

# Herzl Ner-Tamid Conservative Congregation

## Frankel Religious School Curriculum

Compiled by Dr. Eliyahu Krigel, Irit Eliav Levin, MSW, and  
Rabbi Jay Rosenbaum

2017-2018

5778

Herzl-Ner Tamid Conservative Congregation

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## FRS Teachers & TA's 2017-2018

<u>Class</u>	<u>Teachers</u>	<u>TA's</u>
<b>Pre-Gan (Preschool)</b>	Cindy Droker Jordan Ortega	Daniel Scherzer Risa Wagner Brooke Mhlstin
<b>Gan (Kindergarten)</b>	Bess Rosenberg Hepner Yehudit Ortega Ariela Ikezawa	Josh Kittay Sam Raskind
<b>Kitah Alef (1<sup>st</sup> Grade)</b>	Kathy Packer	Golda Glasser Anna Glasser
<b>Kitah Bet (2<sup>nd</sup> Grade)</b>	Rachel Yedidia	Boaz Malakoff Lilly Pruchno
<b>Kitah Gimmel (3<sup>rd</sup> Grade)</b>	Sheri Kittay	Talia Ikezawa Jared Marcus
<b>Kitah Dalet (4<sup>th</sup> Grade)</b>	Andi Neuwirth	Benjamin Beder
<b>Kitah Hay (5<sup>th</sup> Grade)</b>	Nicole Elbling Lucas Waggoner	Shira Shecter Jacob Lessing
<b>Kitah Vav (6<sup>th</sup> Grade)</b>	Sheri Kittay	Gavin Farac
<b>Kitah Zayin (7<sup>th</sup> Grade)</b>	Dr. Eliyahu Krigel Jordan Ortega	Raviv Cohen Danielle Kohorn Ella Gonchar
<b>Mondays 3-5<sup>th</sup> Grade:</b>	Andi Neuwirth Jordan Ortega Yehudit Ortega	Leah Glasser
<b>Tuesdays 3-5<sup>th</sup> Grade:</b>	Andi Neuwirth Rachel Yedidia Jordan Ortega	
<b>Wednesdays 3-5<sup>th</sup> Grade:</b>	Andi Neuwirth Jordan Ortega Yehudit Ortega	Jared Marcus

<b>Mondays AND Wednesdays with 6<sup>th</sup> Grade</b>	Sheri Kittay	
<b>Tuesdays with 7<sup>th</sup> Grade</b>	Sheri Kittay	
<b>Virtual Kehillah</b>	Amy Spring	
<b>FRS Satellite School in Seattle on Thursdays</b>	Andi Neuwirth Michaela Covner	
<b>Madrichim (8<sup>th</sup> – 12<sup>th</sup> Grade Teacher Assistant Training Program)</b>	Rabbinic Intern Natasha Mann Sheri Kittay Dr. Eliyahu Krigel	
<b>Masa (9<sup>th</sup> – 12<sup>th</sup> Grade Leadership Program)</b>	Dr. Eliyahu Krigel Rabbinic Intern Natasha Mann	
<b>Music</b>	Abby Marcus	

<b><u>FRS Administration</u></b>	
<b>Director of Education</b>	Dr. Eliyahu Krigel, CJE
<b>Education and Early Childhood Program Manager</b>	Veronika Patrashko
<b>Curriculum Consultant</b>	Irit Eliav Levin, MSW
<b>Parent Committee Chair:</b>	Jaime Slutzky
<b>USY Advisor</b>	Michaela Covner
<b>Shtilim Chair</b>	Kathy Packer
<b>Garinim Chair</b>	Irit Eliav Levin, MSW
<b>Adult Hebrew Education</b>	Janine Rosenbaum

## **FRS Hours of Operation**

- Pre-Gan through 2<sup>nd</sup> Grade - Sundays from 9:30 AM – 12:15 PM
- 3<sup>rd</sup> through 5<sup>th</sup> Grade - Sundays from 9:30 AM – 12:15 PM AND your choice of Monday, Tuesday, OR Wednesday from 4:30 PM to 6:15 PM
- 6<sup>th</sup> Grade – Saturdays from 9:30- 12:15 PM, Mondays AND Wednesdays 4:30-6:15 PM
- 7<sup>th</sup> Grade - Saturdays from 9:30- 12:15 PM, Tuesdays from 4:30 – 6:15 PM
- 9<sup>th</sup> – 12<sup>th</sup> Grade from 6:30 PM – 8:30 PM on 9/26, 10/24, 11/14, 12/5, 1/23, 2/13, 3/20, 5/15 and then in Los Angeles from April 8-12, 2018

## **Mission Statement of the Frankel Religious School at Herzl Ner-Tamid Conservative Congregation**

The mission of the Frankel Religious School (FRS) is to build a vibrant school where students actively live Jewish lives expressed through their actions and values. The Frankel Religious School creates a foundation for fostering deeper connections to Judaism, Herzl Ner-Tamid, Israel, and the modern world. We are a school of inquiry and we promote asking good questions. We strive to foster a welcoming and enthusiastic community where all family members can find multiple ways to connect to our congregation through social and learning events, parents' activities, volunteering, social action, and friendships. Our goal is for every student to have a best friend at FRS.

Please be in touch with Dr. Eliyahu ([eliyahu@h-nt.org](mailto:eliyahu@h-nt.org)) to see how we can create this meaningful relationship together. Families from all across the Jewish spectrum have an important place at the table of learning in our community, as we engage in continuous learning from babies to bobbies!

# **2017-2018 Overall Curricular Goals and Objectives**

## **Bible**

The following are the overall goals of the Bible curriculum at FRS:

1. To learn that the Torah is the foundation of Judaism and the basic guide for proper behavior, ethics, and morality;
2. To become knowledgeable about the content of the Torah, the lives of our forefathers and foremothers, the traditional history of our religion, and the laws of our people;
3. To be guided by the laws and values of the Torah in our everyday lives;
4. To use the study of Torah as a foundation for further study of classical texts.

## **Hebrew**

The following are the overall goals of the Hebrew language curriculum at FRS:

1. To enable students to recognize Hebrew as the eternal and universal language of the Jewish people;
2. To develop in students a love of the Hebrew language and an appreciation of Hebrew as a vehicle of expressing the soul of our people.
3. To give students the opportunity to participate in a supportive atmosphere that encourages risk taking in understanding, speaking, reading, and writing Hebrew;
4. To develop in students the Biblical Hebrew skills to study and interpret the texts;
5. To provide students with prayer skills in order to become a bar or bat mitzvah.

## **Holidays and Customs**

The following are the overall goals of the Holidays and Customs curriculum at FRS:

1. To make students knowledgeable about the yearly cycle of Jewish holidays, including the Jewish calendar, dates of holidays, and relationships of holidays with one another;
2. To familiarize students with the origin and background of Jewish holidays; to make students knowledgeable about the laws and customs associated with each holiday;
3. To teach students the connections between the Bible and the holidays;
4. To teach the specific blessings and prayers for each holiday;
5. To compare modern day observances with those of other time periods;
6. To develop in students a holiday spirit and to create special school-wide or class observances and celebrations;
7. To develop in students a sense of pride in peoplehood, religion and tradition.

## **Tefillah (Prayer)**

The following are the overall goals of the Tefillah curriculum at FRS:

1. To learn to read and recite the prayers correctly;
2. To learn the melodies of the prayers;
3. To learn the meanings of the various prayers;
4. To learn about the various services;
5. To learn the order of the prayers in each service;
6. To learn how to participate in a service;
7. To become inspired to make prayer a daily part of our lives;
8. To use these skills to conduct services at the students' Bar/Bat Mitzvah ceremonies;
9. To learn to relate to Jews all over the world through their knowledge of the same prayers
10. Lifelong davening.

## Prayer Goals by Grade K-7<sup>th</sup> Grade

Prayer Goals by Grade	K	1	2	3	4	5	6	7
Recites prayers correctly	•	•	•	•	•	•	•	•
Recites appropriate blessings	•	•	•	•	•	•	•	•
Leads prayer service		•	•	•	•	•	•	•
Comprehends basic prayer concepts		•	•	•	•	•	•	•
Masters basic Torah reading skills							•	•
Is able to understand and lead services to becoming a b'nai mitzvah								•

### **Project Based Learning (PBL): Projects and Activities**

The following are the overall goals of the Project Based Learning curriculum at FRS adopted from the Etgar Yesodi Curriculum:

- 1. Positive interdependence:** Learners work together on structured tasks that are meaningful and authentic.
- 2. Face-to-face interaction:** This is an environment in which learners help, assist, encourage and support one another as they attempt to learn new information. Rather than having a teacher explain or lead discussions, students do it themselves.
- 3. Individual accountability:** Although much of the work in cooperative learning is done in groups, each individual is responsible for his/her learning.
- 4. Social skills:** Many key social skills—including active listening, paraphrasing, and conflict resolution—are essential for successful cooperative learning. This is one area where teachers can also model and shape positive behavior.
- 5. Group processing:** At the end of each assignment, the group may get feedback from the teacher about how well they worked together; more important is that the members of the group give one another feedback or complete self-assessments.

Project Based Learning helps students to play an active role in the learning experience. This approach guides students to establishing their own Jewish identity, with a strong understanding of their role in the Jewish community and the tools needed to build a meaningful Jewish life.

# Herzl Ner Tamid Frankel Religious School

## Curriculum Scope and Sequence

The Frankel Religious School operates using a spiral curriculum. This means that students review certain topics, like Jewish holidays or Hebrew, throughout their time in our program. Each year, teachers work to reinforce previous learning, while increasing the depth and complexity of material covered. This allows students to build a solid foundation in Jewish learning, while continuing to improve their knowledge and skill set as they advance through our program.

The emphasis of our program is on inquiry, teaching students to ask questions to help them find their own Jewish ideas and identity. We believe that teaching doesn't necessarily involve providing all of the answers. Rather, our hope is that we provide a foundation so that when students have questions in life, they will turn to Judaism for the answers.

<b>Pre-Gan</b> (Preschool)	Students are introduced to: <ul style="list-style-type: none"><li>● Jewish holidays (with a focus on Shabbat)</li><li>● Torah</li><li>● Music</li><li>● Hebrew letter recognition</li></ul> Focus will be on exposure to Jewish life and fostering a love of Judaism.
<b>Gan</b> (Kindergarten)	Students are introduced to: <ul style="list-style-type: none"><li>● Hebrew language and reading</li><li>● Jewish values</li><li>● Torah stories and their relevance to our modern lives</li><li>● The Holiday cycle and Shabbat</li><li>● The idea of <i>Tikkun Olam</i>, the Jewish commitment to repairing the world.</li></ul> Texts: Teach Me Torah
<b>Kitah Alef</b> (First Grade)	Students are introduced to: <ul style="list-style-type: none"><li>● The big picture of Torah specifically in Genesis and Exodus</li><li>● Their exploration of God and the “why” behind Jewish holidays</li><li>● <i>Mitzvot</i> (commandments) connected to holidays and daily life</li></ul>

	<ul style="list-style-type: none"> <li>● Hebrew Through Movement</li> <li>● Hebrew letter and vowel recognition and decoding</li> <li>● How to write block Hebrew letters</li> <li>● Counting in Hebrew</li> </ul> <p>Texts: Torah Talk Hebrew Learning Packet Let's Celebrate Fall and Spring Holidays</p>
<p><b>Kitah Bet</b> (Second Grade)</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>● The Jewish community and their role within it</li> <li>● Jewish holiday celebrations</li> <li>● Jewish symbols</li> <li>● Israel as the Jewish homeland</li> <li>● The weekly <i>Parsha</i> (Torah portion)</li> <li>● <i>Brachot</i> (prayers)</li> <li>● Additional Hebrew skills using the Tal Am curriculum.</li> </ul> <p>Texts: My Siddur Ariyot for the Hebrew Letters (TaLAm) Ariyot for the Holidays (TaLAm)</p>
<p><b>B'Yachad (Together) Program for 3rd- 5th grades</b></p>	<p>Students are introduced to HNT's <i>B'Yachad</i> program for 3rd-5th grades, which includes:</p> <ul style="list-style-type: none"> <li>● Twice per week classroom learning</li> <li>● A family commitment to monthly Sunday and adult learning opportunities</li> <li>● Five annual Shabbat dinners</li> </ul> <p>Through the Etgar Yesodi curriculum, developed by the Jewish Theological Seminary, students continue working on and exploring the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● Hebrew reading</li> <li>● Prayer skills</li> <li>● Festivals</li> <li>● Jewish history</li> <li>● Israel</li> </ul>
<p><b>Kitah Gimmel</b> (Third Grade)</p>	<p>Students will continue working on and explore the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● Bible study according to the chapters in the Explorers Bible</li> <li>● Relate the Torah narrative to their own lives</li> <li>● How to observe Jewish holidays</li> <li>● How the Jewish calendar works</li> <li>● Enhance their personal connection to the Torah</li> </ul> <p>Texts:</p>



	<p>The Explorers Bible Volume One  FRS Bible Curriculum  Hebrew Packet (Ulpan Alef and Bet plus additional handouts)  Etgar Yesodi 3<sup>rd</sup> Grade Curriculum  Hebrew in Harmony</p>
<p><b>Kitah Dalet</b>  (Fourth grade)</p>	<p>Students will continue working on and explore the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● A deeper understanding of how Torah can help them be a better person and Jew</li> <li>● The challenges faced by our biblical ancestors</li> <li>● The connection between Torah and the Haggadah</li> <li>● The connection between Torah and Israel</li> <li>● Their Hebrew skills through basic conversation and an understanding of the Hebrew found in <i>T'fillot</i> (prayers).</li> </ul> <p>Texts:  The Explorers Bible Volume Two (First Half of the Book or up until Chapter 11)  FRS Bible Curriculum  A Child's Bible Gamebook  Hebrew Packet (Ulpan Alef and Bet plus additional handouts)  Etgar Yesodi 4<sup>th</sup> Grade Curriculum  Hebrew in Harmony</p>
<p><b>Kitah Hey</b>  (Fifth grade)</p>	<p>Students will continue working on and explore the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● Gain the skills needed to encourage a lifetime of Torah study, including original Hebrew text and both traditional and modern methods of Torah study</li> <li>● Learning T'fillot (prayers), including the role T'fillot play in Jewish community life</li> <li>● Conversational Hebrew, working on building reading fluency and vocabulary</li> <li>● The Holocaust, including learning about people who helped to save lives during this terrible time</li> <li>● Kabbalat Shabbat Friday evening services</li> </ul> <p>Texts:  The Explorers Bible Volume Two (Chapter 11 until the end)  Bim Bom (G-dcast) Video Curriculum  Making T'filah Meaningful  Ulpan Alef and Bet  Hebrew in Harmony</p> <p>Hebrew Packet (Ulpan Alef and Bet plus additional handouts)  Etgar Yesodi 5<sup>th</sup> Grade Curriculum</p>

	FRS Bible Curriculum
<p><b>Kitah Vav</b> (Sixth Grade)</p>	<p>Students will continue working on and explore the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● Preparation for their B'nai Mitzvot</li> <li>● Preparing to participate and lead Shabbat morning services throughout their lives</li> <li>● The lives of Jewish leaders, understanding their lives and what we can learn from them today</li> </ul> <p>Students will participate in the Sixth grade middle school program with parents on a monthly basis on Saturday mornin gfrom 9:30-10:30 which will include information on the following:</p> <ul style="list-style-type: none"> <li>● Engaging discussions on Jewish issues and relevant topics</li> <li>● Finding personal meaning in <i>T'fillot</i></li> </ul> <p>Discussions with our Rabbinic Intern Natasha Mann will be focused on the following themes:</p> <ul style="list-style-type: none"> <li>● How do you study a text?</li> <li>● What should get our attention?</li> <li>● Where are we going when we study text?</li> <li>● How does that translate into a Dvar?</li> </ul> <p>Texts: My Bar and Bat Mitzvah Handbook The Art of Torah Cantillation Pass the Torah, Please: Jewish Leaders from Mattathias to Saadia JPS B'nai Mitzvah Torah Commentary (Teacher copy and select chapters per each student based off of their Torah portion)</p>
<p><b>Kitah Zayin</b> (Seventh Grade)</p>	<p>Students will continue working on and explore the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● Skill development in preparation for <i>B'nai Mitzvot</i></li> <li>● God talk</li> <li>● An in-depth exploration of the <i>siddur</i> (Jewish prayerbook)</li> <li>● Studying the weekly Torah portion</li> <li>● Applying Jewish values to issues in modern life</li> <li>● Gain a deeper understanding of <i>middot</i> (Jewish values)</li> <li>● Learn how to fulfill <i>mitzvot</i> (commandments) after the B'nai Mitzvah experience</li> </ul> <p>There are also monthly classes held with parents.</p> <p>Discussions with our Rabbinic Intern Natasha Mann will be focused</p>

	<p>on the following themes:</p> <ul style="list-style-type: none"> <li>• Haftarah: How do we take a closer look at the text?</li> <li>• What is the nature of the iconoclast in the Jewish tradition?</li> <li>• What does Jewish life look like after becoming a bar or bat mitzvah?</li> </ul> <p>Texts:  The Prophets: Speaking out for Justice  The Mitzvah Project Book: Making Mitzvah Part of Your Bar/Bat Mitzvah...and Your Life  My Bar and Bat Mitzvah Handbook</p>
<p><b>Madrichim Training Program</b>  (Eighth – Twelfth Grade)</p>	<p>The Madrichim Training Program hopes to provide all our students with the pedagogic tools to effectively contribute to the learning experience at FRS. The class will cover:</p> <ul style="list-style-type: none"> <li>• Training for teaching assistants at FRS</li> <li>• Shabbat leadership prayer opportunities</li> <li>• Discussing and learning about Jewish hot topics</li> <li>• Leadership skills</li> </ul> <p>Texts:  The Madrichim Manual</p>
<p><b>Masa Leadership Program</b>  (9-12<sup>th</sup> Grade)</p>	<p>Education after the B’nai Mitzvah year is a very important priority for us at HNT. There are three components to our high school program at FRS:</p> <p>1. <b>Madrichim Program:</b> Our youth work in the religious school assisting teachers. In addition, students are Torah Tutors for b’nai mitzvah students. Our Madrichim program includes a study component each Sunday while the FRS students are in the family service.</p> <p>2. <b>United Synagogue Youth (USY)</b> is our youth group for our high school students, which includes chapter, regional, and international programming. We have a thriving USY chapter called Seattle Achim led by the following USY board members: Ariela Ikezawa, Josh Kittay, Evan Sigmon, Shayna Wagner, Sadie Younker, Isaiah Krigel, Sam Raskind, and Risa Wagner. Michaela Covner is our incredible USY advisor.</p> <p>3. <b>High School Trips:</b> Students can participate in the Gwenn and Dean Polik and Valerie Polack sponsored trips to experience Jewish life in various cities across North America. There is also a monthly Tuesday evening class in which students gather to understand, plan, and learn about where they are visiting on their trip.</p>

# FRS Grade-by-Grade Curriculum

## Key Terms:

In order to best understand our curricular goals, here are the core terms to know:

- **Big Idea** - The overriding theme or idea that guides the learning for each grade level.

We learn in *Pirkei Avot*, Ethics of our Ancestors, that the world rests on three things, *Torah*, *Avodah*, and *G'millut Hasadim*.

- **Torah/Tanach** - Specifically, the Five Books of Moses and accompanying texts of Nevi'im (Prophets) and Ketuvim (The Writings). More broadly, a term used to encapsulate general Jewish learning and text study.
- **Avodah/Tefillah** - Service of God, usually through prayer and worship. Avodah is also defined as work of the heart. Students learn how to say and sing prayers, with the goal of providing fluency and basic comprehension. Students also study how to make the prayers meaningful for their lives.
- **G'millut Hasadim** - Acts of loving kindness. At HNT, we explore how to incorporate *G'millut Hasadim* into our lives through our Project Based Learning Curriculum.

## Additional Topics Covered:

- **Hebrew** - Students' progress from recognizing letters to decoding sounds. They then work on reading and understanding *T'fillot* and a basic introduction to modern Hebrew.
- **Holidays and Customs** - Students explore the yearly cycle of holidays, learning the traditions and customs associated with each holiday.
- **Mitzvot and Middot** - Jewish commandments and values. We study how these relate to our modern lives.
- **Israel** - Students will understand that Israel is the Jewish homeland and will also explore their own relationship to Israel on a personal level.

## **Pre-Gan (Preschool)**

This interactive class meets weekly on Sunday mornings from 9:30-12:15. The early childhood curriculum provides young students with multi-sensory experiences, designed to create a positive and meaningful introduction into Jewish life. Families are also encouraged to participate in our Garinim program for young families at HNT. Students in this class must be potty trained. This class is open to people who are not yet members of HNT.

**Big Idea:** The Big Idea of Pre-Gan is introducing students to Jewish life and community, with the goal of promoting students' love for Judaism. Topics introduced include understanding what it means to be Jewish, living the Jewish holidays, and an introduction to the Hebrew language.

**Torah:** Students engage in a variety of hands-on activities to help them explore Torah in a meaningful way. Throughout the year, students develop a relationship and connection with God and Torah. Students ask what is a Torah, what does the Torah mean to them, and what does respecting God mean in their lives. Respect for religious laws and stories permeates throughout the year. Students engage in a Torah parade and consistently go back to the question of how a Jewish child can live by the ways of the Torah. This class hopes to provide a rich overview of Torah, helping students to develop a love and passion for Torah study.

**Avodah/T'filah:** In this class, we focus on exposing students to prayer using their bodies in a safe and holy way. Early introduction to prayers helps create a deeper understanding to and connection with our liturgy. Prayers covered include: *Mah Tov*, *Shema*, *Barchu*, *Oseh Shalom*, basic *Kiddush*, and *HaMotzi*. Havdalah and Shabbat blessings are also introduced as well.

**G'millut Hasadim** - In this class, students will explore *G'millut Hasadim* through the study of Shabbat, and the power of welcoming others to our Shabbat table. Students will prepare for this mitzvah by creating their own Shabbat set, complete with candlesticks, Kiddush cup, and challah cover.

**Hebrew** - Students will focus on letter recognition, focusing on singing the a-bet, and recognizing letters through the use of Hebrew yoga. Hebrew letters are incorporated when possible and a practical Hebrew vocabulary is provided as well.

**Holidays and Customs** - Students will learn about Jewish holidays over the course of the year, practicing songs and understanding the basic concepts and traditions associated with each

holiday. As previously stated, the focus for this year will be on the holiday of Shabbat. A mock Shabbat will be held in order to give the students a sense of the Shabbat liturgy and cycle. A “Shabbat Siddur” or book will be made by the students and crafts and projects will be used to help understand the holiday by physically creating, touching, and using ritual items.

**Mitzvot and Middot** - Students will learn the concepts of saying *brachot* (blessings) before eating, the idea of *G'millut Hasadim*, acts of loving kindness, and the concept of *kavod*, respecting others. Kavod or respect is explored in great detail related to our Jewish classroom, at home, and with our Jewish and non-Jewish communities. The concept of giving Tzedakah or sacred giving is introduced throughout the year by encouraging students to give coins to those less fortunate. We will encourage students each week to donate coins to their own Tzedakah bank. An overview of our connection to Israel, the land, and the Jewish people is also explored in a hands on way during the year as well.

## Pre-Gan Daily Schedule:

### **9:30 – 10:00: ALL SCHOOL ASSEMBLY IN SANCTUARY**

- Family time, singing, Tefillah, announcements.

### **10:00- 10:15: CLASSROOM LEARNING CENTERS Arrival and Socialize.**

- Adjust to new day and re-acquaint with friends. Find name tags ☺ Students may freely choose activity/activities of their preface. Jewish and non-Jewish projects available at tables and on play floor area. The Jewish theme of the day incorporates coloring/art project. Other choices: Puzzles; Jewish letter of the day; Mitzvah Tree – write/color your mitzvah/good deed onto a leaf and tape to tree, various manipulative toys, play dough, blocks, games, and books.

### **10:15 – 10:25 CLEAN UP/BATHROOM**

### **10:25 – 10:45 CIRCLE TIME: BOKER TOV AND TIFILAH**

- Welcoming: Boker Tov and Sharing. What are you thankful for/what happened last week?
- SHEMA AND TORAH PARADE - Thanking God. Recite the Shema. Carry a Torah in our Torah parade through the synagogue. Opportunity to introduce a new prayer throughout the year.

### **10:45 – 11:00: SNACK AND MOCK SHABBAT**

- Bathroom/hand washing. Followed by snack with “Mock Shabbat” consisting of the blessings and actions for Candle lighting, Kiddush, and Challah recited by all students.

### **11:00 –11:40 PROJECT/THEME DISCUSSION AND LEARNING FOR DAY**

- Learning about a Jewish theme which may consist of the major current holiday or a Jewish Concept. Activities may include: Listening, engaging, interacting, discussing, thinking, drawing, creating art projects, playing games, theater, exploring, reading, storytelling, movement, and Israeli dance. The activity or project may be one day or may extend for several classes. It may also be a continuous topic of learning and projects i.e. Shabbat.

**11:40 – 11:50 CLEAN UP AND BATHROOM CALL**

**11:50 – 12:10: SINGING** with Music Madrichim (teacher assistant's)

**12:10-12:15: SHALOM CHAVERIM/GOOD BYE MY FRIENDS**

**12:15: PARENTS PICK UP**

- Check your child's file box for their projects to take home or important parent information.
- Please remind your child to return their name tags to their file box.
- Read their Mitzvah Leaf that they wrote located on the mitzvah tree by the window. Take coats home.

## Gan (Kindergarten)

Students will engage in meaningful activities and discussions to introduce them to core aspects of Jewish life, including holidays and Torah study. Families are encouraged to participate in our Garinim and Shtilim programs for young families at HNT.

**Big Idea** - The big ideas studied in Gan include the central role that Jewish holidays play in Jewish identity and the idea that Torah stories teach us how to live our lives and connect us to Jews around the world through our shared history and tradition.

**Torah** - Students will learn the stories of the *Avot V'Imahot*, the Fathers and Mothers of Jewish tradition. These stories will help teach Jewish values and history. Along with Torah, the students will learn from Teach Me Torah. Teach Me Torah introduces 16 classic Bible texts, from Genesis to the Book of Esther, and the Jewish values that can be drawn from them, such as taking care of God's world and asking for forgiveness. Each story is told in simple yet dramatic language and is presented in its own four-page, full-color folder. The back page of the folder includes an "Ask at Home" section with discussion questions based on the biblical story or Jewish value for students to explore with their parents. For example, the *Rebecca* folder, which introduces the value of showing kindness, invites parents and students to explore the question, "What does kindness look like to you?"

First semester, the following 8 stories and values will be explored: God and Creation (taking care of the world), Adam and Eve (accepting responsibility), Noah (doing the right thing), Tower of Babel (remembering to be humble), Abraham (standing up for others), Rebecca (showing kindness), Jacob and Esau (keeping peace in the family), and Joseph (asking for forgiveness).

Second semester the following 8 stories and values will be explored: Miriam and Moses (protecting life), Moses and Pharaoh (trusting in God), The Israelites and God's Laws (serving God), Ruth and Naomi (feeding the hungry), David and Goliath (being brave), Solomon (seeking wisdom), Jonah (caring about others), Esther (loyalty to the Jewish people).

**Avodah** - Students will learn a few introductory prayers, including *Modeh Ani*, *Mah Tov*, *Shema*, *Hinei Ma Tov*, *Mi Chamocha*, and *Oseh Shalom*. They will practice the blessings over food, learning the importance of thanking God for the food that we eat. They will start developing a personal connection to prayer.



**G'millut Hasadim** - Students will learn some of the *mitzvot* associated with helping others, as they go through the holiday cycle, and work on ways to meet one of these needs. Examples include understanding that some people don't have homes while studying Sukkot and learning that some people are hungry while studying Yom Kippur.

**Hebrew** - Students will continue Hebrew letter recognition and learn general Hebrew terms, such as holidays, family members, and days of the week. They will learn greetings, like *Mah Nishmah* (how are you?) or *Chag Sameach* (happy holiday). They will learn terms associated with Shabbat, like *Shabbat Shalom*, *Oneg*, and *Havdalah*.

**Holidays and Customs** - Students will learn about Jewish holidays over the course of the year, practicing songs and understanding the basic concepts and traditions associated with each holiday. During the year, students will complete a holiday scrapbook to serve as a touchstone of their year of learning and growing together.

**Mitzvot and Middot** - In Gan, students will focus on learning *mitzvot* and *middot* associated with the home. Examples of *mitzvot* include celebrations of Jewish holidays, blessings before and after food, and placing a *mezuzah* on the doorposts of our homes. Examples of *middot* include the value of creating *shalom bayit*, peace in the home and the importance of *ahavah*, love.

## **Kitah Alef (First Grade)**

As students continue to grow, so does their understanding and appreciation of Judaism. In this year, students learn about *mitzvot* and holidays. They will begin their exploration of God, through interactive and meaningful experiences. Families are also encouraged to participate in our Shtilim programs for K-2.

**Big Idea** - The big ideas of Kitah Alef include that *mitzvot* are commandments that are part of our everyday lives; God is a central part of Judaism and it is up to us to develop our own relationship with and understanding of God; the role Hebrew plays in Jewish life and how and why we celebrate Jewish holidays.

**Torah** - Students will use the book Torah Talk to learn the big picture of Torah, learning the names of the Five Books of Moses and some of the biblical characters that shape the narrative of the Jewish people in Genesis and Exodus.

**Avodah** - Students will continue their study of key prayers including modeh ani, mah tovu, mi chamocha, oseh shalom, hinei matov, eytz chayim hi, and shema. Students will also explore blessings associated with Shabbat, including blessings over the candles, challah, handwashing, wine, *b'samim* (spices), and Havdalah.

**G'millut Hasadim** - Students will learn the *mitzvah* of *bikkur holim*, visiting the sick by visiting the Kline Galland home. They will learn the idea of *Tikkun Olam*, repairing the world and the concept of *hesed*, kindness.

**Hebrew** – Using a specialized Hebrew Learning Packet, students will understand that Hebrew is made up of letters that make different sounds. Students will focus on letter recognition, matching sounds to letters and vowels, decoding, writing block letter, counting to 10 and following Hebrew Through Movement commands.

**Holidays and Customs** - As students continue their study of Jewish holidays, they will begin to explore the meaning behind the holidays, gaining a deeper understanding of why we do what we do. Their study of holidays will be connected to some of the *mitzvot* associated with each one, such as how and why we build a sukkah or the reasons we participate in a Passover seder. Lets Celebrate will be used to understand and experience the Fall and Spring Jewish holiday cycle. We will also invite the families for a demonstration on how to celebrate Shabbat and Havdalah at home.

**Mitzvot and Middot** - In Kitah Alef, students will focus on the *mitzvot* that shape our lives while studying Torah and celebrating Jewish holidays.

## **Schedule at a Glance for First Grade:**

9:30-10 assembly/t'fillot

10-10:10 attendance and tzedakah

10:10-10:25 story about theme (holiday or other)

10:25-10:45 music

10:45-11 snack with Torah story

10:55-11:05 recess

11:05-11:25 holiday packet and project or special activity related to holiday, theme or Torah

11:25-11:35 Hebrew Through movement

11:35-11:50 Alef Bet packet

11:50-12:10 Alef Bet activities

12:10-12:15 class store open and dismissal

## Kitah Bet (Second Grade)

In Kitah Bet, students will explore the Jewish community and their role within it. They will learn about and participate in holiday celebrations and lifecycle events. Families are encouraged to participate in our Garinim and Shtilim programs for young families at HNT.

**Big Idea:** The Big Idea of Kitah Bet is to begin gaining an understanding of the different components of Jewish life, including family celebrations, synagogue participation, and that Israel is the Jewish homeland.

**Torah:** Students will study several *parshiyot* (Torah portions) including *Bereshit*, *Lech Lecha*, *Toldot*, *Vayigash*, and *Shemot*. Learning will occur through reading stories, discussing ethical and moral lessons, and completing a creative project for each *parsha*.

**Avodah:** Using the text My Siddur, students will study *Oseh Shalom*, the *Hanukkah* candles blessings, *Yom Tov* candle blessings, the *Pesach* blessings, and *Shecheyanu*. They will continue reviewing food blessings. They will also gain a deeper understanding of the *siddur*, the Jewish prayerbook. They will be able to find the names of God in the *siddur* and know how to pronounce the different names.

**G'millut Hasadim:** Students will explore what it means to be a part of a community. This includes the value of *hachnassat orchim*, welcoming of guests. Students visit Kline Galland and collect Tzedakah (sacred giving) on a regular basis as a way to contribute and give back to the community.

**Hebrew:** Students will use the Tal Am curriculum to focus on Hebrew reading, writing block letters, and learning vocabulary words, including days of the week, types of clothing, types of weather, names of family members, different colors, and holiday vocabulary. Students will also write a Hanukkah play in Hebrew, which will be presented to parents. Students will play word card games in Hebrew to deepen their vocabulary. Ariyot will be their primary Hebrew workbook. The 22 Hebrew letters of the Hebrew alphabet will be learned through Tal Am by using songs and board games excluding the 5 final letters. Also learned in Hebrew will be the following:

- Days of the week
- Clothing (hat, shirt, pants, shoes, jacket, umbrella)
- Weather (clouds, sun, rain, wind, snow, cold, hot, pleasant)
- Seasons (fall, winter, spring, summer)

- Simple Hebrew Sentences (I am, boy, girl, second grade, I love or I like chocolate/pizza/ice cream, I live in
- Family Members (mom, dad, grandma, grandpa, sister, brother)
- Teacher and Class
- Colors (red, blue, green, and yellow)
- Holiday Vocabulary

Ariot is the Hebrew text reviewed to learn reading and writing. Students use small readers or booklets that are short and small with stories for those who know how to read.

**Holidays and Customs:** Students will explore the holidays through creative mediums, including making New Year cards for Rosh Hashanah, an edible Sukkah for sukkot, writing and performing in the Hanukkah play in Hebrew, and creating Passover pillows and seder plates. Students plant seeds for Tu Bishvat and use edible crafts to enhance their learning. Students engage in a Purim program as well and visit stations all based on the theme of holiday. On Yom Ha'Atzmaut, students create their own Israeli flags and on Lag B'Omer, students create a magical bon fire out of crafts to experience the holiday on a visceral level. One station tells the story, one station the students play Hebrew games, and other students participate in additional kinesthetic activities related to Purim. Students will also continue to work on their knowledge of holiday vocabulary.

**Mitzvot and Middot:** In Kitah Bet, students will focus on the commandments associated with lifecycle events.

## **Kitah Gimmel-Kitah Hey (3rd-5th grades):**

### **The B'Yachad (Together) Program**

The B'Yachad Program is a unique opportunity for students and parents to continue their Jewish learning together. Students combine twice a week classroom learning with a family commitment to participate in once-a-month Sunday adult learning programs and five Shabbat dinners during the year. Student classes meet on Sundays and your choice of either Monday, Tuesday, or Wednesday afternoon. While we will make every effort to accommodate your weekday school request, it is subject to change based on availability. In class, students will continue their Hebrew reading and prayer skills, and deepen their learning on festivals, Jewish history and Israel.

#### **Shabbat Component of B'Yachad**

This practicum Shabbat experience is a chance for the whole family to experience Shabbat together, exploring both the theory and the practice connected to this sacred time in the week. We will study, pray, and eat together, building community with other FRS families. Grandparents and extended family are welcome to join us:

In line with our inquiry based model of teaching, some of the questions on Shabbat we will explore, include:

- Why is Shabbat the only day of the week that has an actual name?
- What does it mean to each of us, individually, to “recharge our batteries” and truly participate in the day of rest?
- How can we incorporate Shabbat observance (in whatever way makes sense for our family) into our family routine?
- How can we make Shabbat meaningful for our family and ourselves?

For the 2017-2018 year, B'Yachad dinners will be held on the following nights beginning with a pre-oneg (light refreshments) at 5:30 and then a Shabbat service at 6:00:

- 2017: October 27 and December 1
- 2018: February 2, March 9, and April 20

Please RSVP to the Wufoo registration form sent out prior to each family dinner program by the Monday before each Friday evening.

## The Etgar Yesodi Curriculum in Third-Fifth Grade at FRS

From third through fifth grade, students explore the Etgar Yesodi curriculum. The Etgar Yesodi curriculum was developed by the Melton Research Center for Jewish Education at the Jewish Theological Seminary (JTS) of America in 2011. Although developed at JTS, Etgar Yesodi—meaning “Primary Challenge” in Hebrew—is now housed at the Jewish Educators Assembly (JEA). In the 2016-2017 academic year, there were 63 Etgar Yesodi teachers and 969 students in Etgar Yesodi classrooms worldwide. Whether quoting Yoma 83b from the Talmud to teach about the power of names in Unit One: Lesson One in fourth grade, or quoting Numbers 29:1 from the Torah regarding the sounding of the shofar, as the curriculum does in Unit One: Lesson Three in third grade, the curriculum draws on the teachings of Judaism to develop personal connection and find meaning. Dr. Krigel wrote his dissertation for his Doctorate in Jewish Education from Gratz College on the impact of the professional development associated with the Etgar Yesodi curriculum. Please contact Dr. Krigel for more information regarding this unique and dynamic curriculum.

The curriculum is designed to connect powerfully with students because it:

- Builds on student’s prior knowledge and current experiences
- Empowers students to articulate positive Jewish identities
- Builds breadth and depth in students’ understanding and observance of Judaism
- Incorporates findings in educational research, such as the power of cooperative learning; the value of addressing multiple intelligences, and the importance of differentiating instruction whenever possible.

The Etgar Yesodi goal is to create a curriculum for Jewish elementary-aged learners that will have a major impact on their developing understanding of Judaism and Jewish life. The curriculum links Jewish values, moral development and spirituality with experiential learning, technology and family involvement. The curriculum seeks to connect students with the textual, ritual and artistic sources of Jewish life, while encouraging their curiosity, imagination and expression. The goal is for students to emerge with a vocabulary of Jewish life that goes beyond words, and which informs their sense of what Judaism contributes to their lives, and what they can contribute to the world around them.

Parent involvement signals to students the worthiness of the enterprise of Jewish study and enculturation. This curriculum provides opportunities for parents to participate in a variety of ways, by adding their wisdom of experience to the students’ studies and sharing experiences that invite dialogue on significant issues. This curriculum also integrates Jewish life beyond the confines of the classroom through community service.

**Kesher Letters:** Kesher Letters are used to communicate to the parents of the students in the Etgar Yesodi class in a narrative format. Teachers and directors spend time in the webinars learning how to use the Kesher Letters and where they are located on the Wiki. The letters can be individualized according to the specifics of the school and the class.

**VoiceThread:** Etgar Yesodi Educators use VoiceThread to provide the practical explanation behind every lesson in brief slides with audio narrative within the curriculum. VoiceThread is a cloud application that helps teachers manage content and communication in an online format. Teachers can upload many different types of media to help explain and teach their lessons. Every lesson is broken down into specific VoiceThread videos and slides. The narrative helps explain the purpose and content of each lesson, idea, and specific direction in the curriculum. VoiceThread provides the teacher and the parents with a robust explanation regarding the content, meaning, and message of what the curriculum hopes to accomplish. Etgar Yesodi uses VoiceThread both to explain lessons on a unit-by-unit basis to teachers and to encourage teachers to communicate with their students and families. VoiceThread explains each lesson to teachers and can be used as an education tool for parents as well.

**Kvutzot and Chavruta Learning:** Kvutzot, or cooperative learning groups, create positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. Along with chavruta learning, or studying in partnered pairs or dyads, Kvutzot organizes students into small groups of four, with the roles of monitor, recorder, encourager, and reporter for each student. Students have a different role assigned to them in the group, helping the students to work together rather than in isolation. The small group work and the chavruta learning gives students the opportunity to grapple with primary texts. Cooperative learning is used in Etgar Yesodi to encourage student participation and growth.

The Etgar Yesodi curriculum is structured on the Jewish holidays as the driving focus in third grade. Then, in fourth grade, the curriculum shifts to the personal experiences of the students with the theme of *My Story*. In fifth grade, the curriculum focuses on the community aspect with the theme of *Our Story*. The rationale for this sequence is that when the learning is personal, the students are more invested in the process. Throughout Etgar Yesodi, the students engage with rubrics that help them assess their work. These rubrics empower students to think critically about their work and behavior, and provide straightforward expectations before every unit to better focus students and teachers on the outlined learning objectives. These rubrics help teachers and students communicate about what learning has occurred and what learning needs to occur moving forward. More importantly, they help fill in the gaps of the learning process in an individualized manner. When students can follow up on missed assignments and further pay attention to their ongoing work with direct supervision from their teachers, they can excel in their learning.



## Kitah Gimmel (Third Grade)

In Kitah Gimmel, students will enhance their understanding of holidays, continue their Torah study, and deepen their connection to Israel.

**Big Idea:** In Kitah Gimmel, students explore Torah stories and values, to help them develop their own personal relationship with the Torah. Students will understand the rhythms and *mitzvot* of the Jewish holidays and the connection of the Jewish calendar to the lunar cycle. Students will understand that Israel is the homeland of the Jewish people.

**Torah:** Using the text, The Explorer's Bible: Volume 1 from Creation to the Exodus, students will study each parsha in depth, by pondering, personalizing and wrestling with the text with a goal of creating a well-rounded and thoughtful experience of Torah study. Students will study the story of creation, the Garden of Eden, Cain and Abel, Noah, the Tower of Babel, and the stories of Abraham, Sarah, Isaac, Rebecca, and Jacob and Esau.

**Avodah:** Students begin the Hebrew in Harmony program in third grade. Hebrew in Harmony is a three-year Hebrew curriculum that uses the power of music to engage students with prayer. Individual modules, each devoted to different prayer, are used by the teacher to make prayer relevant and meaningful. Student's will also learn the prayers associated with Jewish holidays. In third grade, the following Hebrew in Harmony prayers will be covered:

- Shema
- V'ahavta
- Ma Nishtanah
- Brachot
- Kiddush

Along with the prayer packets, Hebrew in Harmony also has an online component. Each student in this class will be granted online access to continue studying and learning the prayers at home and at FRS. The complete prayer goals of Hebrew in Harmony can be viewed by going to this website:

<http://www.behrmanhouse.com/pdfs/HebrewinHarmonyGoals.pdf>

**G'millut Hasadim:** Students work on ethical issues associated with our relationships with others, through their study of Torah stories. They will think critically about what is right and wrong, the importance of the choices they make, and the role of Judaism and Torah in helping them make those choices.

**Hebrew:** Students will continue working on basic reading and writing. They will be able to read and pronounce some words and phrases, with a focus on increased fluency. They will begin work on some *shorashim* (roots) of Hebrew words. They will learn through the texts Basic grammar, including the present tense, masculine and feminine nouns and adjectives are presented throughout the year. They will also work on both singular and plural forms of words.

**Holidays and Customs:** Through the Etgar Yesodi curriculum, holidays and values are explored in great depth in the third grade. Students will cover the following units:

- Unit One: *Yamim Noraim* (the High Holidays)
- Unit Two: *Sukkot* and *Hachnassat Orchim* (Welcoming Strangers)
- Unit Three: *Rosh Hodesh* (The New Month) and the Jewish Calendar
- Unit Four: *Hanukkah* and *Pirsumei D’Nisa* (Placing your *Hanukkah* in a visible place)
- Unit Five: *Shabbat* and *Hakarat HaTov* (Gratitude)
- Unit Six: *Pesach* and *Z’man Heruteinu* (the Season of Our Liberation)
- Unit Seven: *Simchat Torah*
- Unit Eight: *Tu B’Shevat* (The Birthday of the Trees): *Yeshuv Ha’Aretz* (The Mitzvah of Settling in Israel)
- Unit Nine: *Purim* and *Ometz Lev* (Courage of the Heart)
- Unit Ten: *Shavuot* and the Importance of Torah Study

**Mitzvot and Middot:** The focus in Kitah Gimmel will be on some of the *mitzvot* and *middot* associated with the land of the Israel. Students will gain an understanding of the commandments regarding living in the land and some of the values that shape modern day Israeli life.

## Kitah Dalet (Fourth Grade)

In Kitah Dalet, students continue their exploration of Judaism, gaining a deeper understanding of and appreciation for the role that Jewish tradition and teachings can have in their lives.

**Big Idea:** In Kitah Dalet, students develop a deeper connection to Jewish tradition, understanding that they are part of something bigger than themselves. They will use their learning to understand how to be a better person and Jew. They will understand how Torah stories, the land of Israel, and Jewish tradition shape their modern-day lives.

**Torah:** Using the first half of The Explorer's Bible: Volume 2 from Sinai to the Nation of Israel, students will cover the following chapters: The Great Miracle, God's gift, The Courage of Two, Joshua Fights For Freedom, Deborah's Help, Samson's Purpose, Ruth's Choice, Samuel and the King, David's Friends and Foes, and David Stands Guilty. Combining faithful but accessible translations with thematic connection to students' daily lives, The Explorer's Bible will create lively Bible study while helping students to connect intimately with the text. Student's will also use the text A Child's Bible Gamebook to explore Torah stories through experiential lessons.

**Avodah:** Students continue with their Hebrew in Harmony work they began in third grade by understanding the central roles these prayers play in Jewish life. In fourth grade, the following Hebrew in Harmony prayers will be covered:

- Barchu
- Birchot Shalom
- Havdalah
- Lecha Dodi
- Mi Chamocho

Along with the prayer packets, Hebrew in Harmony also has an online component. Each student in this class will be granted online access to continue studying and learning the prayers at home and at FRS. The complete prayer goals of Hebrew in Harmony can be viewed by going to this website:

<http://www.behrmanhouse.com/pdfs/HebrewinHarmonyGoals.pdf>

Students will continue their work on the Etgar Yesodi curriculum, working on these six units:

- Unit One: *Zikaron*: My Roots, My Memories
- Unit Two: *Brit*: My Beginning, My Name
- Unit Three: *Berakhot*: My Blessings
- Unit Four: *Tokhehah*: Improving My Friendships
- Unit Five: *Ma'akhi Re'evim*: Sharing My Talents with Others
- Unit Six: *Devekut*: Developing My Relationship with God

**G'millut Hasadim:** Through Torah study, students will gain a deeper understanding of how our actions impact others. They will learn about *hesed* (kindness) by studying Rachel's actions towards the wanderers and their travels, as well as towards her sister Leah. They will learn about the value of forgiveness, by learning from Joseph's forgiveness of his brothers. Students create a Story Box throughout the year to highlight their creativity and all the projects they are engaged in during class based on the Etgar Yesodi curriculum.

**Hebrew:** Students will continue working on their Hebrew reading, with a focus on conversational Hebrew, basic vocabulary comprehension, and extracting meaning through *shorashim* (the roots of words).

**Holidays and Customs:** Students will study the connections between Torah and Jewish holidays, gaining a deeper understanding of how the Torah has shaped our calendar. Through the study of Moses, they will find the connections between the Torah and the Haggadah we use at the Passover seder. They will understand how the three Pilgrimage Festivals (*Sukkot*, *Pesach*, and *Shavuot*) are celebrated based on explanations in the Torah. They will also understand which holidays are post-Biblical, including *Simchat Torah*, *Hanukkah*, *Purim*, *Yom Ha'Atzmaut*, *Yom HaZikaron*, *Yom HaShoah*, and *T'sha B'Av*.

**Mitzvot and Middot:** Students will use the biblical characters to help them think about how to apply values like *hesed* (kindness), *tzedakah* (charity/righteousness), forgiveness, humility, and *rachamim* (compassion) into their own lives.

## Kitah Hey (Fifth Grade)

In Kitah Hey, students begin to take a leadership role within the Herzl Ner-Tamid and Frankel Religious School communities, serving as role models for younger students.

**Big Idea:** In Kitah Hey, students connect what they have been learning in previous years to sacred spaces and community involvement. Students will hopefully begin to see themselves as contributing citizens in a global Jewish environment.

**Torah:** Students will use the text The Explorer's Bible Volume 2: From Sinai to the Nation of Israel to engage with Torah. This text gives students a taste of Torah in the original Hebrew, helping them to develop the skills for a lifetime of *Talmud Torah*, Torah study. Students will practice Hebrew reading, become familiar with the 12 Torah portions in the book of *Bereshit*, Genesis. Through role playing, cooperative learning, word analysis, and critical thinking students will continue to develop their own personal relationship with and understanding of the Torah. Students will use Torah videos from Bim Bam (formerly G-dcast) to enhance their Torah learning.

**Avodah:** Students complete their work with Hebrew in Harmony in the fifth grade, which uses music to help teach Hebrew and *T'fillot* (prayers). In fifth grade, students begin using the Making T'filah Meaningful curriculum to help them build a personal relationship and connection to prayer. In fifth grade, the following Hebrew in Harmony prayers will be covered:

- Avot V'Imahot
- Gevurot
- Kidusha
- Ma'ariv Aravim and Yotzer Or
- Shalom Alechem

Along with the prayer packets, Hebrew in Harmony also has an online component. Each student in this class will be granted online access to continue studying and learning the prayers at home and at FRS. The complete prayer goals of Hebrew in Harmony can be viewed by going to this website:

<http://www.behrmanhouse.com/pdfs/HebrewinHarmonyGoals.pdf>

Students will continue to enhance their service leading skills, in preparation for their upcoming *B'nai Mitzvot*. Students will continue with the Etgar Yesodi curriculum, with these seven units:

- Unit One: *Kehilla Kedosha*: Developing Our Classroom Community
- Unit Two: *Mikdash Me'at*: Creating our Sacred Spaces
- Unit Three: *Arakhim*: Living Our Values Together
- Unit Four: *Piyyutim*: Connecting Our Communities Through Poetry and Song
- Unit Five: *Yisrael*: A Modern Look at Our Ancient Home
- Unit Six: *Ahrayut*: Our Responsibility Toward Others
- Unit Seven: *Mi Dor L'Dor*: Our Dinner Party Across Time

**G'millut Hasadim:** Students will take the lessons they have learned thus far regarding *g'milut Hasadim* and use these lessons to help others. As a group, they will brainstorm a project that can directly benefit the other students of the FRS school. They will then come up with a plan to implement that project and will then carry it out over the course of the school year. Potential projects could include creating lessons to teach to other students, helping to clean or organize part of the school buildings, or volunteering with either the Garinim or Shtilim young family programs at HNT.

**Hebrew:** Using Ulpan Alef and Bet, students will continue their Hebrew skill building. Students will have a Hebrew packet to supplement their learning as well. They will cover vocabulary like greetings, food, family, school, and time. They will focus on simple sentences using singular verb forms. They will complete increasingly challenging exercises and activities, using poetry, words games, and sample conversations to improve their Hebrew language skills.

**Holidays and Customs:** In addition to continuing to dive deeper into Jewish holidays throughout the year, students will begin to commemorate *Yom HaShoah*, beginning their introduction to the events of the Holocaust. The goal is to teach students what happened during this challenging and terrible time in Jewish history. Students will also work to learn modern day lessons from the events of the Holocaust, helping them to realize the importance of being “upstanders,” people who identify injustice and choose to take positive action to help others. The Holocaust will be taught through the use of video clips, movies, journals, guest speakers, and a visit to the Holocaust Center for Humanity.

**Mitzvot and Middot:** Students will focus on understanding both *mitzvot bein adam la-makon* (commandments between humans and God) and *mitzvot bein adam l'havero*, (commandments between ourselves and other people). We will continue our study of the *mitzvot* connected to ritual Jewish life and dive deeper into the *mitzvot* connected to interpersonal relationships. Examples include *halbanat panim* (not embarrassing others), *dan l'khaf z'khut* (giving others the benefit of the doubt), and the idea of *kehilla kedoshah* (sacred community).

## Kitah Vav (Sixth Grade)

In Kitah Vav, students focus on preparation for their B'nai Mitzvot, including participating in monthly family learning opportunities with parents and engaging in meaningful discussion on Jewish issues. Students also can begin participation in Kadima, the Conservative Movement's youth group for middle schoolers. For additional information on the B'nai Mitzvah process, please check out our B'nai Mitzvah Handbook, available on the HNT website.

**Big Idea:** Students will spend most of this year focusing on the B'nai Mitzvah process, both on preparation for the actual event and in understanding the privileges and responsibilities that come with Jewish adulthood. Students will continue to find ways to gain meaning and connection through Torah study and *T'fillot* (prayers).

**Torah:** Students will engage in experiential learning designed to help them think and draw out their own views. Students will use Torah Trope, to study the musical notes that accompany the Torah reading. They will also use selections from the JPS B'nai Mitzvah Torah Commentary by Rabbi Jeffrey Salkin, to assist them in the D'var Torah writing process.

These are the guiding questions for Torah study in Kitah Vav:

- How do you study a text?
- What should get our attention?
- Where are we going when we study text?
- How does that translate into a D'var Torah?

**Avodah:** Students will solidify their ability to both lead and participate in Shabbat services, both for their B'nai Mitzvah and throughout their lives. Students will work on Shabbat Shacharit, Torah service, Torah trope, and their B'nai Mitzvah Torah portion. Students will use the *Making T'filah Meaningful* curriculum from Behrman House to gain a deeper understanding of and connection to the prayers.

In addition to working on learning the Shabbat morning service, we are also piloting Making T'filah Meaningful. The following six prayers will be taught from this specific program for Kitah Vav:

- Barchu: Preparing Ourselves for Prayer
- Shema: Focusing on Prayer
- V'ahavta: Using our Hearts and Minds in Prayer
- Mi Chamocha: Appreciating Miracles Through Prayer

- Shabbat Blessings: Creating Sacred Time
- Brachot: Expressing Gratitude

**G'millut Hasadim:** Students will begin exploring possibilities for the Mitzvah project that they will engage in as part of their B'nai Mitzvah experience. This will include learning about social justice needs in the community and exploring ways to help make a difference. They will gain a deeper understanding of the power that every individual has in working towards *Tikkun Olam*, repairing the world. Students will work with family members to create a special Talit they can wear throughout the year in seventh grade. The date of the Talit workshop for parents and students is on April 29 from 9:30-12:15 at HNT.

**Hebrew:** Students will use the text The Art of Torah Cantillation, to work on incorporating Trope into their Torah reading. Students will focus on Hebrew fluency, especially as it pertains to *T'fillot* (prayers) and reading Torah. Students will practice their individual Torah portions in preparation for their *B'nai Mitzvot* and review the Shabbat morning service.

**Holidays and Customs:** The focus in Kitah Vav, is on the holiday of Shabbat. Students will be able to both participate and lead in both the Friday night *Kabbalat Shabbat* service and the Shabbat morning service. Sixth grade students are encouraged to bring their families and attend the TGIS service on March 9. The cost of the meal is included in the FRS tuition for the immediate family for sixth graders for March 9. Students will lead portions of the *Kabbalat Shabbat* service that evening. They will understand the rituals and *mitzvot* associated with Shabbat.

**Mitzvot and Middot:** Students will focus on the role *T'fillot* (prayer) plays in Judaism and Jewish life. They will understand the value of *Kehillah Kedoshah*, being a part of a sacred community. They will begin to explore what role they might like to take on in the Jewish community as they enter adulthood. Students will also discuss hot topic issues of today and gain an understanding of what Judaism teaches regarding these issues.



## Kitah Zayin (Seventh Grade)

In Kitah Zayin, students continue participating in monthly family learning opportunities with parents and engaging in meaningful discussion on Jewish issues. Students also can begin participation in Kadima, the Conservative Movement's youth group for middle schoolers. For additional information on the B'nai Mitzvah process, please check out our B'nai Mitzvah Handbook, available on the HNT website.

**Big Idea:** The Bar or Bat Mitzvah ceremony marks the beginning of our lives as an adult member of the Jewish community. The Kitah Zayin year focuses on providing students with the tools needed to fulfill the *mitzvot* (commandments) that make up Jewish life, including developing our own relationship with God, participating in lifecycle events, and applying Jewish values to modern issues.

**Torah:** Students will use the text The Prophets: Speaking Out for Justice, exploring the lives of seven prophets: Moses, Samuel, Elijah, Amos, Isaiah, Jeremiah, and Jonah. They will use additional texts to study the role of female prophets, such as Miriam and Deborah. Stories based on biblical texts bring each prophet vividly to life, while narrative provides historical context for the challenges faced by prophets and the lessons these can teach us today. On Shabbat mornings, students will have in-depth discussions of the weekly Torah portion. Focus will be on developing familiarity with the stories in the Torah and applying lesson from the Torah to modern day life. The Kitah Zayin class leads the Torah service each Shabbat morning.

These are the main topics of study for Kitah Zayin:

- Haftarah: look at the text
- The nature of the iconoclast
- Life after b'nai mitzvah

**Avodah:** The primary text for this class is Siddur Lev Shalom. Students will also continue using the Making T'filah Meaningful curriculum from Behrman House to gain a deeper understanding of and connection to the prayers. Students will solidify their ability to both lead and participate in Shabbat services, both for their B'nai Mitzvah and throughout their lives. Students will work on Friday night Ma'ariv, Shabbat Shacharit, Torah service, Torah trope, and their B'nai Mitzvah Torah portion. Torah plus one means that approximately three months after the student becomes a bar or bat mitzvah, we encourage that student to read Torah during a Shabbat morning service at HNT in the main service.

In addition to continuing to work on mastering the Shabbat morning service, we are also piloting Making T'filah Meaningful. The following six prayers will be taught from this specific program for Kitah Zayin:

- Avot V'Imahot: Strengthening our Relationship to Prayer
- Gevurot: Finding Strength in Prayer
- Kedusha: Focusing on Holiness
- Prayers for Peace: Partnering for a Better World
- Torah Blessings: Living a life of Torah
- Aleinu: Parsing God

**G'millut Hasadim:** The primary text is The Mitzvah Project Book: Making Mitzvah Part of Your Bar/Bat Mitzvah...and Your Life. This book will guide students through the steps of creating their very own mitzvah project or social action project connected with their bar or bat mitzvah experience. Post b'nai mitzvah students will also use this book to continue giving back to their community. This inspiring book is packed with ideas to help students connect with something they love to a mitzvah project or *tikkun olam* initiative that students can be passionate about. It is filled with information, ideas and activities to spark students' imagination, as well as a planning guide to get students organized.

**Hebrew:** Students will focus on enhancing their fluency of Hebrew reading connected to *t'fillot* (prayers), Torah and Haftarah. Students will continue reviewing some simple conversational Hebrew, including learning vocabulary connected to social action.

**Holidays and Customs:** The focus in Kitah Zayin, continues to be the holiday of Shabbat. Students will be able to both participate and lead in both the Friday night *Kabbalat Shabbat* service and the Shabbat morning service. Seventh grade students are encouraged to bring their families and attend the TGIS service on April 20. The cost of the meal is included in the FRS tuition for the immediate family for seventh graders for April 20. Students will lead portions of the Kabbalat Shabbat service that evening. They will understand the rituals and *mitzvot* associated with Shabbat. Now that students are old enough to play a role in the minyan or prayer group, being part of a minyan and holy community will be explored as well.

**Mitzvot and Middot:** Students will focus on the value of *Tikkun Olam*, repairing the world, and understanding the role that they can play in that process. Students will continue to develop a personal relationship with the liturgy, finding ways to adopt the *mitzvot* associated prayer into their own lives in a way that is meaningful to them.

## Friday Evening Service – Siddur Lev Shalem

<ul style="list-style-type: none"><li>• Bar'khu &amp; El Khai</li><li>• V'ahavat'kha</li><li>• Sh'ma V'ahavta</li><li>• Vesamtem</li><li>• Emet Vemunah</li><li>• Umalkhuto</li><li>• Malkhut'kha</li><li>• Vene'emar</li><li>• Ushmor Tseteinu</li></ul>	<ul style="list-style-type: none"><li>• V'shamru</li><li>• Hatzi Kaddish</li><li>• Va Y'khulu</li><li>• Magen Avot</li><li>• Kaddish Shalem</li><li>• Kiddush</li><li>• Aleinu</li><li>• Yigdal</li></ul>
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## Shabbat Morning Service – Siddur Lev Shalem

<ul style="list-style-type: none"><li>• Shochen Ad</li><li>• L'Hodot</li><li>• B'rachot V'hodaot</li><li>• Hatzi Kaddish</li><li>• Barechu/Yotzer Or</li><li>• Ein K'erkecha</li><li>• Eil Adon</li><li>• Small Kedusha</li><li>• Or Chadash</li><li>• Ahava Raba/Vahavienu</li><li>• Sh'ma/V'ahavta</li></ul>	<ul style="list-style-type: none"><li>• Vayomer</li><li>• L'dor V'dor - Goaleinu</li><li>• Tehilot - Tzur Yisrael</li><li>• Amidah &amp; Kedusha</li><li>• Kaddish Shalem</li><li>• Torah Service</li><li>• Ashrei</li><li>• Returning Sefer Torah</li><li>• Ein Keloheinu &amp; Aleinu</li><li>• Adon Olam</li></ul>
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## Madrichim (Eighth – Twelfth Grade)

Madrichim are students who wish to work as teacher assistants at FRS. These students are critical to the success of the FRS program. Students spend time learning together each Sunday morning from 9:30-10:00 on topics related to teaching, instruction, and leadership all in a Jewish context. In addition, students also are Torah Tutors for potential b'nai mitzvah students and do a fantastic job putting the theory of giving back to the community to practice with their participation in these activities. Starting in ninth grade or when the student turns 14 years old, students are monetarily compensated for their hard work. Our *Madrichim* program also has a study component each Sunday while the students are in the family service.

**Big Idea:** Students in the Madrichim training program develop leadership skills that will help them continue their involvement in the Jewish community and beyond. This program provides the opportunity to stay in relationship with the peers, ask deep questions, give back to their community by working in FRS, and help them understand that Jewish learning is a lifelong process.

**Torah:** Students will study the leadership components from The Madrichim Manual, which prepares teenagers to become both effective teacher assistants and appropriate role models for younger students. Through workshops and active learning, they will gain the skills needed to prepare for this important role in the FRS community. Special features include case studies which prepare *madrichim* (teacher assistants) for classroom situations; sample contracts that help ensure agreement on responsibilities; a lesson plan development form to help *madrichim* understand the steps in implementing a meaningful lesson, and child development charts which help *madrichim* better understand their students' behavior and developmental needs.

**Avodah:** Students will help lead the Shabbat prayers when younger FRS students are engaged in the process of learning their specific grade level liturgy.

**G'millut Hasadim:** Students will use their leadership skills to help the broader Frankel Religious School community. Students will answer questions about their own learning experience, including:

- What do you wish you would have paid attention to that would have made your Bar/Bat Mitzvah easier?
- What questions do you wish you had asked in your years of Hebrew School?

- What do you wish you had been taught?

**Hebrew:** Students will continue to work on simple conversational Hebrew. They will continue to practice reading Hebrew to maintain fluency skills. Simple children's books will be used as a tool for both reading and simple conversation.

**Holidays and Customs:** Students will use the holidays as a base for understanding social justice and leadership skills.

**Mitzvot and Middot:** The Madrichim program focuses on the idea that it is up to each one of us to work on making a difference in the world. They will understand the important role that each of us can play in the Jewish and larger general community.

## **Masa (Journey in Hebrew)**

### **High School (9-12<sup>th</sup> Grade)**

High School students have a variety of ways to continue their learning and involvement at Herzl Ner-Tamid, after their *b'nai mitzvah* is complete. The options include:

#### **The Gwenn and Dean Polik and Valerie Polack z"l High School Trip**

One of the central goals of HNT is to build a strong sense of community in our teenagers, creating a close connection to each other, to Judaism, and to Herzl Ner- Tamid. To help meet this goal, we are planning a four-year rotation of trips, with the following goals:

- Broadening the Jewish experiences and deepening the Jewish knowledge of our teens in a compelling and attractive way.
- Connecting our teens with each other and with the greater Jewish people.
- Bonding our students with HNT as their home and community, the place they can turn for friendship, exciting new ideas, and an anchor for helping them make ethical decisions at a critical time in their personal development.

Students will participate in eight learning sessions, culminating in a trip to different cities with strong Jewish communities. Students must participate in the classes in order to attend the trip.

**Dates for Trip:** April 8-12, 2018 plus the following eight Tuesdays from 6:30-8:30 with Dr. Krigel: 9/26; 10/24; 11/14; 12/5; 1/23; 2/13; 3/20; 5/15.

In 2018, the trip will be to Los Angeles. Tentative site visits include the Skirball Cultural Center, The Museum of Tolerance, American Jewish University, UCLA Hillel, Universal Studios, Griffith Observatory, Beit Teshuva, and Teen Tuesday at Valley Beth Shalom.

Space is limited to 25 students in ninth through twelfth grade. Community members are welcome to participate, but first priority will be given to members of Herzl Ner Tamid.

The cost for the Masa Program is \$1550 for HNT members. This covers the 8 learning sessions, which include dinner. It also includes transportation, lodging, food, and program for the five-day trip. All meals will be Kosher. We will be unable to provide a refund for the balance of this trip after October 1, 2017. The non-member rate is \$1750.

The learning sessions for the L.A. trip will explore the following questions:

1. How have Jewish mythmakers and storytellers shaped America's image of itself?
2. How has Hollywood portrayed Jews? Muslims? Religion in general? Are the portrayals fair?
3. What are the different ways of telling the story of who we are - as Americans? As Jews? What difference does it make how we tell our story? How do different types of Americans/Jews tell the story differently? How has the way we tell the story changed over the years?
4. Analyze movies/TV shows that tell an American/Jewish story in a new way. How does knowing these stories impact our image of what community looks like?
5. Explore the connection between tolerance and Hollywood storytelling. How might the way we tell a story reflect intolerance? How can storytelling serve as a tool to fight intolerance and prejudice?
6. What have been the tensions between African Americans and Jews within the entertainment industry?
7. How have the attacks on 'the media' and on 'Hollywood' been veiled forms of anti-Semitism?
8. What is the role of TV/film in teaching morality? Should taking a political side ever be off limits for TV/movies? Is Hollywood politically and/or morally biased in one direction?

Thank you to Gwenn and Dean Polik for support of these experiential and educational trips.

### **USY High School Youth Group**

Our award-winning chapter of USY (United Synagogue Youth) is named Achim (Brothers and Sisters). The high school (9th – 12th grade) youth group meets several times a month for events focusing on Israel, social action, and current hot topics. USY Board Members plan and execute creative and engaging programs. Past events include a Willy Wonka inspired sleepover, "Battle

of the Sexes” Shabbat Service and Dinner, Israeli Kibbutz simulation, and an annual Chanukah party. USY Membership is required for all regional events. A complete membership form can be found on this website: <https://hnt.wufoo.com/forms/usy-membership-form/> Michaela Covner is our USY advisor and Michaela can be reached at [lilcov@gmail.com](mailto:lilcov@gmail.com).

## FRS Curriculum Times Per Week 2017-2018

*How much time per week do students devote to specific subjects?*

**Pre-Gan through Second Grade: 2 Hours of Classroom Instruction on Sundays per Week**

**Third Grade - Fifth Grade: 2 Hours on Sundays per Week and 1.5 Hours of Instruction Midweek**

**Sixth Grade: 2 Hours of Classroom on Saturdays per Week and 3 Hours of Instruction Midweek**

**Seventh Grade: 2 Hours of Instruction on Saturdays per Week and 1.5 Hours of Instruction Midweek**

**High School: 2 Hours of Classroom Instruction per Month and 5 Day Trip Experience**

	<u>Bible</u>	<u>Etgar Yesodi, Life Cycle, Holidays</u>	<u>Prayer</u>	<u>Hebrew Alef-Bet</u>	<u>History</u>	<u>PBL: (Projects / Activities)</u>	<u>Total Time</u>
<b>Pre-Gan</b>	20	30	10	10	0	50	120
<b>Kindergarten</b>	40	15	15	20	15	15	120
<b>First Grade</b>	40	15	15	20	15	15	120
<b>Second Grade</b>	30	20	15	30	10	15	120
<b>Third Grade</b>	60	60	20	50	0	20	210
<b>Fourth Grade</b>	60	45	25	50	15	15	210
<b>Fifth Grade</b>	60	45	25	50	15	15	210
<b>Sixth Grade</b>	55	60	85	55	15	30	300
<b>Seventh Grade</b>	35	30	50	50	15	30	210
<b>High School</b>	20	30	10	15	15	30	120



## A Day in the Life of a Student at FRS

The following schedules provide information on what an average day looks like in school for our students. Please note that Perek is Hebrew for Period.

<b>Pre-Gan</b>	<b>Gan (K)</b>	<b>Alef (1st Grade)</b>	<b>Bet (2nd)</b>
9:30-10:00 - FRS Z'man T'fillah (Student led prayer time as a school community in the HNT sanctuary)			
Please see detailed schedule for Pre-Gan in the curriculum description of the class.	10:00-11:00 - Perek One and Two  Learning and Discussion	10:00-10:30-Perek One - Set Induction, Active Learning, and Intro to Judaic Content  10:30-11:00-Perek Two - Judaic Content Summary and Project Based Learning	10:00-10:45 - Perek One – Hebrew Welcome, Tzedakah, and Torah Time (Parsha)  10:45-11:15 - Perek Two - Judaic Content Summary and Project Based Learning
	11:00-11:15 -Hafsakah (Recess)	11:00-11:15 -Hafsakah (Recess)	11:15-11:30 -Hafsakah (Recess)
	11:15-12:15 - Perek Three and Four  Scrapbooking	11:15-11:45 - Perek Three - Torah  11:45-12:15 - Perek Four - Hebrew	11:30-12:15 - Perek Three - Holidays

Beginning in third grade, students attend Religious School two days a week. The following schedules provide information on what an average day looks like in school for our students. Note that Perek is Hebrew for Period.

### **Sundays**

<b>Gimmel (3rd Grade)</b>	<b>Dalet (4th Grade)</b>	<b>Hey (5th grade)</b>
9:30-10:00 - FRS Z'man T'fillah (Student led prayer time as a school community in the HNT sanctuary)		
10:00-10:45 - Perek One - Hebrew	10:00-10:45 - Perek One - Hebrew	10:00-10:30 - Perek One – Bim Bom, Tefillah, Reading

10:45-11:15-Perek Two-Torah and Avodah	10:45-11:30 - Perek Two - Torah	
11:15-11:30 - Hafsakah (Recess)	11:30-11:45 - Hafsakah	10:30-10:45 - Hafsakah
11:30-12:15 - Perek Three - Israel and Project Based Learning	11:45-12:15 - Perek Three - Avodah	10:45-11:15 - Perek Two - Holocaust, Etgar Yesodi, Reading  11:15-11:45 - Perek Three – Bim Bom, T’fillah, Reading  11:45-12:15 - Perek Four- Holocaust studies, Etgar Yesodi, reading

### **Mondays, Tuesdays, and Wednesdays**

<b>Gimmel (3rd Grade)</b>	<b>Dalet (4th Grade)</b>	<b>Hey (5th grade)</b>
4:30-4:45 - Set Induction		
4:45-5:30 - Perek One - Hebrew Reading and Writing Practice (Hebrew workbooks by ability)		
5:30-5:40 - Hafskah (Recess)		
5:40-6:15 - Perek Two - Hebrew Prayer Practice (Hebrew in Harmony by grade level)		

Beginning in third grade, students attend Religious School two days a week. The following schedules provide information on what an average day looks like in school for our students. Note that Perek is Hebrew for Period.

### **Saturdays**

<b>Vav (6th Grade)</b>	<b>Zayin (7th Grade)</b>
9:30-10:00 – Set Induction and Bible Study Groups	
10:00-10:30 - Perek One: Haftarah Context: The Former Prophets ( <i>Nevi'im Rishonim</i> ) the narrative books of Joshua, Judges, Samuel, and Kings	10:00-10:30 - Perek One: Latter Prophets ( <i>Nevi'im Aharonim</i> ) the books of Isaiah, Jeremiah and Ezekiel and the Twelve minor prophets

10:30-10:45 - Hafsakah (Recess)	
10:45-11:15 - Perek Two: The Art of Torah Cantillation	10:45-11:15 - Perek Two: B'nai Mitzvah Prayer Leadership in the Main Service
11:15-11:45 - Perek Three: B'nai Mitzvah Prayer Leadership	11:15-12:00 - Perek Three: Mitzvah Project
11:45-12:15 - The Art of Torah Cantillation in Chavrutah (partner work)	12:00-12:15 - Perek Four: Mitzvah Maven

**Mondays and Wednesdays (Vav) and Tuesdays (Zayin)**

Vav (6th Grade)	Zayin (7th Grade)
4:30-4:45 - Set Induction	
4:45-5:30 - Perek One: The Art of Torah Cantillation	4:45-5:30 - Perek One: B'nai Mitzvah Prayer Leadership
5:30-5:40 - Hafsakah (Recess)	
5:40-6:15 -Perek Two: B'nai Mitzvah Prayer Leadership	5:40-6:15 - Hot Topics and Conversational Hebrew

# FRS Bible Curriculum

## Session One: Genesis 1:1-2:4

### **Inquiry Questions:**

- How is what God said when God created human beings different from what God said when God created on the other days?
- Are there any phrases or words that are repeated in the act of creation? Why do you think they were repeated?
- How is the seventh day different from the other days?
- When does the day begin in this story?
- What does it mean that we were created like God?
- What does that mean about how we treat other people?

### **Major Themes:**

- Chaos into Order: Being able to explain the importance of order in life and be able to give 2 concrete examples of order in everyday life.
- Btzelem Elohim: Being able to explain what it means that human beings were created in the image of God and what does that mean about how we treat other people.

**Content Knowledge:** Being able to know the story of Adam and Eve in the Garden of Eden in the proper sequence. Being able to tell the story and identify the main characters of the story (Adam, Eve, God, and the Snake).

# Session Two: Genesis 2:5-24

## **Inquiry Questions:**

- Why is it not good for people to be alone?
- Did God tell them to not eat of the tree?
- Is Eve's answer correct? Why did she add the part about do not touch?
- What does it mean that we were created like God?
- What does that mean about how we treat other people?

## **Major Theme:**

- Human Beings Need Each Other: It's not good for people to be alone. We get more accomplished when we work together.
- Human Beings Are Responsible for their Choices: God gave us freedom to choose but we also have the responsibility for the consequences of those choices. With great power comes great responsibility
- Exaggeration: Why do people exaggerate? What is the problem with exaggeration? What problems can be caused by exaggeration.

**Content Knowledge:** The two stories of creation the specific order of creation.

## Session Three: Genesis 4:1-26

### **Inquiry Questions:**

- What were the differences between Kane's gift and Abel's gift?
- What does Kane mean when he says I am not my brother's keeper?
- Is Kane telling the truth when he says I don't know? If he is not telling the truth, why does Kane lie when God asks where his brother is?

### **Major Theme:**

- Human beings are responsible for one another.
- God wants our best efforts.

### **Content Knowledge:**

- Being able to tell the story of Kane and Abel in the proper sequence.
- Being able to identify the main characters of the story (Kane, Abel, and God).

## Session Four: Genesis 6:5-9:17

### **Inquiry Questions:**

- Why did God tell Noah to bring two of everything into the ark?
- What does the text imply when it says Noah walked with God?

### **Major Theme:**

- We are the care takers of all living things. It's our job to take care and preserve the earth.

### **Content Knowledge:**

- Tell the story in sequence and the main characters: God, Noah, Animals, Ark, Rainbow.
- Know the covenant God made with Noah and know the Hebrew word for covenant (Brit).
- God wants us to be good: the most important thing we can do is be good to each other.
- Rules help us to live with each other: we need rules to help us live with each other in peace.

## Session Five: Genesis 11:1-9

### **Inquiry Questions:**

- Why do the people think they are very great? Give two examples of things people can do better together than along.
- Why do you think God didn't want the people to build the tower? What was God trying to teach the people?
- What happens when winning becomes the most important thing in life?

### **Major Theme:**

- There is more to life than winning.
- Working together makes us more powerful. But that can be good or bad. Think of an example of working together than can make us better.
- It matters what we choose to build and how we build it.

### **Content Knowledge:**

- Recall the story of the Tower of Babel and the main sequence and be able to say why the Tower was called the Tower of Babel.

## Session Six: Genesis 11:26-13:17

### **Inquiry Questions:**

- Why does God ask Abraham to leave his and land? Why does God promise that God will make Abraham a great nation?
- Why didn't Lot choose to live in Sodom?
- When choosing a place to live, what should someone look for?

### **Major Theme:**

- Our relationship with people are more important than the things in our lives.
- Making a new beginning sometimes means starting over. Beginnings are challenging because we sometimes have to leave something behind that we liked when beginning something new.

### **Content Knowledge:**

- Tell the story in sequence and the main characters: God, Lot, Sodom and Gomorrah.

## Session Seven: Genesis 18:1-19:29

### **Inquiry Questions:**

- Why does God think God should not hide from Abraham what God is about to do?
- Why did Abraham run? Would it have made a difference if Abraham would have walked down the road? Why does he bow? How do you show people you really want to welcome them? Is there a way to offer something in an insincere way? If you have a guest over, what do you do to make them feel welcomed? What would make a person not feel welcomed?

### **Major Theme:**

- Holy Arguing: When is arguing a good thing and when it is a bad thing?
- Second Chances: Does everyone deserve a second chance?

### **Content Knowledge:**

- The phrase for how we treat guests is Hakhnassat Orchim. How does Hakhnassat Orchim relate to our lives?
- What were the three major things that happened in the story? The promise of a child, welcoming guests, and arguing over Sodom and Gomorrah. Know the story, the sequence of the story, and the main characters of the story.

## Session Eight: Genesis 22:1-17

### **Inquiry Questions:**

- Why doesn't Abraham tell Isaac the truth?
- Why do they walk in silence? The text says they walked in silence? What do you imagine that walk was like? What was Abraham thinking and what was Isaac thinking?

### **Major Theme:**

- Companionship: What does it mean to be there for someone? How far should you be willing to go to help someone you love and do something they want? What if you get hurt in the process?
- Choose Life: God wants humanity to choose life and not death.



- Loyalty: What does loyalty look like for you? Is there ever a moment when people ask you to be loyal is it unreasonable? Who does Abraham feel loyal to? Was God's test a fair test? How do you show loyalty?

**Content Knowledge:**

- What does Hineni mean and how can the idea of Hineni apply to our individual lives?
- Knowing everyone opposed this but that everyone in the ancient world sacrificed people. This was a new idea in the ancient world.
- Things people once believed that we no longer believe: Examples: Slavery, woman's role. People's belief changes over time.

## Session Nine: Genesis 23:1-24:66

**Inquiry Questions:**

- What do Rebecca's actions tell us about the kind of person she was?
- Why did Eliezer (the servant) choose the woman who offered water to the camels? Why did he think that woman would make a good wife for Isaac?
- Why did Abraham not want Isaac to go back to his homeland to find a wife? Why did he send Eliezer and not Isaac himself?
- The story says that Isaac took Rebecca for his wife and then he loved her. Shouldn't be the other way around? Which do you think should come first: Love or Marriage? What do you look for in the person you will spend the rest of your life with?

**Major Theme:**

- Kindness: God wants each of us to be kind to all of God's creatures including animals.
- Treating Others: The most important thing we can do in a relationship with someone is be kind to them. Our tradition teaches us when looking for a good friend for life, we should choose friends that are kind.

**Content Knowledge:**

- Arrange marriages: in the ancient world and in many places today, people arrange marriages. We don't typically do that now but why is that still done? What is the story of how your parents met? What did your parents love about each other when they got to know each other? What kind of person would they like you to eventually marry? What is important to them and what is important to you?

# Session Ten: Genesis 25:19-27:41

## **Inquiry Questions:**

- Why do you think the two nations are fighting in the womb?
- Why doesn't Jacob just give him the food for free? Was it right that he sold his birthright?
- Why does Rebecca go against her husband and against Esau? Was that right (One suggestion: Rebecca noticed she knew her children well and Esau had trouble delaying gratification and she felt that would be a problem for a leader)?

## **Major Theme:**

- **Fairness:** Should a person's birth determine their destiny? That could be as simple as whether or not you are born first or second or even what race were born into? Who we are is more important than where or how were born.
- **Delayed Gratification:** Esau doesn't seem to have it and Jacob thinks about the future. Sometimes it is important to wait for things and be patient. Sometimes things have to come to us over time. We might have to give up an immediate pleasure for a benefit that will come to us over time. Explore what are some examples for the students related to things we get to enjoy right away and what are examples of things we have to work for over a period of time and have to give up immediate pleasures. We have to practice sometimes even when we don't want to practice.

## **Content Knowledge:**

- Know the story of the twins in chronological order as well as the main characters of the narrative (Jacob, Esau, Rebecca, Isaac). Teach the children about parental blessings. We have parental blessings today we say on Shabbat and students leave the class understanding how these blessings are similar and different from these blessings.

# Session Eleven: Genesis 28:1-22; 29:1-30

## Inquiry Questions:

- If you are the first born, should you get special privileges? Should the younger siblings have to honor the older siblings?
- Why do we not do this today (polygamy)? How can you find an answer to this question in the text? Why was it allowed back then? Are there other things that were allowed back then that aren't allowed today? What does moral progress over history mean?
- Why is it important to tell the truth? What's wrong with not telling the truth? Did Laban lie? Laban says he is justified, is he? What is wrong with deceiving people? Is that ever okay?

## Major Themes:

- Jealousy: There is a rivalry here between the two sisters although we haven't seen that rivalry quite yet. There is a pattern in the book of Genesis between rivalry between siblings. (Note to teacher: explore with the students what causes rivalry between siblings? How do they deal with that at home if it ever comes up?)
- Honesty and Deception: It is important to tell the truth; sometimes though it's more complicated than that. The theme of deception is repeated numerous times in the book of Genesis. (Note to teacher: Is it ever okay not to tell the whole truth. Here Jacob is being deceived. Has anyone else so far in the Bible deceived other people? Was there a connection between Jacob's deception and this deception? Is this Jacob's punishment.)
- Love and Marriage: What makes for a good marriage? (Note to teacher: please be aware this more complicated than it is today. You might have same gendered parents, and we always want to be sensitive to this, so please talk with Moreh Eliyahu when broaching this important subject. Talk with your parents about love and marriage. Ask your parents what they think makes a good marriage? How did they meet?)

## Content Knowledge:

- Knowledge of the story in the correct sequence as well as the main characters of the narrative.
- Hebrew language: Emet (truth) and Sheker (false). This story is a good spot to do work on lifecycle related to marriage.
- Connections to other Biblical Stories: Do you remember another story when someone tricked someone in the Bible? Do you know another story about a well? Is there something connected with these two stories. (Please note for the teacher: Abraham lying to the border guards that Sarah is his sister and not his wife to save her live, God tells a white lie to Abraham when God describes what Sarah says to him and doesn't mention the fact that Sarah said Abraham was old in order to spare his feelings, the Joseph story.)

# Session Twelve: Genesis 32:2-33:10

## **Inquiry Questions:**

- What reason does Jacob have to be afraid of his brother?
- How did Jacob change in the story? (learned he could fight, new name, peace with himself)
- Why was Jacob not afraid? If he was afraid before, why is he not afraid now?
- Why would Jacob want a new name?
- Why do you think Jacob has a wrestling match with somebody just before he meets his brother? Teacher can point out that once before he had a wrestling match with Esau in the womb. Is there any connection between these two stories?
- Are there any other times in the Jacob and Esau story when blessings are important? Jacob and Esau were fighting over a blessing in the beginning of the story. Is there a connection with this story and what happened when they were younger? He already has a blessing from his father, why does he need another blessing? One possible reason: Maybe he never got over the fact that people say he cheated to get the original blessing.

## **Major Themes:**

- **The Significance of Names:** The connection with names and reputation will be explored in this theme. How does a person get a reputation? Is it ever possible for a person to have an unfair reputation? How can someone change their reputation? (Another word for reputation to use is image.)
- **How People Change:** Sometimes to improve ourselves we need to struggle.

## **Content Knowledge:**

- **Knowledge of the story in the correct sequence as well as the main characters of the narrative.**
- **Compare and Contrast:** Can you think of another story you've studied about two siblings? What is similar and what is different? For example: Kane and Able.

# Session Thirteen:

## Genesis 35:22-29; 37:2-35

### **Inquiry Questions:**

- Why were the brothers angry when Joseph told them his dream?
- If Reuben wanted to save Joseph's life, why didn't he save him completely? Was Reuben afraid the other brothers would gain up on him?
- Did the brothers lie to their father? Did they allow their father to believe something that wasn't true? Is that a lie?

### **Major Themes:**

- The connection between our feelings and our actions: What happens when jealousy controls our actions? Do we have control over our feelings? Can we prevent our feelings from going into our hearts and heads? Are we bad if we feel jealous? Does it make us a bad person if we feel jealous? What causes jealousy? Who is responsible for jealousy in this story? Who is responsible for what happens to Joseph? Is the father responsible, Joseph responsible, or the brothers? If Joseph was a brat and the father was playing favorites, does that excuse the behavior of the brothers?
- Favoritism: Is it ever fair or right for a parent to favor one child over the other? What if a parent just likes one child more than the other and can't help their feelings? What if you like one person more than the other? If you want to make one person your friend and not the other, is that wrong? Is showing favoritism different or the same when we do it with our friends and with our families? We see how much damage favoritism can cause, do we have to be careful about how we play favorites? Is there any way in which we shouldn't show favoritism?

### **Content Knowledge:**

- Knowledge of the story in the correct sequence as well as the main characters of the narrative.
- Compare and Contrast: Think of another story when parents show favoritism. What was the result of that favoritism? Jacob and Esau.

# Session Fourteen: Genesis 39:1; 39:19-41:57

## Inquiry Questions:

- Read what Pharo says to Joseph: Does Pharo ask for a plan from Joseph? The answer is no. Then why does Joseph give him a plan?
- Why does Joseph insist that it is God interpreting the dreams and not him?
- What is the similarity between the two dreams? Joseph saw a patten in the two dreams. What is the pattern?
- Do you think your dreams mean anything? (Can it be fun to talk about?)
- Do we ever dream of what we are afraid of or what we hope for?

## Major Themes:

- Predicting the Future:
  1. Can we predict the future?
  2. What is it about the future that is hard to predict or that we can't predict?
  3. What are some things about the future that we can predict? How do we do that? We can predict (not with 100% accuracy the weather but sometimes we are wrong.
  4. Why is the advantage of being able to predict the future?
  5. In this story, what does Pharo gain from begin able to predict the future?
  6. Would you want to know everything about the future?
- Dreams of the Future:
  1. In this story, Pharo has an actual dream of the future. Dr. Martin Luther King Jr. also has a dream of the future. What does King mean when he says I have a Dream?
  2. Is this an actual dream or does he mean something else by it?
  3. If you believe in King's dream, how would you behave differently?
  4. If you shared this dream, how would you want to act? Are dreams can influence our actions. Dream is another word for hope; a hope that can take very long to achieve. 14 years in Pharo's case. What other kinds of dreams do other people have?
  5. Consider Herzl's dream: How did people behave if they didn't believe in Herzl's dream?
  6. Can a dream ever be bad? Can a dream ever hold you back?

## Content Knowledge:

- Knowledge of the story in the correct sequence as well as the main characters of the narrative.
- Compare and Contrast: Where else in the Bible does someone predict the future and what is the impact? What is the difference between a dream and a fantasy?

# Session Fifteen: Genesis 42:1-43

## **Inquiry Questions:**

- Why did Joseph pretend not to know his brothers? Why does he test them?
- How do you think Joseph felt when he saw his brothers after all those years?
- Why does Joseph place his brothers in exactly the right order?

## **Major Themes:**

### Forgiveness:

1. What are the ingredients of forgiveness?
2. Should anybody be forgiven no matter what they did?
3. Does forgiveness change depending upon what the person did?

### Tough Choices:

1. Jacob has to make a hard choice. Sometimes we must choose between two tough choices. Jacob has a choice between everybody starving or risking Benjamin's life.
2. Think of a case where there is a choice between a clear right and a clear wrong. You have to choose between A and B and everybody would say A.
3. Think of a case where everyone agrees A is a good choice but it's still a tough choice. Candy bar in front of you, can you really resist?
4. Can you think of another situation where it's not really obvious what is right choice? Something good about both choices and something bad about both choices. Adults: choose between two politicians but not too pleased with either one of them. Kids: you try out for two teams of select soccer. You make both teams. One team has all your friends and not a very talented coach but the other team has a great coach but no friends of yours are on the team. Which do you choose? Or, you might have a choice between two schools. One school is a great school but it's farther away and you have to get up an hr. earlier. The other school is closer but not a great school. Which do you choose?

### Looking Beneath the Surface:

1. What does judging a book by its cover mean?
2. Have you ever judged a person wrongly from what they looked like on the outside?

## **Content Knowledge:**

- Knowledge of the story in the correct sequence as well as the main characters of the narrative.
- Compare and Contrast: Where else in the Bible does someone predict the future and what is the impact? What is the difference between a dream and a fantasy?

# Session Sixteen: Exodus 1:1-2:10

## **Inquiry Questions:**

1. Why do you think Pharaoh wanted the boys killed and not the girls?
2. Why does the text say “new” in front of Pharaoh’s name?
3. If he was new, why would he be expected to know Joseph?
4. Why does the text say “he did not remember Joseph?”
5. Did he just forget or did he never really know?
6. How quickly does it take to forget something?
7. Who are the kinds of people we remember and who are the kinds of people we forget?
8. Do people ever get insulted if you forget them?

## **Major Themes:**

Small acts of courage and kindness matter:

- Someone who saves a single life is as if they have saved a whole world.

Being and acting like an upstander:

- It’s our job to get involved when we witness injustice occurring.
- Stand up for all Human Beings: Pharaoh’s daughter wasn’t Jewish and she still rescued Moses. We are obligated to help all human beings not just the human beings in our own community.

## **Content Knowledge:**

- Knowledge of the story in the correct sequence as well as the main characters of the narrative.
- Compare and Contrast: Where else in the Bible does someone predict the future and what is the impact? What is the difference between a dream and a fantasy?