

# Congregation Beth Shalom Department of Education



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Director of Education

Parent Manual  
5772/2011-2012

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## Congregation Beth Shalom Mission Statement

Congregation Beth Shalom is a participatory, egalitarian congregation affiliated with the United Synagogue for Conservative Judaism (USCJ). We provide a warm gathering place and caring community for our members where we come together to nourish our spirituality through worship, to increase our understanding through study, to educate our young, and to better our world through acts of loving kindness.

Our goal is to be an inclusive congregation that encourages all members to participate fully in congregational activities, to explore individual and communal growth, and to increase their familiarity with and knowledge of Jewish practices. We are concerned with and responsive to the needs and welfare of our members, the Jewish community at large, and those in need in the general community.

Our mission is to instill a strong and secure sense of Jewish identity through learning and experience, build a strong Jewish focus that includes social relationships, cultural, historical and academic foundations.

## CBS Religious School Vision Statement

Congregation Beth Shalom's Religious School is an egalitarian learning community affiliated with the United Synagogue for Conservative Judaism. We welcome families from the full spectrum of Jewish life. We strive to provide our students with a solid foundation grounded in Judaism, including Torah, Hebrew, Israel, holidays, and Jewish values.

Our dedication to creating a joyful, dynamic, community focused learning environment helps instill in our students the competence and confidence to participate in all aspects of home and communal Jewish life. We believe fostering a lifelong love of learning coupled with living Jewish values, strengthens the inextricable ties connecting students to Jews around the corner and across the globe.

## Introduction

The Beth Shalom Department of Education serves every part of our community. Through the Board of Directors and the Religious School Committee, parents partner with the Director of Education and teachers in developing and maintaining a high quality educational program for all of our children. Parents also serve as teachers, room parents, and volunteers. Students also have an important role in our shul. Many teenagers are active in our Ozerim Program (Student Teaching Program) and B'nai Mitzvah peer tutoring program and serve as role models for younger students.

***Education does not come from a textbook.*** Education happens when a relationship is created between students, parents and teachers. This relationship leads to discovery of and excitement about Judaism. Our shul is a place that facilitates a solid foundation in Jewish learning, connections between families and traditions, and relationships that form life long bonds with Judaism and the Jewish Community.

## Educational Aims

Excerpt from the United Synagogue of Conservative Movement's "Aims Statement on Conservative Schools." For complete listing see:

[http://www.uscj.org/Aims\\_Statement\\_for\\_C5398.html](http://www.uscj.org/Aims_Statement_for_C5398.html).

### **I. Between Persons -- A Life Guided by Jewish Values**

Showing that their life is informed by *Jewish ethical values* in the way in which they *relate to others*. A life informed by Jewish ethical values includes an awareness that Jewish values are grounded in a sense of commandment, making decisions based on values like *tzedakah* (righteousness/charity), *tikkun olam* (repairing the world), *ahavat habriyot* (loving concern for others), etc., and the study of selections of Tanach and rabbinic literature that embody value concepts and the Jewish people's dialogue through the generations to determine how they should be applied.

### **II. Between Jews and God**

Understanding that Judaism requires sacred deeds, *mitzvot*, in relationships between persons and in relationship to God; knowing and experiencing the meaning of specific *mitzvot* and committing oneself to their practice; and understanding the role of *Halacha* in defining the contours of *mitzvot*.

### **III. Torah Study**

Having a basic knowledge of Torah includes knowing the major events in the Bible narrative, being able to offer several examples of how Biblical ideas, values, and imperatives have been interpreted during the course of Jewish history, and discovering that Torah can be a source of meaning in their personal lives.

### **IV. Knowledge of Hebrew**

Having a basic knowledge of Hebrew includes being able to read major sections of the prayers of the Shabbat, weekday, and holidays with fluency; knowing the basic vocabulary of the prayerbook, and being aware that Hebrew is the language of Israel and the language of the Jewish people past and present.

### **V. Knowing Prayer and Praying**

Knowing prayer and praying includes becoming aware in oneself of a sense of wonder, amazement, place in the world, and being in God's presence; having the knowledge and skills to participate in services; and being aware of the changes the Conservative Movement has made in our liturgy.

### **VI. Knowledge About and Concern for Israel**

Having knowledge and concern for Israel includes a familiarity with the importance of Israel in the Tanach and T'fillot; knowledge that Jews have lived in and identified with the land of Israel for four thousand years, and some key events in modern Israel's history before and since the establishment of the State and some knowledge of present-day Israel.

### **VII. An Identity with and Concern for K'lal Yisrael (the Jewish People)**

An identity with and concern for *K'lal Yisrael* includes sensing a shared common history and spiritual legacy with other contemporary Jews; understanding that to be a Jew is to be part of the extended Jewish family; and appreciating that Jews throughout the world are

responsible for one another and demonstrating through their actions a commitment to this imperative.

### **VIII. Conservative Judaism**

Having a basic understanding of what it is to be a Conservative Jew includes knowing examples of how the Conservative Movement continues the process of interpreting Jewish ideas, values, and *halachic* (laws); knowing specific changes the Conservative Movement has made in liturgy and why; and knowing about the Masorti (Conservative Movement) in Israel.

## **Educational Values and Ethics**

Congregation Beth Shalom is firmly rooted in *Torah*, *Avodah* (worship) and *Gemilut Hassidim* (acts of loving-kindness). Torah values and ethics are identified and taught as a part of the scope and sequence of our curriculum.

### **Goals of Beth Shalom Religious School**

Our program strives to produce children, youth and adults who become:

- ◆ Jews who affirm their Jewish identity and bind themselves to the Jewish people by word and deed.
- ◆ Jews who respect the covenant between God and the Jewish people through the practice of Mitzvot.
- ◆ Jews who explore the individual's personal relationship to and understanding of God in their lives.
- ◆ Jews who affirm their historic and religious bond to Eretz Israel.
- ◆ Jews who cherish and study Hebrew, the language of the Jewish people.
- ◆ Jews who value and practice Tefillah (prayer).
- ◆ Jews who further the causes of justice, freedom and peace through tzedakah.
- ◆ Jews who celebrate Shabbat and the festivals and observe the Jewish ceremonies marking significant occasions in their lives.
- ◆ Jews who express kinship with K'lal Israel (the Jewish people) by actively seeking the welfare of Jews throughout the world.

- ◆ Jews who respect themselves as well as others outside the Jewish community.
- ◆ Jews who support and participate in the life of the synagogue.

### **Teachers' Responsibilities**

*In addition to teaching the courses of study assigned in the curriculum, teachers are expected to:*

- ◆ Discuss curriculum and lesson plans with the Director of Education.
- ◆ Attend Teacher staff meetings.
- ◆ Maintain all school records as requested.
- ◆ Follow up on attendance and discipline concerns in the classroom.
- ◆ Establish communication with the parents of students to facilitate good home/school relationships.
- ◆ Maintain the safety of the children on school premises at all times.
- ◆ Report to the classroom at least 15 minutes before class with all materials necessary for the session.
- ◆ Attend all school activities in which students are expected to participate.

#### **Director of Education's Main Goals:**

- To oversee the implementation of all Board of Director's education policies for learners up to age 18.
- To sustain and strengthen a vibrant educational program for students and their families within the congregation.
- To develop both formal and informal opportunities for Jewish learning in the congregation.
- To bring Jewish learning into the home as well as within the walls of the synagogue.

#### **Tzedakah:**

Tzedakah comes from the Hebrew root "tzedeq," meaning "righteousness." Students are encouraged to bring money each week for tzedakah in any amount that is comfortable for the student and family. This gives students the opportunity to make a personal contribution to those in need. Each class chooses where and how to donate the money collected. Your family may want to create ways for your child to earn the money he/she donates rather than just giving him/her money to bring.

#### **Attendance Policy:**

The attendance policy indicates that **students must attend at least 80% of their classes**. Any work missed because of absences will need to be made up. Teachers will work with students to create appropriate make-up assignments. Attendance will be taken each day. An adult must sign out students needing to leave school early. A sign-out sheet will be kept in the office of the Assistant to the Director of Education for this purpose.

As much as possible, please work to drop off and pick up your students at the proper time. Students arriving late or leaving early create distractions for both teachers and other students. A student requesting early dismissal must have a written note from home stating the reason why the child is leaving early.

## **Inclement Weather Policy:**

Classes will follow the Seattle Public School schedule. In the event of inclement weather on Tuesday or Thursday, we will follow the Seattle Public School decisions to close school or cancel after-school activities. Should inclement weather occur on Sunday mornings, our Director of Education will send out an e-mail (if possible) and change the outgoing voice message to reflect any cancellations.

## **Behavior Contract**

*“Without Torah, there can be no Derech Eretz. Without Derech Eretz, there can be no Torah.”  
-Pirke Avot 3:17*

In keeping with Jewish values and principles, Congregation Beth Shalom recognizes its obligation to all members of the school community to provide a positive climate and a safe, healthy environment in which each child will discover and cultivate a meaningful Jewish identity and commitment. To that end, it is expected that all members of the school community conduct themselves in an ethical and virtuous manner that demonstrates respect for self, others, property and the environment. Below you will find a list of behavioral policies and standards. It is expected that all students, parents and professional staff will uphold these standards.

### **Parents**

1. Will make every effort to prepare children for school by assisting them in bringing required books and materials for each session.
2. Will get children to class on time and keep absences to a minimum (only for reasons of illness or extreme necessity).
3. Will be good role models for their children by conveying a positive attitude about Jewish learning and Religious School attendance and obligations.
4. Will strive as a family unit to build a connection to the Jewish community and Congregation Beth Shalom by attending services and fully participating in synagogue life. Will encourage appropriate behavior at services and synagogue activities.

*“That which is hateful to you, do not do to your fellow.”  
-Rabbi Hillel, Shabbat 3/9*

### **Students**

1. Will come prepared by bringing all necessary books and supplies to each class session.
2. Will be courteous and respectful to classmates and teachers.
3. Will use appropriate and kind language at all times.
4. Will respect the right of every child to feel safe from physical harm and verbal abuse.
5. Will allow others to express their opinions in a safe environment and refrain from interrupting when someone else is speaking. Will raise hand to be recognized in class.
6. Will respect Congregation Beth Shalom as a sacred space and conduct themselves quietly and respectfully in the classroom, sanctuary, Beit Midrash, and other places of meeting.
7. Will respect school property and the property of others.
8. Will participate actively and appropriately in all classes and activities.

*“When two people sit and words of Torah pass between them, the Divine Presence rests with them.”  
-Rabbi Chananya ben Teradion, Pirke Avot, 3.3*

### **Teachers**

1. Will come prepared with meaningful and enriching lesson plans.
2. Will build a positive relationship with each student and their family.
3. Will create a learning environment that recognizes the needs of the individual student.
4. Will provide positive reinforcement for good behavior.
5. Will respond to inappropriate behavior in a professional manner consistent with our guidelines.
6. Will be positive Jewish role models for students and families.

### **Consequences for Inappropriate Behavior**

Respect is practiced here. Students will know their teacher’s expectations. If there is a continuing issue either the teacher or Irit Eliav, Director of Education, will contact parents personally. We at Congregation Beth Shalom believe that students are entitled to a positive classroom atmosphere conducive to effective learning. We encourage good communication between the Director of Education, the teacher, the students and the parents. Therefore, parents are asked to become involved when disciplinary problems arise.

The following are the steps we will take in the case of a discipline issue:

*First Step:* The teacher will work on the issue with the student in a non-threatening manner. Consequences might include speaking with the teacher at recess or staying after class for five minutes.

*Second Step:* The teacher will inform the Director of Education of the issue. The student may be sent to the office during class time if appropriate. The student will call home to inform the parents of the issue.

*Third Step:* If a student is sent to the office a second time, the Director of Education will call home. At this point a conference between the student, parent, teacher, and Director of Education will be arranged. A plan of action will be decided upon.

*Fourth Step:* If behavior persists, a meeting will be scheduled with Rabbi Borodin, the student, parents and the Director of Education.

*Fifth Step:* If the problem persists, upon discretion of the Director of Education and Rabbi Borodin, the student may be suspended for up to six sessions. Alternative steps may be taken as decided upon by the Director of Education.

As a last resort, students may be dismissed from the Religious School. Alternative options for continuing his/her Religious School education will be suggested. We firmly believe that the learning of others should not be hampered by the inappropriate behavior of one student. School fees are not refundable for students who are withdrawn from classes. Students will need to receive private tutoring in order to return the following year. Arrangements for private tutoring will be made with the Director of Education in collaboration with the parents. Parents will be

financially responsible for the private tutoring. In the case of property damage, the parents of the student are liable for repair and replacement costs.

It is understood that this policy is based on recognition of individual differences among students and on a concerted effort on the part of parents, teachers, student and Director of Education, and that early attention should produce improvement in behavior. It is also understood that severe infractions may result in some of the steps being by-passed.

## **Friend Policy**

Congregation Beth Shalom values the safety of its students and staff and strives to maintain a quality program. In order to protect all students in the building, we require that any visiting friends of students provide us with contact, medical and emergency information. The “Visiting Friend” Form is available for download on the Beth Shalom website:

[www.bethshalomseattle.org](http://www.bethshalomseattle.org). It is understood that any students attending our programs must adhere to the Religious School Behavior Contract. We also request that these visits be limited to one to two visits per year. Beyond this point, we ask that students consider registering for our programs. If you have any questions, please contact Irit Eliav, Director of Education, [Iriteliav@bethshalomseattle.org](mailto:Iriteliav@bethshalomseattle.org) or 206-524-0075 x 2503.

## **Hebrew Curriculum**

Due to the amount of time allotted for Hebrew School (between 2 and 5.5 hours a week, depending on age), it is not within our capacity to teach conversational Hebrew. Rather, our goal is for our students to learn to read and understand the Hebrew that will allow them to participate and feel comfortable in services. An integral component of the Hebrew curriculum is the reading and understanding of the Shabbat prayers.

That said, it is important that we emphasize Hebrew as a living language, one that is used by millions of people around the world. Teaching the children how to ask simple questions in Hebrew and build basic vocabulary is an important thing to do. We encourage as much Hebrew vocabulary building as possible.

## **Joey Wes Library**

We have a small education library downstairs stocked with great books for children and families, organized by category. Feel free to spend some time browsing there. Books are not available to check out at this time. This library exists due to the generosity of the Wes family, in memory of their son Joey, and is maintained by ongoing donations to this fund.

## **Parent Committees**

Parent input is essential to the success of our programs. There are many ways to get involved:

### **Religious School Committee**

Chair: Tamara Griffin

This committee meets once a month on Sunday mornings from 11:00-12:30. Meeting dates can be found on the Religious School Calendar. This group handles overall needs of the Religious School, with an emphasis on meeting the needs of grades Halutzim-Hey (Pre-K-5<sup>th</sup>). The RS Committee will help to coordinate special events, develop curriculum, and provide assistance to

the teachers and staff of the Religious School. The Religious School Chair serves as a member of the CBS Board of Directors. Room parents will also be chosen from the committee members.

### **Youth Commission**

Chairs: Sam Perlin

This committee works to enhance the quality and programming of our youth groups and to provide support to the youth department staff. Meetings usually occur on weekday evenings.

If you are interested in being involved in these committees, please contact either the appropriate chairperson or Irit Eliav, Director of Education. Additionally, volunteers are always needed for several aspects of our program. Please let Irit Eliav know if you are interested in volunteering on behalf of our children and youth.

### **Safety Procedures**

In the event of an emergency during school hours the following individuals are responsible for the emergency response:

Director of Education  
Executive Director  
Assistant to the Director

Coordinate School Responses  
Media Contact/Spokesperson  
Coordinate Parent Notification

### **Fire /Evacuations Drill**

Two fire drills will be held each year, one in the fall and one in the spring. An evacuation plan is located on the wall in each classroom. Each teacher will be responsible for instructing students on the correct route to leave the building.

At the assembly point teachers take attendance and report to the Director of Education. The Director will conduct a walk through of the school to ensure that everyone has left the building. The Director of Education will communicate with the Fire Department and any other emergency personnel. If the building is deemed unsafe, the Seattle Public Library (across the street) is our first choice for an alternative location. If that option is unavailable, notice will be posted on synagogue doors and via outgoing voice mail about where we are located.

### **Terrorism/Major Disaster**

In the event of a major terrorism strike or a natural disaster occurring during school hours, students will stay in the building (assuming it is safe) unless deemed otherwise by a supervisor. We will stay with the children until a parent or guardian has picked up their child. No child will be allowed to walk/bike home under any circumstance during any emergency. If the building is deemed unsafe, the Seattle Public Library (across the street) is our first choice for an alternative location. If that option is unavailable, notice will be posted on synagogue doors and via outgoing voice mail about where we are located.

### **Kippot/Dress**

All males MUST have their heads covered during Religious School classes. (Please, no “baseball” caps). As this is an egalitarian synagogue, girls and women are strongly encouraged to do so as well.

We are a holy community in a holy space, thus modest dress is strongly encouraged. Teachers and student teachers will dress in a manner that is modest and appropriate for the classroom setting in which they are working. Children are not to wear clothing that exposes their midriffs or shoulders. Shorts and skirts should reach close to the knee. Additionally, T-shirts with inappropriate messages on them may not be worn.

Customs for dress at Shabbat and Festival services at synagogue:

Dress at the synagogue on Shabbat and Festivals should be dignified and reflective of Jewish values of *Tz'niut* (Modesty). Shabbat and Festival dress should reflect the spirit of *Kavod HaShabbat V'Yom Tov* (Honoring of the Sabbath and the Festival).

On Shabbat and festivals men and boys should wear a jacket, sweater set, or dress shirt with or without a tie.

Women and girls may wear a dress, suits, dress pants or pantsuits. Short skirts, crop tops, and sleeveless tops are inappropriate clothing for Shabbat. Those leading services and being called to the Bimah should be especially mindful of appropriate dress, and are expected to wear a Kippah and Tallit (as appropriate). Jeans, logo T-shirts, sneakers, sweatshirts and sweatpants are inappropriate clothing for Shabbat and Festivals. Weekday services are less formal but not less modest.

## **Parent Communication**

### **Parent Newsletters**

Parents should expect regular communication from the Director of Education and from their student's teachers. These newsletters will update you on the information that is happening both within the classroom and in the school as a whole. We welcome any feedback you have on this information.

Teachers are encouraged to communicate with parents frequently and often. Should the teacher have a concern about the progress of a student or a behavioral concern the parents should be notified as soon as possible.

## **Reporting Child Abuse or Neglect**

Teachers are required by law to report child abuse concerns to Child Protective Services. In any case where child abuse is suspected, the Director of Education will also be involved in the reporting process.

## **Special Needs Students**

Congregation Beth Shalom Religious School welcomes and accepts children with learning differences based on the school's ability to serve the child's special learning needs. Registration Forms include a space for parents to indicate any special considerations a student may need.

## **Procedures for Food in the Classroom – Kashrut**

Kashrut represents the attempt to elevate and sanctify life - a reminder to us to be a holy people, ethical and responsive to our fellow creatures. Congregation Beth Shalom requires that all foods brought into the synagogue be kosher. Food must be either prepared in the Beth Shalom kosher

dairy kitchen, purchased from a kosher establishment, or be packaged and marked as kosher. No dishes, cutlery, pans or equipment may be brought into the kitchen unless the item is new and unused; none may be removed from the kitchen or social hall. Do not bring foods which have been prepared at home. Food brought to the kitchen or classroom, including snacks for children, should be dairy or parve only.

## **Nut Policy**

Beth Shalom strives to be a kosher, peanut and nut-free facility. No food containing any peanuts or nuts will be served in the Beth Shalom facility. We are making this change in line with our value of *pikuach nefesh*, saving a life, because many children and adults at Beth Shalom have life threatening allergies to peanuts and nuts.

While we have taken these measures to minimize risk, we cannot guarantee that the building is fully peanut and nut-free. Individuals with peanut and nut allergies should check packaging to ensure the product is safe for consumption. Items may be served that are made in a facility that also processed peanuts or nuts. Seed products are still permitted. Please help us by ensuring any food you bring into the building meets these standards. Thank you for partnering with us in support of our food policies.

## **Food/Snacks**

Students are fed snacks every Sunday, Tuesday, and Thursdays. These are not intended to be full meals. Snacks include a beverage, one fresh fruit or vegetable, and one other item. If your child requires additional snacks, please ensure that they receive those BEFORE school begins. Any snacks brought into Congregation Beth Shalom must be kosher and nut-free.

## **Potluck Policy**

**This policy applies to the downstairs of Beth Shalom and the Annex house only. Beth Shalom's Kitchen, Social Hall and Beit Midrash are exempt.**

*Purpose:* The practical result of this policy allows potlucks in the open space downstairs, in the annex house and in the sukkah on weekdays and Sundays. Pot Lucks are allowed on Friday nights for half the year, when the dinner is scheduled to begin before candle lighting time.

Details of this policy, including conditions and requirements, can be found on the CBS website: <http://bethshalomseattle.org/facilities.php>.

## **Ozerim**

The Ozerim Program at Congregation Beth Shalom is aimed at providing an opportunity for the post B'nai Mitzvah student to remain involved in Jewish education, promote, train and develop future Jewish educators, and provide role models for younger students. It is a valuable component to our overall education program. This is a paid position and Ozerim are expected to act as professionals. The Director of Education administers the Ozerim Program.

## **Youth Groups**

Our youth groups are an important part of our educational program at Congregation Beth Shalom. Youth groups provide an opportunity for socialization within a Jewish context. We are members of the Pinwheel (Pacific Northwest) Region of United Synagogue Youth, encompassing Oregon, Washington, Idaho, Alberta, and British Columbia.

We offer four distinct youth groups based on age.

**USY** (United Synagogue Youth) – For high school age youth (grades 9-12). Regular events for this group include a monthly youth minyan, monthly board meetings, participation in Regional and International programs, and other social and religious events.

**Kadima** – For middle school age youth (grades 6-8). This group has about 1-2 events per month, and participates in the Regional Shabbaton at Camp Solomon Schechter. Post B'nai Mitzvah students may also attend the monthly USY Youth Minyan.

**Chaverim** – For student in grades 4 and 5. This group holds one event per month. Most events will occur on Sunday afternoons.

**Matanot** - For student in grades 2 and 3. This group holds one event per month. Most events will occur on Sunday afternoons.

For more information, please contact our wonderful youth department staff:

### **USY**

Ann Kelly – 971-212-9371 or [annkelly@bethshalomseattle.org](mailto:annkelly@bethshalomseattle.org)

David Weingarten – 818-400-6165 or [David.Weingarten.44@gmail.com](mailto:David.Weingarten.44@gmail.com)

### **Kadima**

Zara Friedman – 206-432-1717 or [zarasue@gmail.com](mailto:zarasue@gmail.com)

Jacob Brotman - 858-245-1577 or [jacob.brotman@yahoo.com](mailto:jacob.brotman@yahoo.com)

### **Chaverim**

Miriam Goldman – 971-230-4571

TBD

### **Matanot**

Rachel Kotkin – (206) 356-1631 or [kotkinr@gmail.com](mailto:kotkinr@gmail.com)

Abbie Spear - 206-992-8398 or [Abbie.spear@gmail.com](mailto:Abbie.spear@gmail.com)

Or for overall Youth Department questions, contact Irit Eliav, Director of Education at (206) 524-0075 x 2503 or [Iriteliav@bethshalomseattle.org](mailto:Iriteliav@bethshalomseattle.org).

## **Summer Camps**

### **Camp Solomon Schechter**

Camp Solomon Schechter offers a Conservative Jewish camping experience for young people in grades 2 through 11. The Rabbi and the Director of Education visit the camp annually to provide support to staff, visit and encourage our campers there, and serve as educators in the camp community.

The camp is located near Olympia, Washington, on 160 acres of wooded land, including a private lake and dock. The camp's cookout and overnight camping facilities are located along a local river. Activities include swimming, boating, arts and crafts, all outdoor field sports, tennis, drama, nature studies, and Jewish ritual and learning.

Recent renovations include an improved kosher kitchen and dining hall, new cabins, an arts and crafts center, a learning center, a rabbinic house, and a drama stage.

Camp Solomon Schechter is a nonprofit organization affiliated with Conservative synagogues in British Columbia, Alberta, Oregon, and Washington. It provides a necessary link for successful Jewish education. All children from Beth Shalom are encouraged to attend, not only for a rich Jewish learning experience but for summer fun and lifetime friendships.

### **Camp Ramah**

Some children from Congregation Beth Shalom attend Camp Ramah in Ojai, California. Camp Ramah is part of the national camping system of United Synagogue of America. There are several Ramah camps around the country; they are characterized by outstanding Judaic and recreational programs and exceptionally talented camp staff and leaders. For more information on the camp, call the Los Angeles office at (310) 476-8571.

### **Israel Programs for Youth**

We strongly urge parents to invest in sending their children to Israel through one of many outstanding educational programs. For high school students these include: USY Pilgrimage to Israel, T.R.Y. (Tichon Ramah Yerushalayim), and the Alexander Muss High School, among many others. Many teens from our congregation have participated in these programs over the years and been deeply affected in terms of both their Jewish identity and their connection to Israel.

Outstanding opportunities also exist for college-age students, including Nativ from United Synagogue of Conservative Judaism, the Year Course of Young Judea, and the year-abroad programs offered by many universities and colleges. The Rabbi and Director of Education are available to give specific suggestions and leads on scholarships for these programs.

### **Who Do I Call About...?**

See contact information below for Staff and Committee Chairs at Beth Shalom.

#### **2011-12 Administrative Staff & Leadership**

<b>Position</b>		<b>Phone</b>
President	Jill Cohen	525-0964
Rabbi	Jill Borodin	524-0075 x2501
Executive Director	Tzachi Litov	524-0075 x2502
Director of Education	Irit Eliav	524-0075 x2503
Asst. to the Dir. of Education	Joshua Scafe	985-2512
Program Director	Carol Benedick	524-0075 x2504
ECC Director	Leah Lemchen	985-2517
Bookkeeper	Emma Shusterman	524-0075 x2505
Front Office Coordinator	Marjie Cogan	524-0075
Lifecycle Coordinator	Sandy Sloane	524-0075 x2508
Caretaker	Jaen Gomez-Cervantes	524-0075

#### **2011-12 Committee Chairs**

<b>Committee</b>	<b>Chair(s)</b>	<b>Phone</b>
Adult Education	Ron DeChene	369-3613
B'nai Mitzvah Coordinator	Michele Stern	522-6578
Building/Maintenance	Stan Zeitz	364-2386

Cemetery	Amy Stephson	524-9765
Davening Rotation	Tamar Azous	202-431-2568
Development	Harry Goldman	525-0964
	Sharon Perlin	
Early Childhood Advisory	Ron Schneeweiss	527-7069
Executive	Susan Monas	781-8543
Finance	Marie Poole	520-603-4775
Gabbaim	Margot Kravette	523-9491
Haftorah Reading Rotation	Louis Friedkin	522-5965
Hospitality	Howard Shalinsky	985-1861
Israel Committee	Ruth Etzioni	523-7613
	Rainer Adkins	725-2892
Kitchen	Eric Gorbman	362-7326
Leyning Rotation	Brenda Kurland	526-9199
Library	Anna tenBroek	985-8893
Membership	Howard Shalinsky	985-1861
Minyanim	Mark Benjamin	525-7791
	David Barrett	522-6136
	Lori Safer (Mon. PM)	524-7879
Mitzvah Corps	Robert Hovden	790-9237
Nominating	Ron Schneeweiss	527-7069
Programs	Carol Benedick	524-0075
Religious Practices	Michael Madwed	361-3729
Religious School Committee	Tamara Griffin	985-6838
Ruach	Office	524-0075
Social Action	Nicole Guidry	329-6039
	Gail Coskey	523-7268
Youth Commission	Sam Perlin	523-7847

## Religious School Wish List

- Die Cut Machine with English and Hebrew alphabet, and various shapes (especially Jewish symbols)
- Sports/Playground equipment (Balls, toys, etc.)
- Skinny tip and regular markers
- Adult Size Scissors
- Costumes (esp. Jewish themed, including Biblical characters)
- Small musical instruments
- Fun and/or educational Jewish CD's and DVD's (for all ages)
- Jewish or Hebrew children's books
- Teaching resource materials (teacher's guides, resource books, etc.)
- Small children's ark for stuffed Torahs
- New carpet/flooring for downstairs (supplies and installation)
- Working printer for teacher resource room
- Puppets
- Construction paper (preferably not black or brown since we have a lot of those colors)
- Printer Ink (Hewlett Packard 92 & 93)
- Gift Certificates to Office Depot, QFC, Safeway, Amazon, Oriental Trading, etc.

Above all we need volunteers! Possible projects include:

- time in classroom with students
- assistance with coordinating school wide events
- library help

- help organizing downstairs (art closet, classrooms, etc)
- snack time volunteers (especially on Tuesdays and Thursdays)
- adults who have skills or talents to share!

**Items we don't need**

- crayons
- sidewalk chalk
- furniture

Thank you!

**CONGREGATION BETH SHALOM RELIGIOUS SCHOOL**  
**5771/2010-2011 CURRICULUM SCOPE AND SEQUENCE**

**CHALUTZIM (PRESCHOOL AGES 3-5)**

Students will begin learning about Jewish holidays and customs through stories, art projects, and songs. Students will be introduced to key characters in the Torah and within Jewish history. Students will begin using basic Hebrew words, identifying Jewish ritual objects and learn how to say a few *Brachot* (blessings). Because these are the youngest students in the CBS Religious School, this program begins at 10:30 (not 9:15) to create a shorter two-hour class period.

**GAN – KINDERGARTEN**

Students are introduced to Torah stories as the key to beginning their Jewish Education. They will celebrate the wonder of being alive and discovering the joys of Jewish living through the use of the senses, and the uniqueness of participating in holiday rituals. Students will be introduced to the Midot (values) of caring for classmates, families, and friends. Students will be introduced to the Alef-bet and vowels and learn some receptive vocabulary words. Students will be introduced to Israel as a country where Jews live. Students will become comfortable in reciting *Brachot* (blessings) and the Shema. Students will participate in Tefillah.

**ALEF – FIRST GRADE**

Students will continue to explore their Jewish identity by studying Torah stories and the values found within them. Special focus on Tzedakah and mitzvot are included at this grade level. In addition, students will become familiar with the symbols and objects in the synagogue, thus enhancing their growing experiences in the synagogue. Students will continue their study of Hebrew vocabulary and learn greetings for holidays. Students will learn about holidays and the ritual objects used for each. In the study of Israel they will learn about places special to Jews in Israel such as the Western Wall. Students will participate in Tefillah.

**BET – SECOND GRADE**

Students will continue to examine the characters and events that shaped the history of the Jewish people beginning with the lessons and stories found in the Torah in the books of Genesis and Exodus. Through this study, students will begin building an awareness of the significance of the Torah in Judaism. Students will continue their study of ethics and Midot (values) by learning about Rahamim (mercy), emunah (faith), Brit (covenant), and others. Students will enrich their Hebrew vocabulary and continue to reinforce their reading and decoding skills. Students will continue to study all of the holidays. On a map, students will be able to locate the major cities in Israel. Students will continue reviewing prayers previously learned and will learn to recite the Barchu and Modeh Ani. They will participate in helping to lead Tefillah with older students.

**GIMMEL – THIRD GRADE**

Students will continue their study of biblical history by studying the lessons from the Neviim and Ketuvim (Prophets and Writings). Material will also apply historical, moral, and spiritual lessons to modern concerns. In addition, students will expand their knowledge of Jewish holidays by examining the reasons for rituals and traditions found in Judaism. In Hebrew they will continue with reading skills and develop a receptive vocabulary that includes body parts, days of the week, months in the Jewish calendar, and other common words. Students will be able to describe the major landmarks in Israel. In Tefillah, they will continue reviewing prayers and learn the Shehecheyanu, Mi Chamocha, Shalom Rav, Hatikvah and Havdallah. They will participate in helping to lead Tefillah with older students.

**DALET – FOURTH GRADE**

Students will build upon the knowledge of Jewish life formed in the earlier grades by focusing on the events in the Jewish Lifecycle and Jewish Identity (birth, selection of name, Bar/Bat Mitzvah, love, family, death, and mourning). They will also focus on the values and ethics that are the basic concepts of Judaism and an important part of daily life by learning about *Gemilut Hassidim*, *Derech Eretz*, *Kevod Habriot* and others. In Hebrew

language, they will review the material previously learning and begin learning grammatical concepts for present tense noun verb sentences. They will develop a vocabulary of 75 words. They will discover the importance of the concept of Am Yisrael as inclusive of Jews from every country. In Tefillah they will study new prayers including Shalom Aleichem and Ein Keloheynu. They will begin to examine the Torah service through a detailed study of Brachot. They will participate in helping to lead Tefillah.

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**HEY – FIFTH GRADE**

Students will integrate ethics into a historical context that enables them to see the development of our people's ethical behavior guidelines as they evolved from the early traditional values/priorities to modern Western beliefs. Students will continue with the study of Tanakh with Neviim, Proverbs and Psalms. Students will continue their study of basic Jewish concepts, focusing on how they relate to the Torah. In Hebrew, students will continue acquisition of grammatical concepts that enable them to express themselves orally as well as reading fluency. They will participate in helping to lead Tefillah.

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**VAV – SIXTH GRADE**

Students will complete mastery requirements for Trope, D'var Torah, and service leading skills. Students participate in Prozdor with core classes by grade and elective enrichment classes by interest. They will participate in helping to lead Tefillah.

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**ZAYIN – SEVENTH GRADE**

Attention will be given to instilling a sense of identity both as a people and as part of a community. Students participate in Prozdor with core classes by grade and elective enrichment classes by interest. They will participate in helping to lead Tefillah.

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**CHET – EIGHTH GRADE**

Students examine the reasons for Jewish beliefs and behavior. The material is presented in a way that helps to frame the issues in a Jewish context and suggest possible ways to find ethical answers. Students participate in Prozdor with core classes by grade and elective enrichment classes by interest. They are invited to participate in the Youth Minyan on a regular basis, or become part of the regular adult worship rotation.

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## **STUDENT LEARNING OBJECTIVES** **approved 5/01 by CBS Board of Directors**

The curriculum is founded on the study of Torah as its core. This means that in every grade we teach the Torah or Tanakh. The curriculum is developmental, teaching with increasing sophistication in each grade. It is a spiral curriculum, returning to key concepts with greater depth and understanding.

The curriculum reflects a broad scope of learning for Jewish literacy, rather than a narrow focus. It includes the standards set out by the Conservative Movement for supplemental Jewish Education. Content areas include Torah, Middot (values), Hebrew Language, Jewish History, Holidays and Shabbat observance, Lifecycle and Jewish Identity, Israel, Tefillah (Prayer) and Synagogue Skills.

It is our vision for the Prozdor program to create an environment where young adults are excited about exploring the various aspects of Judaism with one another. Our mission is to instill a strong and secure sense of Jewish identity through learning and experience, build a strong Jewish focus that includes social relationships, cultural, historical, and academics. Prozdor includes one hour of academic curriculum and one hour of student selected classes on Jewish enrichment (including academic as well as cultural topics).

# CURRICULUM CONTENT OUTLINE

## TORAH OBJECTIVES

## MIDOT/MITZVOT OBJECTIVES

## HEBREW OBJECTIVES

## STORY OF THE JEWISH PEOPLE OBJECTIVES

## HOLIDAYS AND SHABBAT OBSERVANCE OBJECTIVES

## LIFECYCLE AND JEWISH IDENTITY OBJECTIVES

## ISRAEL OBJECTIVES

## PRAYER AND SYNAGOGUE OBJECTIVES

### Student Learning Objectives – Halutzim

#### CURRICULUM FOCUS:

Students will gain a basic foundation in exploring Jewish holidays, stories, and songs. Students will be introduced to the Midot of caring for classmates, families, and friends.

#### TORAH OBJECTIVES:

1. Students will be able to tell what the Torah is.
2. Students will be able to identify some Torah characters.

#### MIDOT/MITZVOT OBJECTIVES:

1. Introduce students to the concept of Ahavah (love)
2. Introduce students to the concept of Chesed (kindness)
3. Introduce students to the concept of Am (people)
4. Introduce students to the concept of Mishpacha (family)
5. Introduce students to the concept of Brachot (Brachah) and how to recite at the appropriate time

#### HEBREW OBJECTIVES:

Students will learn to recite the Alef Bet. Students will learn to greet one another with “Shalom, \_\_\_\_\_, Ma Nishma?” Students will be able to count to 10.

#### STORY OF THE JEWISH PEOPLE OBJECTIVES:

1. Students will listen to Bible stories from Genesis and Exodus
2. Students will be introduced to the major figures in Jewish History found in Genesis and Exodus

### **HOLIDAYS AND SHABBAT OBSERVANCE OBJECTIVES:**

1. For each of the following holidays, students will explore and experience the holiday in as many facets as possible through identifying the use of their 5 senses and which parts of their bodies are used (hands light candle, eyes see them, etc.)

Shabbat	Purim
Sukkot	Pesach
Simchat Torah	Rosh Hashanah
Chanukah	Yom Ha HaAtzmaut
Tu B'Shevat	
2. Students will be able to perform rituals, such as lighting candles on Shabbat and Hanukah, reciting Kiddush, Hamotzi, breaking bread, etc.

### **LIFECYCLE AND JEWISH IDENTITY OBJECTIVES:**

1. Students will learn their Hebrew name and use it in the classroom appropriately.

### **ISRAEL OBJECTIVES:**

1. Students will learn some of the common games children play, songs, and rhymes enjoyed by children in Israel

### **PRAYER AND SYNAGOGUE OBJECTIVES:**

1. Students will be able to recite the Shema.
2. Students will be introduced to Modeh Ani.
3. Students will be able to recite Food Brachot with an adult

## **Student Learning Objectives – Kindergarten**

### **CURRICULUM FOCUS:**

Students will learn to celebrate the wonder of being alive and discovering the joys of Jewish living through the use of the 5 senses, and the uniqueness of participating in rituals as a class and with family at home. Students will be introduced to the Midot of caring for classmates, families, and friends.

### **TORAH OBJECTIVES:**

1. Students will be able to tell what the Torah is.
2. Students will be able to describe where the Torah comes from.
3. Students will be able to describe what is in the Torah.

### **MIDOT/MITZVOT OBJECTIVES:**

1. Introduce students to the concept of Ahavah (love)
2. Introduce students to the concept of Chesed (kindness)
3. Introduce students to the concept of Am (people)
4. Introduce students to the concept of Mishpacha (family)
5. Introduce students to the concept of Brachot (Brachah) and how to recite at the appropriate time
6. Students will be able to explain, in simple terms, the concepts of the following:
  - A. Students will participate in saying the three Shabbat brachot
  - B. Students will be able to identify the three Shabbat brachot
  - C. Students will participate in saying the Shehecheyanu

- D. Students will be able to identify when the Shehecheyanu is said
- 7. Introduce students to the concept of Responsibility for others
- 8. Introduce students to the concept of Simcha (joy)

**HEBREW OBJECTIVES:**

Students will learn to recognize the letters of the Alef Bet by means other than actual writing of the letters, i.e., arts and crafts, a scrapbook of letters, recitation of Alef Bet

- 1. Students will be able to count to 10 by counting the following:
  - A. Number of students present
  - B. Parts of the body
  - C. Days of the week
  - D. Weeks in a month
  - E. Symbols, i.e., 2 candles for Shabbat, 8 for Hanukah, etc.
- 2. Students will be able to name the following in Hebrew:
  - A. Parts of the body - *rosh, yad, regel, peh*
  - B. Major colors - blue, white, red, and black
  - C. Names of family members: mother, father, sister, brother, grandparents
  - D. Seasons and weather
  - E. Synagogue Symbols - Torah, Siddur, Rabbi, Cantor, Teacher, and kippah

**STORY OF THE JEWISH PEOPLE OBJECTIVES:**

- 1. Students will listen to Bible stories from Genesis and Exodus
- 2. Students will be introduced to the major figures in Jewish History found in Genesis and Exodus

**HOLIDAYS AND SHABBAT OBSERVANCE OBJECTIVES:**

- 1. For each of the following holidays, students will explore and experience the holiday in as many facets as possible through identifying the use of their 5 senses and which parts of their bodies are used (hands light candle, eyes see them, etc.)
 

Shabbat	Purim
Sukkot	Pesach
Simchat Torah	Rosh Hashanah
Chanukah	Yom Ha HaAtzmaut
Tu B'Shevat	
- 2. Talk about their own experiences with their family members during celebrations of holidays and life cycle events: (examples below)
  - A. Joy in welcoming the Shabbat and holidays when lighting candles and reciting Kiddush
  - B. Love of children in Brachah for them on the Shabbat
  - D. Appreciation of freedom on Pesach
  - D. Rejoicing in receiving the Torah on Shavuot and completing the reading on Simchat Torah
- 3. Students will be able to perform rituals, such as lighting candles on Shabbat and Hanukah, reciting Kiddush, Hamotzi, breaking bread, etc.

**LIFECYCLE AND JEWISH IDENTITY OBJECTIVES:**

- 1. Students will learn their Hebrew name and use it in the classroom appropriately.

**ISRAEL OBJECTIVES:**

1. Students will identify the country of Israel on a map and be able to identify that Jews live in Israel and America.
2. Students will learn some of the common games children play, songs, and rhymes enjoyed by children in Israel

**PRAYER AND SYNAGOGUE OBJECTIVES:**

1. Students will be able to recite the Shema each week without assistance.
2. Students will participate in a Tefillah with an adult
4. Students will be introduced to Modeh Ani.
5. Students will be able to recite Shabbat Brachot with an adult
6. Students will be able to recite Holiday Brachot with an adult
7. Students will be able to recite Food Brachot with an adult

## **Student Learning Objectives - First Grade**

**CURRICULUM FOCUS:**

Students will continue to explore their Jewish identity by studying the Jewish beliefs and practices of Tzedakah and Mitzvot. In addition, students will become familiar with the symbols and objects in the synagogue, thus enhancing their growing experiences in the Synagogue.

**TORAH OBJECTIVES:**

1. Students will be able to identify the Torah.
2. Students will be able to name the Torah decorations.
3. Students will be able to identify and name the Aron Ha Kodesh.
4. Students will be able to tell what the Aron Ha Kodesh is used for and where it came from.
5. Students will continue to learn about the stories from Genesis and Exodus

**MITZVOT/MIDOT OBJECTIVES:**

1. Introduce students to the concept of Avodah (prayer)
2. Introduce students to the concept of Tefillah (prayer service)
3. Introduce students to the concept of Kavod (Respect)
4. Introduce students to the concept of Yisrael
5. Review the concept of Am (people)
6. Review the concept of Brachot (Brachah)
  - A. Students will identify and participate in saying the three Shabbat brachot
  - B. Students will participate in saying the Shehecheyanu
  - C. Student will be able to give examples of when the Shehecheyanu is said
7. Introduce students to the concept of Emet (truth)
8. Introduce students to the concept of Lashon Harah (not speaking well of others)
9. Introduce students to the concept of Tsar Baalei Khayim (kindness to animals)
10. Introduce students to the concept of Tikkun Olam (repairing/fixing the world)
11. Know meaning of the word mitzvah as commandments
12. Introduce students to the concept of Shalom (peace)
13. Introduce students to the concept of Teshuvah (repentance)

**HEBREW OBJECTIVES:**

1. Students will continue learning to recognize the letters of the Alef Bet.
2. Student will be able to count to 10 in Hebrew by counting:
  - A. Number of students present
  - B. Parts of the body
  - D. Days of the week
  - D. Weeks in a month
  - E. Symbols, i.e., 2 candles for Shabbat, 8 for Chanukah, etc.
3. Students will be able to name the following in Hebrew:
  - A. Parts of the body - rosh, yod, regel, peh
  - B. Major colors - blue, white, red, black, green, yellow, purple
  - C. Names of family members; mother, father, sister, brother, grandparents
  - D. Seasons
  - E. Weather
  - F. Symbols in the synagogue, i.e., *Ner Tamid, Tallit, Tefillin, Aron Ha Kodesh, Yad, Bet Kneset, and Tefillah*
4. Student will use the following appropriately:
  - A. Shabbat Shalom
  - B. Chag Sameach

#### **HISTORY OF THE JEWISH PEOPLE OBJECTIVES:**

Students will begin the process of bonding to the Jewish people by identifying the Jewish characters in stories from Genesis. For each story, students will be able to:

1. Name the main characters.
2. Describe their role in the story.
3. Describe the main theme of the story.
4. Talk about the lesson/moral behavior learned.

#### **HOLIDAY AND SHABBAT OBSERVANCE OBJECTIVES**

Regarding the cycle of Jewish holidays, the students will be able to do the following:

1. Identify traditional Shabbat symbols and procedures. Describe their function.
2. Know the rituals of the holidays.
3. Name the cast of characters found in the holidays
4. Identify the items and ceremonial objects found on the Passover table.
5. Understand the concept of apology as it relates to the High Holy Days.

#### **ISRAEL OBJECTIVES:**

1. Students will be able to identify the following symbols connected with Israel:
  - A. Flag
  - B. Menorah
2. Students will be able to talk about *Am Yisrael* (people of Israel), and explain who belongs.

#### **PRAYER AND SYNAGOGUE OBJECTIVES:**

1. Students will be able to recite the Shema during Tefillah.
2. Student will be able to recite Shabbat Brachot
3. Student will be able to recite holiday Brachot
4. Student will be able to recite food Brachot
5. Students will be able to participate in leading Tefillah.
6. Students will be able to sing along with Shalom Chaverim.
7. Students will recite the first question from the Pesach Haggadah.

8. Students will be able to sing Ma Tovv
9. Students will be able to sing Shabbat Shalom

## **Student Learning Objectives - Second Grade**

**CURRICULUM FOCUS:** Students will begin to examine the characters and events that shaped the history of the Jewish people. Students will study the lessons and stories found in the Torah in the books of Genesis and Exodus. Through this study, students will begin building an awareness of the significance of the Torah in Judaism.

### **TORAH OBJECTIVES:**

For the Biblical personalities listed, the student will be able to do the following:

1. Name the hero/heroine and/or significance.
2. Describe the character's childhood.
3. Describe the person's contribution to Jewish history.
4. Tell who they were related to (family and others).
5. Tell about the significance of their death and/or burial.
 

A. Abraham	F. Jacob	I. Rachel
B. Joseph	G. Aaron	J. Leah
C. Moses	H. Miriam	
D. Joshua	I. Esau	
E. Isaac	J. Sarah	

### **MITZVAH AND MIDOT OBJECTIVES:**

1. Students will review the concept of Ahavah (love) in the context of biblical stories.
2. Students will review the concept of Chesed (kindness) in the context of biblical stories.
3. Students will review the concept of Rahamim (mercy) in the context of biblical stories.
4. Students will review the concept of Emunah (faith) in the context of biblical stories.
5. Students will review the concept of Yisrael in the context of biblical stories.
6. Students will review the concept of Mishpacha (family) in the context of biblical stories.
7. Students will be introduced to the concept of Am (people) in the context of biblical stories.
8. Students will be introduced to the concept of Brit (covenant) in the context of biblical stories.
9. Students will be introduced to the concept of Aliyah (going up) in the context of biblical stories.
10. Students will be introduced to the concept of HaKadosh (the holy one) in the context of stories.
11. Students will be introduced to the concept of Geulah (redemption) in the context of stories.
12. Students will be introduced to the concept of Chofesh (freedom) in the context of stories.
13. Students will be introduced to the Torah through the context of biblical stories.

### **HEBREW OBJECTIVES:**

Students will continue learning to recognize the letters of the Alef bet.

1. Student will be able to count to 10 in Hebrew by counting the following:
  - A. Number of students present
  - B. Parts of the body
  - C. Days of the week
  - D. Symbols, i.e., 2 candles for Shabbat, 8 for Hanukah, etc.
2. Students will be able to name in Hebrew:

- A. Parts of the body - rosh, yad, regel, of, peh
- B. Major color - blue, white, red, black, green, yellow, purple
- C. Names of family members: mother, father, sister, brother, grandparents
- D. Seasons
- E. Weather
- E. Symbols in synagogue

### **HOLIDAY AND SHABBAT OBSERVANCE OBJECTIVES:**

1. Students will review the Shabbat vocabulary found in previous grades.
2. Students will be able to recite the Brachah for Shabbat candles.
3. Students will be able to recite Kiddush with wine and bread.
4. Students will review the observance customs and rituals for the following:
  - A. Simchat Torah
  - B. Sukkot
  - C. Yom HaAtzmaut
  - D. Yom HaShoah
5. Students will prepare for the High Holy Days by doing the following:
  - A. Practicing the behavior of apology and forgiveness between each other
  - B. Listening to the shofar and learning the related vocabulary and brachot
6. Using the criteria found in the above section, students will identify and relate to the characters encountered in holiday stories as follows:
7.
 

<b>Hanukkah:</b>	<b>Purim:</b>	<b>Pesach:</b>
Judah Maccabee	Esther/Hadassah	Moses
Mattathias	Mordecai	Pharaoh
Antiochus	Haman	Aaron
Hannah and her 7 sons	Ahashuerus	Miriam

### **ISRAEL OBJECTIVES:**

1. On a map of the world, be able to show where Israel is located.
2. On a map of Israel, be able to show where Jerusalem is located.
3. To relate the story of David and Goliath and compare the bravery of David with modern heroes being studied.
4. To identify Jerusalem as a city where many legends developed and heroic/ important events occurred.
5. To recognize the root word in Jerusalem - peacefulness

### **PRAYER AND SYNAGOGUE SKILLS OBJECTIVES:**

1. Students will be able to recite the Shema during Tefillah.
2. Student will be able to recite Shabbat Brachot
3. Student will be able to recite holiday Brachot
4. Student will be able to recite food Brachot
5. Students will be able to recite the Brachah during Tefillah.
6. Students will be able to sing along with Shalom Chaverim.
7. Students will recite the first question from the Pesach Haggadah.
8. Students will be able to sing Ma Tovu
9. Students will be able to sing Shabbat Shalom
10. Students will be able to sing Modeh Ani
11. Students will be able to participate in leading Tefillah

## Student Learning Objectives - Third Grade

**CURRICULUM FOCUS:** Students will continue their study of Tanakh by studying the lessons from the Prophets (Neviim) and Writings (Ketuvim). Material will also apply historical, moral, and spiritual lessons to modern concerns. In addition, students will expand their knowledge of Jewish holidays by examining the reasons for rituals and traditions found in Judaism.

### TORAH OBJECTIVES:

1. Students will be able to see the characters and events in the Prophets as models of Jewish behaviors that can teach us something for our own lives.
2. Students will be able to describe for each of the personalities listed:
  - A. What is happening between the character and God?
  - B. What happens in the story
  - C. Who is this character with respect to his/her own society?
  - D. What is this person's family?
  - D. What values are put forth in each story?
  - F. Who, what, where, when in large terms:

Noah	Joseph	Leah
Abraham	Moses	Esau
Sarah	Aaron	Rachel
Isaac	Miriam	Joshua
Rebecca	Jethro	Jacob

### MITZVOT/MIDOT OBJECTIVES:

1. Students will review the concept of Am (people)
2. Introduce students to the concept of Teshuvah (repentance)
3. Introduce students to the concept of Kehillah (community)
4. Introduce students to the concept of Zikaron (memory)
5. Students will review the concept of Yisrael (Israel)
6. Students will review the concept of Brachah (Brachah)
  - A. Students will identify and participate in saying the three Shabbat brachot
  - B. Students will participate in saying the Shehecheyanu
7. Students will review the concept of Brit (covenant)
8. Introduce students to the concept of Selichot (forgiveness)
9. Introduce students to the concept of Kiddushah (holiness)
10. Students will review the concept of Tikkun Olam (repairing the world)
11. Introduce students to the concept of Tikvah (
12. Introduce students to the concept of Shalom (peace)
13. Introduce students to the concept of Neviim (prophets)

### HEBREW OBJECTIVES:

1. Student will be able to say the Alef-Bet.
2. Students will be able to read the 3<sup>rd</sup> grade vocabulary list.
3. Students will be able to translate the 3<sup>rd</sup> grade vocabulary list from Hebrew to English.
4. Students will be able to translate the 3<sup>rd</sup> grade vocabulary from English to Hebrew.
5. Students will be able to count from 1 - 100.
6. Students will be able to recite and write the names of the week.

7. Students will be able to write their names, using print.
8. Students will be able to recite the names of the months.

**HISTORY OF THE JEWISH PEOPLE OBJECTIVES:**

1. Students will learn about the Jewish calendar
2. Students will learn about how the Jewish Calendar is structured
3. Students will learn about how the Calendar is used today and which holidays fall in which months.

**HOLIDAY AND SHABBAT OBSERVANCE OBJECTIVES:**

1. Students will know the customs and rituals for the observance of Shabbat.
2. Students will know the customs and rituals for the observance of Pesach.
3. Students will know the customs and rituals for the observance of Rosh Hashanah.
4. Students will know the customs and rituals for the observance of Yom Kippur.
5. Students will be able to answer the following questions for each of these holidays:
  - A. Why is this celebration significant to you, your ancestors, and the Jewish People?
  - B. What are the benefits to you?
  - C. What does a Jewish person need to know before celebrating this holiday?
  - D. Where in the Bible is the directive and what does it say?
  - E. How did the previous generations observe this holiday?
  - F. What are the similarities/differences to our observance today?

**ISRAEL OBJECTIVES:**

1. Students will be able to list the names of the tribes of Israel:
 

Reuben	Simeon (Levi)	Judah
Issachar	Zevulun	Benjamin
Asher	Naphtali	Gad
Dan	Ephraim	Manasseh
2. Students will be able to describe the city of Jerusalem by making a map or model showing the major landmarks.
3. Students will be introduced to the Jewish calendar, how it was made, and how it is used today.
4. Students will be able to name the months in the Jewish calendar in order.
5. Students will be able to tell which holidays fall in which months.

**PRAYER AND SYNAGOGUE SKILLS OBJECTIVES:**

1. Students will be able to recite the Shema during Tefillah.
2. Student will be able to recite Shabbat Brachot
3. Student will be able to recite holiday Brachot
4. Student will be able to recite food Brachot
4. Students will be able to recite the Brachah during Tefillah.
5. Students will be able to sing along with Shalom Chaverim.
6. Students will recite the first question from the Pesach Haggadah.
7. Students will be able to sing Ma Tov
8. Students will be able to sing Shabbat Shalom
9. Students will be able to sing Modeh Ani
10. Students will be able to participate in leading Tefillah
11. Students will be able to sing Mi Chamocha
12. Students will be able to sing Shalom Rav

13. Students will be able to sing Ha Tikvah
14. Students will be able to sing Havdallah songs

## **Student Learning Objectives - Fourth Grade**

### **CURRICULUM FOCUS:**

Students will build upon the knowledge of Jewish life formed in the earlier grades by focusing on the events in the Jewish life cycle (Birth, Selection of Name, Bar/Bat Mitzvah, Love, Family, Death, and Mourning). They will also focus on the values and ethics that are the basic concepts of Judaism and are part of daily life.

### **TORAH OBJECTIVES:**

1. Students will review the Parsha of the week throughout the school year
2. Students will discuss the moral and ethical lessons in the Parsha of the week.

### **MITZVOT/MIDOT OBJECTIVES:**

Students will be able to define and explain, through information and stories from traditional texts, the following concepts:

1. Students will be able to explain the concept of Adam (We are created in God's image)
2. Students will be able to define Eretz Yisrael (Jews' special love for the land of Israel)
3. Students will be able to define Bet Knesset (A house of meeting)
4. Students will be able to describe Bet Midrash: (A house of study)
5. Students will be able to define Gemilut Hasidim (loving-kindness)
6. Students will be able to define Derech Eretz (proper behavior)
7. Students will be able to define Zikaron (keeping memories alive)
8. Students will be able to describe Yerushalayim
9. Students will be able to define Kevod Habriot (Respect for our fellow creatures)
10. Students will be able to describe K'lal Yisrael (one people)
11. Students will be able to describe Medinat Yisrael (State of Israel)
12. Students will be able to define Minyan
13. Students will be able to define and describe Aliyah (to go up)
14. Students will be able to describe Am HaSefer (People of the Book)
15. Students will be able to define Pikuach Nefesh (saving a life)
16. Students will be able to define Tzedakah
17. Students will be able to define Tzionut (Zionism)
18. Students will be able to describe Rahamanut (compassion)
19. Students will be able to define Shalom
20. Students will be able to define Tefutzot (Jewish settlement outside Israel)

### **HEBREW OBJECTIVES:**

1. Student will be able to name the Alef Bet and vowels.
2. Students will be able to read the 4<sup>th</sup> grade vocabulary list.
3. Students will be able to translate the 4<sup>th</sup> grade vocabulary list from Hebrew to
4. Student will be able to read the four questions from the Pesach Haggadah.
5. Students will be able to count from 1 - 100.
6. Students will be able to recite and write the names of the week.
7. Students will be able to write in print and script.
8. Students will be able to explain the use of letters as a numbering system in books.

9. Students will read, write, and translate pronouns from Hebrew to English.

### **HOLIDAY AND SHABBAT OBSERVANCE:**

1. Students will be able to describe and observe the following Hanukah traditions:
  - A. Brachot
  - B. Songs - Maotzur, Mi Yimalel, Rock of Ages
  - C. Hanukah gelt
  - D. Dreidel
  - E. The story of Judah Maccabee
  - F. The meaning of freedom in this holiday
2. Students will be able to describe and observe the following Purim traditions:
  - A. Mishloach Manot - to create a system of gift giving
  - B. Giving of Tzedakah - to understand the concept of giving Tzedakah at a joyous time to those who are not as fortunate
  - C. To evaluate the behavior of the main characters in the Purim story: What were their choices? What were the results of the choices they made (for the individuals and for the Jewish people)?
  - D. To celebrate Purim by:
    - i) Fulfilling the mitzvah of hearing the Megillah
    - ii) Saying the Megillah brachot
    - iii) Saying Sheasah Nissim
    - iv) Saying Shehecheyanu
    - v) Saying Al-HaNissim
    - vi) Wearing costumes/putting on masks
3. Students will be able to describe and observe the following Pesach traditions:
  - A. To practice the process of bedikat hametz - searching for leaven
  - B. To prepare a shopping lists for Pesach
  - C. To know the kinds of foods that Jews eat on Pesach.
  - D. Be able to recite the divisions of the Seder.
  - E. Guests for the Seder.
4. Students will be able to describe and observe the following Sukkot traditions:
  - A. How to build a sukkah
  - B. Know the brachah, LaShev BaSukkah
  - B. Perform the mitzvah of the lulav and etrog and know their historical/seasonal significance

### **LIFE CYCLE AND JEWISH IDENTITY OBJECTIVES:**

Students will be able to describe the major times of passage in Jewish life. For each life cycle event, students will be able to do the following:

1. Define Key vocabulary including:
  - a. Bikkur Cholim – visiting the sick
  - b. Hachnasat Kallah – providing for the needs of the bride and groom
  - c. Kibud Zekaynim – honoring the elderly
  - d. Nichum Avaylim – comforting mourners
  - e. Chesed Shel Emet – caring for the dead
2. Describe ritual observance for each life cycle event
3. Understand any Biblical references, where applicable
4. Understand how Jews around the world celebrate each life cycle event

**ISRAEL OBJECTIVES:**

1. Students will gain an understanding of the term "Israel" in its broadest sense. This should include ritual practice, love of land, and a multitude of values.
2. Student will be able to explain the process of absorption of immigrants.
  - A. To explain the Law of Return
  - B. Absorption Centers
  - C. Ulpanim
3. Students will be able to list the variety of languages in Israel.
  - A. Role of Eliezer ben Yehudah in modern Hebrew
  - B. Arabic
  - C. Yiddish
  - D. English
  - E. Ladino
  - F. Russian

**PRAYER AND SYNAGOGUE OBJECTIVES:**

1. Students will be able to recite the short version of Birkat Hamazon
2. Students will be able to recite Mi Chamocha
3. Students will be able to recite Shalom Aleichem
4. Students will be able to recite Sim shalom
5. Students will be able to recite Ain Keloheynu
6. Students will be able to recite Baruch Sheamar
7. Students will be able to recite Modim
8. Students will be able to recite Amidah
9. Students will be able to lead Tefillah

**Student Learning Objectives – Fifth Grade****CURRICULUM FOCUS:**

Students will integrate ethics into a historical context that enables them to see the development of our people's ethical behavior guidelines as they evolved from the early traditional values/priorities to modern Western beliefs. Students will continue their study of basic Jewish concepts, focusing on how they relate to the Torah.

**TORAH OBJECTIVES:**

Students will focus their review on Exodus:

1. Students will be able to relate the story in each Parsha.
2. Students will be able to name and describe all of the participants in each Parsha.
3. Students will be able to discuss the moral and ethical lessons in each Parsha.

**PROPHETS AND WRITINGS:**

Students will review Neviim, Proverbs, Psalms and Tanakh

Joshua	Samuel	Esther
Solomon	Job	Gideon
Nehemiah	Deborah	Saul
Ruth	Elijah	Jonah
Daniel	Samson	David
Jeremiah	Ezra	

1. For the Prophets listed above, the student will be able to:
  - A. Name each prophet.
  - B. Describe the prophet's character.
  - C. Describe the person's unique contribution to Jewish history or legend.
  - D. Tell about their family and to whom they are related.
2. Students will be able to discuss the following for each of the Prophets:
  - A. The ethical opportunities to choose between right and wrong.
  - B. The outcome of their choices at that time.
  - C. The effect those choices had on the future of the Jewish people.
3. Students will be able to describe the purpose of the books of Psalms.
4. Students will be able to describe the book of Proverbs and will be able to relate passages that are among those commonly known.
5. Students will be able to describe the structure of the Tanakh.
6. Student will be able to name the three divisions of the Tanakh.
7. Students will be able to list the books in each section the Tanakh.

### **MITZVOT/MIDOT OBJECTIVES:**

Students will study in depth mitzvot and the practice of ethical behavior. For each mitzvah, the student will be able to do the following:

- A. Name the mitzvot listed below.
  - B. Describe the procedure for carrying out the mitzvot.
  - C. Identify the historical and Biblical text references.
1. Students will be able to define and discuss Tzedakah
  2. Students will be able to define and discuss Hachnasat Orchim (Welcoming guests)
  3. Students will be able to define and discuss Kibbud Zekaynim (Caring for elderly)
  4. Students will be able to define and discuss Bikkur Cholim (Caring for the sick)
  5. Students will be able to define and discuss Talmud Torah (Study)
  6. Students will be able to define and discuss Pikuach Nefesh (Saving a Life)
  7. Students will be able to define and discuss Tzedek tzedek tirdof (pursue justice)
  8. Students will be able to define and discuss Ahavat Shalom (love of peace)
  9. Students will be able to define and discuss Kebud Av VaEm (Honoring Parents)
  10. Students will be able to define and discuss Tefillah (Devotion in prayer)
  11. Students will be able to define and discuss Lashon Harah (Gossip)
  12. Students will develop a social action project that includes mitzvot studied
  13. Students will be able to define Tikkun Olam (repairing the world)

Students will identify verses from the Book of Proverbs, including the following:

- A. "Hate stirs up strife; but love covers all transgressions" (Proverbs 10:12)
- B. "A good man leaves an inheritance to his children's children" (Proverbs 13:22)
- C. "He that oppresses the poor blasphemes his Maker; but he that is gracious to the needy honors God" (Proverbs 14:31)
- D. "A soft answer turns away wrath; but a grievous word stirs up anger" (Proverbs 15:1)
- E. "How much better is it to get wisdom than gold" (Proverbs 16:16)
- F. "Pleasant words are as a honeycomb; sweet to the soul and health to the bones" (Proverbs 16:24)
- G. "Better is a dry morsel and quiet with it; than a house full of feasting and strife" (Proverbs 17:1)

- H. “Whoever stops his ears at the cry of the poor; He shall also cry himself, but shall not be answered” (Proverbs 12:13)
- I. “If your enemy is hungry, give him bread to eat; and if he is thirsty, give him water to drink” (Proverbs 25:21)

**HEBREW OBJECTIVES:**

1. Students will be able to recite ordinal numbers.
2. Students will be able to identify shreshim, explain its concept, and apply it.
3. Students will be able to conjugate simple verbs in the present tense.
4. Students will be able to use “and” and “the” with nouns and verbs.
5. Students will be able to use adjectives in correct grammatical form.
6. Students will be able to use adjectives with correct gender and number agreement.
7. Students will be able to use personal pronouns (who, whom, which, and that)
8. Students will be able to read and write a complete sentence.
9. Students will be able to use nouns with correct number and gender.
10. Students will be able to read and translate from the 5th grade vocabulary list Hebrew to English.

**STORY OF THE JEWISH PEOPLE OBJECTIVES:**

1. Students will be able to identify, describe, and explain the events, experiences, and development of the Jewish People during the periods of the Conquest, Judges, and Kingdoms. Students will also be able to do the following:
  - A. Students will be able to explain the origins of the Jewish People.
  - B. Students will be able to describe the experiences of the Israelites in Egypt.
  - C. Students will be able to discuss how the wilderness experience prepared the Israelites for nationhood.
  - D. Students will be able to describe how the Israelites entered Eretz Yisrael, established communities, and defended themselves during the settlement.
  - E. Students will be able to explain the development of the era of Kingdoms.
  - F. Students will be able to describe the construction of the Synagogue and its role in the life of the community.
  - G. Students will be able to analyze the division of the Kingdom and its aftermath.
  - H. Students will be able to discuss the messages of the prophets in relation to the history of the Kingdoms.
  - I. Students will be able to explain the events that led up to the destruction of the Synagogue.
  - J. Students will be able to discuss the beginning of the Diaspora and its effect on the Jewish community
2. Students will be able to identify, describe, and explain the events, experiences, and development of the Jewish People during the periods of the Rabbis. Students will also be able to do the following:
  - A. Students will be able to describe Hellenism and Hassidism and their influence on Judaism.
  - B. Students will be able to explain the events leading up to the Maccabean Revolt and its role in Hanukah.
  - C. Students will be able to explain the difference between written and oral law.
  - D. Students will be able to discuss the relationship between Judea and Rome, and the role of Herod.

- E. Students will be able to describe the events leading up the destruction of the Second Synagogue.
- F. Students will review the effect of the dispersion of Jews and its relationship to modern times.
- G. Students will be able to explain the events leading up to the Bar Kochba rebellion and its result.
- H. Students will be able to explain the Mishnah.
- I. Students will understand the differences between the Palestinian and Babylonian Talmud.
- J. Students will be able to explain the creation of the Talmud and its role in life, history, and the development of Judaism in the Diaspora.

### **HOLIDAYS AND SHABBAT OBSERVANCE OBJECTIVES:**

Students will connect the following holidays to the specified list of mitzvot as follows:

- 1. **Hanukkah:** Tzedek tzedek tirdof, Ahavat Shalom
- 2. **Purim:** Tzedakah, Pikuach Nefesh
- 3. **Pesach:** Welcoming guests, caring for widow, orphan, and stranger
- 4. **Shavuot:** Talmud Torah, Study at School, Ten Commandments
- 5. **Shabbat:** Work ethic/rest, Ahavat Shalom, Welcoming guests
- 6. **Rosh Hashanah and Yom Kippur:** Devotion in prayer

### **ISRAEL OBJECTIVES:**

- 1. Students will be able to describe the general geography of Israel by naming the major regions: plains, mountains, valleys, and deserts.
- 2. Students will be able to name the major cities of Israel.
- 3. Students will be able to describe the climate of Israel.
- 4. Students will be able to name the major groups of non-Jewish citizens of Israel and describe their relationship to Medinat Yisrael
  - A. Moslems
  - B. Christians
  - C. Druze
  - D. Bedouins
  - E. Palestinians
- 5. Students will be able to name the agencies in Israel that administer Tzedakah and building of the land:
  - A. Israel Bonds
  - B. Jewish Agency
  - C. Youth Aliyah

### **PRAYER AND SYNAGOGUE OBJECTIVES:**

Students will be able to fluently read the following prayers used for Tefillah:

- 1. Students will be able to recite fluently the Avot
- 2. Students will be able to recite fluently Oseh Shalom
- 3. Students will be able to recite fluently Ki Mitzion
- 4. Students will be able to recite fluently V'Ahavta
- 5. Students will be able to recite fluently Tzur Israel
- 6. Students will be able to recite fluently Ashrei
- 7. Students will be able to recite fluently Aleinu
- 8. Students will be able to recite fluently Adon Olam

9. Students will be able to recite fluently the Torah blessing
10. Students will be able to recite fluently Vezot HaTorah
11. Students will be able to recite fluently Eitz Chaim Hi
12. Student will be able to recite fluently Al Shlosa Devarim
13. Students will be able to recite fluently the Kaddish
14. Students will be able to lead Tefillah with little adult assistance

## **Student Learning Objectives - Sixth Grade**

### **CURRICULUM FOCUS:**

Students will complete mastery requirements for Trope, D'var Torah, and service leading skills. Students participate in Prozdor with core classes by grade and elective enrichment classes by interest.

### **TORAH OBJECTIVES:**

1. Students will be able to analyze a Torah Portion
2. Students will be able to utilize the commentators on the Torah
3. Students will be able to write a D'var Torah

### **MIDOT/MITZVOT OBJECTIVES:**

1. Students will be able to define and give examples of the concept of Tzedek (justice)
2. Students will be able to define and give examples of the concept of Selichot (forgiveness)
3. Students will be able to define and give examples of the concept of Pikuach Nefesh (Saving a Life)
4. Students will be able to define and give examples of the concept of Aveirah (sin)
5. Students will be able to define and give examples of the concept of Tikvah (hope)
6. Students will be able to define and give examples of the concept of Brit (covenant)
7. Students will be able to define and give examples of the concept of Chofesh (freedom)
8. Students will be able to demonstrate an understanding of the concept of Kehillah (community)
9. Students will be able to demonstrate an understanding of concept of Geulah (redemption)
10. Students will be able to demonstrate an understanding of the concept of Tsor Baali
11. Students will be able to demonstrate an understanding of the concept of Ha Kadosh (holy one).

### **HEBREW OBJECTIVES:**

Students will use Hebrew to guide them in leading T'fillot.

### **HOLIDAYS AND SHABBAT OBSERVANCE OBJECTIVES:**

1. Students will regularly participate in Shabbat Services
2. Most students will begin preparation for the Bar/Bat Mitzvah with an individual tutor

### **LIFE CYCLE AND JEWISH IDENTITY OBJECTIVES:**

1. Students will participate in youth group events through the year in the Synagogue
2. Students will be invited to participate in regional events

**PRAYER AND SYNAGOGUE OBJECTIVES:**

Students will be able to lead Tefillah with confidence and fluency

1. Students will learn to recite with fluency Ma Tovv
2. Students will learn to recite with fluency Ahavat Olam
3. Students will learn to recite with fluency Lecha Dodi
4. Students will learn to recite with fluency Yotzer Or
5. Students will learn to recite with fluency Gevurot
6. Students will learn to recite with fluency Mizmor L'David
7. Students will learn to recite with fluency Hallel
8. Students will learn to recite with fluency Yigdal
9. Students will learn to recite with fluency Shalom Aleichem
10. Students will learn to recite with fluency Shalom Ram
11. Students will learn to recite with fluency Sim Shalom

**Student Learning Objectives - Seventh Grade****CURRICULUM FOCUS:**

Attention will be given to instilling a sense of identity both as a people and as part of a community. Students participate in Prozdor with core classes by grade and elective enrichment classes by interest.

**TORAH OBJECTIVES:**

Students will be able to write a D'var Torah, to understand how to study Torah, and will be familiar with Neviim and Ketuvim.

**STORY OF THE JEWISH PEOPLE OBJECTIVES:**

1. Students will identify the general location of the following countries on a map of Europe:  
Germany                      Austria  
Poland                         Romania  
France                         Greece  
Italy                             Scandinavian countries  
Russia
2. Students will be able to describe the Jewish community life in the major Jewish population areas prior to World War II (1930-39) including the following:
  - A. What was the state of assimilation?
  - B. What status in society did Jews have?
  - C. Fact/fiction re: Zionist activity
  - D. What conditions existed which foretold of the coming events, (i.e., laws, publication, economic trouble, scapegoats)
3. Students will be able to describe the events in Germany that led up to the Third Reich.
4. Students will be able to discuss the Nazi policies that enabled the Holocaust to occur.
5. Students will be able to list and describe warning signs and the community's response to them including the following:
  - A. Denial
  - B. Nationalism
  - C. Immigration
  - D. Leadership

6. Students will be able to describe the variety of responses to rising anti-Semitism within the Jewish Community including the following:
  - A. Conversion to Christianity
  - B. Selling off of businesses
  - C. Separation of families by placing children in non-Jewish homes (role of Catholic Church)
7. Students will be able to identify the major events during the Holocaust, such as Kristallnacht.
8. Students will recognize the names of the major concentration camps.
9. Students will be able to explain the purpose/function of concentration camps.
10. Students will be able to identify the general population statistics of those who perished.
11. Students will be able to identify and discuss the response of the world to the Holocaust.
12. Students will be able to describe the role and actions of righteous gentiles.
13. Students will be able to discuss the role the Holocaust plays in the modern world.

#### **HOLIDAYS AND SHABBAT OBSERVANCE OBJECTIVES:**

1. Students will attend and participate in Shabbat services regularly.
2. Students will discuss, plan, and observe Yom HaAtzmaut including the following:
  - A. Herzl's vision of a Jewish State.
  - B. Hebrew as an ancient and modern language of the Jewish people.
  - C. The Holocaust and the rise of the modern State of Israel in its aftermath.
  - D. UN approval of the establishment of the State.
  - E. The struggle for survival after the proclamation of the State.
  - f. How Israel celebrates this holiday?
3. Students will participate in all holidays.

#### **LIFE CYCLE AND JEWISH IDENTITY OBJECTIVES:**

1. Students will participate in Youth Group events in the Synagogue
2. Students will participate in Regional Youth Group events

#### **PRAYER AND SYNAGOGUE OBJECTIVES:**

1. Students will be able to identify the parts of the service.
2. Students will be able to describe what is included in each.
3. Students will be able to discuss the differences between the times prayers are said.
4. Students will be able to identify the expectations placed upon adult Jews for prayer.
5. Students will lead weekday Tefillah and assist younger students
6. Student will be able to do the following:
  - A. Read with fluency all of the Shabbat prayers
  - B. Explain its essential content and meaning.
  - C. Explain when and how it is recited

### **Student Learning Objectives – Eighth Grade**

#### **CURRICULUM FOCUS**

Students examine the reasons for Jewish beliefs and behavior. Particular attention is placed on why, in many cases, Jews uphold values and beliefs different from those of the society in where we live. The material is presented in a way that helps to frame the issues in a Jewish context and suggests possible ways to find ethical answers. Students participate in Prozdor with core classes

by grade and elective enrichment classes by interest. They are invited to participate in the Youth Minyan on a regular basis, or become part of the regular adult worship rotation.

**Class choices for 2011-2012 include:**

Eighth Grade Seminar (1<sup>st</sup> Trimester)

Yad B'Yad Working Hand in Hand to Create Healthy Relationships (2<sup>nd</sup> Trimester)

B'nai Mitzvah Tutoring Class (3<sup>rd</sup> Trimester)

American Jewish History

Living Midrash Rabbah

“My Mother’s Story”: Understanding the Holocaust through the eyes of one survivor

And much more!