikdash—Make for me a sanctuary; שְׁמוֹת [Shemot] 25:8). In order to act upon this instruction, students will be introduced to a variety of sacred spaces that have played roles in Jewish life, including the מִשְׁכָּן (Mishkan—Tabernacle), בֵּית הַמִּקְדָּשׁ (Beit Hamikdash—Temple), and several synagogues.
- Because the synagogue has historically served as an important sacred space in Jewish life, this unit invites students to think about the role that the synagogue plays in their own lives and the aspects of synagogue life that are most personally meaningful to them.
- At the heart of this unit are questions about why it is that they receive their Jewish education in a congregational setting.
- What is the significance of *this* space in their lives and the lives of their ancestors?
- How can they use this space as a point of connection with God and their Jewish community?

Goals:

- The student will be able to create blueprints for sacred spaces that would provide special meaning in their lives
- The student will be able to present their blueprints before a "Building Committee" for final approval before having an opportunity to create models of their blueprints for display.

Unit 3: Arakhim: Living our Values Together

Objectives:

- The students have been learning about the Jewish values that have undergirded and connected Jewish communities across time and geography.
- These values are:
 - (*arakhim*), - include *avodah*, prayer
 - *kehillah kedoshah* - the creation of sacred community
 - *shmirat haguf*, - taking care of one's body, soul, and mind
 - *Talmud Torah* - a dedication to lifelong learning
 - *tzedakah* and *gemilut chasadim* - philanthropy and acts of loving-kindness.

Goals:

The student will be able to examine how communities as diverse as fifth-century Babylonia and the Lower East Side of the 1930s shared and practiced these Jewish values

The student will be able to research how our own local Jewish community lives out these Jewish values

Unit 4: Piyyutim: Connecting our Communities Through Poetry and Song

Objectives:

- The students will be introduced to poetry and music as a way of connecting to each other and the Jewish Community. *Piyyutim* is a collection of Jewish liturgical poems and songs with Jewish themes

Goals:

The student will be able to understand that a Piyyutim - is a poem of self expression

- The student will be able to:
 - Add lines to the poem "*The Celestial*"
 - Discuss what *Shalom Alechem* and *L'Cha Dodi* means to them

Unit 5: Yisrael: A Modern Look at Our Ancient Land

Objectives:

- The students will be introduced to Israel and its national anthem, "Hatikvah," meaning "The Hope."
- The students will learn about diverse groups of people—both in Israel and around the world—who have found significance in the words of "Hatikvah," and we will
- The students will create presentations that focus on our own personal hopes for Israel.

Goals:

- The student will be able to understand that Israel is a central part of our religious and cultural heritage
- The student will be able to understand the historical connection between the Jewish people and the Land of Israel.

- The student will be able to understand connections to Israel through prayers, texts, cultural activities, holiday celebrations, the people and the land.
- The student will begin to understand the complexities of Israel

Unit 6: Ahrayut - Our Responsibility

Objectives:

- The students will be introduced to the concept of *תְּצַדִּיק* (tzedakah)

Goals

- The student will be able to understand the tools that they are given in order to make informed decisions about giving
- The students will be able to make life long commitments to giving Tzedakah
- The student will be able to reflect on the concept of giving as an individual and as a family

Unit 7: Mi Dor L'Dor - Gathering Across Z'Man and Makon (time and space)

Objectives:

- The students will explore the concept of generation to generation.
- The students will be introduced to people from history

Goals:

- The student will be able to learn how different individuals approached Jewish living
- The student will be able to understand Jewish social and historical events
- The students will be able to grapple with Hillel's quote: If I am not for myself, who will be? If I am only for myself, what am I? and If not now, when
- The students will be able to understand why these historical figures made the choices they did
- The student will be able to understand how to be a leader in the modern world

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