



**FRANKEL**  
RELIGIOUS SCHOOL  
WHERE JEWISH LEARNING FLOURISHES

# CURRICULUM

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# Mission Statement

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, parent activities, volunteering, social action, and friendships.

Please be in touch with Dr. Eliyahu Krigel, Director of Education at HNT ([elياهو@h-nt.org](mailto:elياهو@h-nt.org)) to see how we can create this meaningful relationship together. Families from 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!

## Overall Curricular Goals and Objectives Torah, Avodah, and G'millut Hasadim

This curriculum provides the knowledge that students need to be prepared for their bar / bat mitzvah. Being ready for the bar/bat mitzvah isn't just about the tutoring, it's about knowing something about Judaism. The bar/bat mitzvah isn't the goal of the curriculum, but it's a milestone that students will be prepared to celebrate as they go through their studies.

Pirkei Avot (the Ethics of our Ancestors) is the classic rabbinic guide to Jewish ethics written in the age of the Talmud. In chapter 1:2, we learn the following: "The world rests on three pillars Torah, Avodah and G'millut Hasadim."

- **Torah:** The word Torah refers to the Five Books of Moses which is the text in the Torah scroll. More broadly, Torah refers to all Jewish learning. The foundation of all Jewish learning is the Tanakh (Jewish Bible) which is comprised of the Torah, Nevi'im (Prophets), and Ketuvim (The Writings). The Tanakh contains the foundational stories and practices of the Jewish people. We believe a solid grounding in the Tanakh serves as a great springboard for understanding all of Judaism.
- **Avodah** refers to Jewish actions in service to God. We are including in the category of Avodah all Jewish ritual practices. Sometimes these practices are referred to as Mitzvot Bein Adam L'makom, or sacred obligations between human beings and God. Included are daily, Shabbat, and holiday Jewish prayer, Shabbat and holiday observances (including the use of ritual objects like Tallit, Tefillin, Shofar and Sukkah) and Kashrut.

Our curriculum works to ensure our students understand the meaning behind the actions in this curricular category.

- **G'millut Hasadim** refers to how we learn how to make ourselves better human beings and to help create a better world. All lessons on Torah and Avodah contain an ethical teaching centered around being a better person. We are going to learn the moral and ethical guidelines of our tradition through Torah and Avodah. In addition, at FRS, we explore how to incorporate *G'millut Hasadim* into our lives through our Project Based Learning curriculum.

## Torah/Tanakh:

### **The Jewish Story and its Meaning:**

- Students will be able to understand how the Bible articulates its understanding of the Jewish place in the world and the Jewish understanding of our relationships with the other nations of the world. We will explore the ethical goals of the Jewish people as a collective, the ethical goals of individual Jews, the vision of the Jewish people for the goals of humanity over time, and the relationship the Jewish people share with God.
- Students will be familiar with the story of the Jewish people in sequence from the creation of the world to the destruction of the Temple.
- Students will be familiar with key events described in every section of the Bible. They will know something about key Biblical heroes.
- Students will be familiar and able to articulate the core, ethical teachings of each of the major stories of the Bible.
- Students will know the story of the Jewish people after the exile.
- Students will be able to articulate what changed for the Jewish people in modern times. Students will understand how the rebirth of the modern State of Israel is connected to the rest of Jewish history.

### **Foundations of Jewish Practice and its Meaning:**

- Students will understand how the practice of Judaism changed after the period of the Bible and Temple.
- Students will understand our tradition of ongoing interpretation and expansion.

- Students will understand that the Torah is bigger than Tanach. Upon the B'nai Mitzvah year, students will also understand the concept of Mitzvah (sacred obligation) and Brit (covenant).

**Putting it all Together:**

- Students will know what the Bible, and later interpreters of Tanach, have to say about core issues of human life such as:
  - Forgiveness
  - Redemption
  - Facing adversity
  - Learning from our mistakes
  - Human equality
  - Human significance
  - Family relationships
  - The concept of holy arguing
  - Caring for the poor or needy
  - Individual responsibility
  - Human freedom
  - Our relationship with nature
  - Our relationship with God
  - The ethical use and abuse of human power or authority
  - The impact of history on our lives and appreciation of human difference

# Avodah:

## **General Goals of Avodah:**

- To make students knowledgeable about the yearly cycle of Jewish holidays; including the Jewish calendar, dates of holidays, Shabbat, Kashrut, and relationships of holidays with one another,
- To teach the specific blessings and prayers for each holiday,
- To develop in students a holiday spirit and to create special school-wide or class observances and celebrations,
- To develop in students a sense of pride in peoplehood, religion and tradition,
- To use these skills to conduct services at the students' Bar/Bat Mitzvah ceremonies,
- To become inspired to make prayer and Jewish practice a daily part of one's life.

## **The Meaning of Jewish Practice:**

*A key to understanding Jewish spiritual practice is to ask: When? How? And Why?*

## **When Our Life Force Changes:**

- Jewish spiritual practices are timed to coincide in a *change in the life force within us*. During the course of our days and years, the life force within us waxes and wanes over and over again.

## **All of the life cycle rituals of our tradition have to do with a life force change:**

- When a child is born, a new life force enters the world. We acknowledge the change with brit milah and simchat bat.
- When a child reaches puberty, that child now becomes capable of bringing new life into the world. We celebrate this with the ritual of Bar/Bat Mitzvah.
- When a couple gets married, they become a family, the foundation of new life. We celebrate this with marriage rituals. Divorce is also a life cycle ritual for Jews. Students should be aware that getting divorced is a Jewish issue too, not just a secular issue.
- Jewish rites of death and mourning.

## **Jewish prayer and holiday rituals are timed to coincide with changes in our life's energy:**

- We pray when we wake up in the morning because that is when our life force returns to us. And, we pray before we go to bed, because our energy is waning then.
- We say blessings when we eat because when we are hungry our life force weakens and when we eat we are rejuvenated.
- Shabbat is a response to our need for physical and emotional revival.

The overarching goal of Jewish spiritual practice is to change the way we see so that we will change the way we act. More specifically, most Jewish spiritual practice has as its goal one or more of the following:

- **Encouragement**
  - Jewish practice is meant to strengthen us, help us overcome our fears and anxieties, give us hope when we feel discouraged.
- **Personal Expansion**
  - One of the important purposes of Jewish practice is to expand ourselves beyond the current boundaries of our awareness and concern. Spiritual liberation means broadening our ethical horizons and making room in our lives for a greater sensitivity to others.
- **The Construction of Meaning**
  - Jewish practice helps us to make sense of the varied data we absorb from the universe, the ups and downs of our lives, and the twists and turns of human history.
- **Awakening Ourselves to Wonder**
  - Jewish practice is meant to awaken us to things we might not notice in the natural world or in other people and to engender in us feelings of appreciation, excitement, awe, and reverence.
- **Committing our Life's Energy to a Purpose Beyond**
  - Ourselves Jewish practice reaffirms our covenantal relationship with God but articulating the core convictions which animate us and give our life purpose, meaning and direction.

### **Avodah Practices and Meaning Covered within the Curriculum:**

*Our curriculum will give our students the practical skills to express core ethical Jewish values through the following concrete Jewish practices as described below:*

- **Tefillah (Prayer):**
  - Shabbat
    - Lead a Shabbat Ma'ariv Service
      - Understanding Candle lighting for Shabbat and holidays
      - Friday Night Kiddush
    - Lead a Shabbat Shacharit Service
      - Modeh Ani
      - Kedusha
      - Recite the V'ahavta which follows the Shema
      - Know the Shema has three paragraphs
      - Opening paragraphs of the Shabbat Amidah

- Understanding how the weekday Amidah is different from the Shabbat Amidah
- Understand that the Shema and the Amidah are the basic building blocks of all prayer services
- Master the trope for Torah and Haftarah
- Acquire the skills to present a D'var Torah (speech about the Torah portion)
- **Shabbat Skills:**
  - Greeting others with “Shabbat Shalom” (have a Shabbat of peace) and Shavua Tov (Have a Great Week)
  - Friday night and Saturday morning Kiddush (Blessing Over Grape Juice/Wine)
  - Hamotzi (blessing over bread)
  - Netilat Yadayim (Hand Washing)
  - Havdalah: Eliyahu Hanavi
    - 3 Blessings
  - Shabbat Z'mirot (Songs)
  - Shalom Alechem (Peace Be Unto You)
- **Holiday Skills**
  - How to recite: L'hadlik ner shel yom tov (the blessing for lighting Holiday candles)
  - How to recite: Shechecheyanu (the blessing for new beginnings)
  - **Rosh Hashanah and Yom Kippur**
    - Sound the shofar
    - Tashlich
    - Teshuvah (repentance)
    - Slichah (apologizing)
    - L'Shanah Tovah Tikvatayu: May you be Written in the Book of Life –Bet
    - Gmar Chatimah Tovah: May you be sealed and inscribed in the Book of Life –Alef
  - **Sukkot**
    - How to hold the four species
    - How to recite the blessing over the Lulav
    - How to recite the blessing over the Sukkah
  - **Rosh Hodesh**
    - Kiddush Levanah (Blessing over the new moon)
  - **Simchat Torah**
    - Two Israeli Dances and choreography of the Hakafot: Ana Hashem Hoshia Na (Please God Help Us)
  - **Chanukah**
    - Blessings for the Hanukkiah
    - How to Light the Hanukkiah

- Ma'oz Tzur (Rock of Ages)
- Mi Yimalel (Who Can Retell?)
- Hanerot Halelu (We light these lights)
- Play Dreidel
- **Tu Bishvat**
  - Experience and Understand the Tu Bishvat Seder
- **Purim**
  - Mishloach Manot (Purim gift baskets)
  - Baking Hamentashen
- **Passover**
  - Learning how to do Bedikat Chametz (Inspection looking for the leavened products)
  - Learning how to do Bi'ur Chametz (the destruction of chametz)
  - Mah Nishtanah (Hebrew term for the four questions)
  - Dayeinu (Enough for us) - at least 3 versus
  - L'shanah haba B'Yerusalem (Next year in Jerusalem)
  - Avadim Ha'yinu (We were slaves)
  - Kadesh Oorchatz (The order of the seder)
  - Chanting of the Ten Plagues
  - V'hi Shemhamda
  - B'kol Dor V'Dor
  - Chad Gadya with two verses
  - Passover food blessings
- **Lag B'Omer**
  - Roasting marshmallows and bon fire (secular practice, not religious in origin)
  - Hair cutting during this time of the Sephirat Ha'Omer (although many don't practice this custom)
- **Yom Ha'atzmaut (Israeli Independence Day)**
  - Sing Hatikvah (the Israeli National anthem)
  - 4 Israeli Folk Songs
  - 3 Israeli Dances
    - Mayim
    - Hora
    - Tzadik Katamar
- **Yom Hashoah (Holocaust Remembrance Day)**
  - Lighting a yahrzeit (memorial) candle
- **Shavuot**
  - Understand what the holiday is about and why we eat dairy.
- **Tisha B'Av**
  - Know why we recite Lamentations.
- **Weekdays**
  - Tallit
  - Tefillin
  - N'tilat yadim: Hand Washing

- Eating Brachot:
    - Hamotzi – blessing over bread
    - Mzonot – blessing over wheat products that aren't bread
    - Shehakol – blessing on all other food and drink
    - Hagafen – blessing over grape juice and wine
  - Recite the first paragraph of the Birkat Hamazon: Prayer after meals
  - After eating blessings for other than bread
- **Holiday Traditions:**
    - Rosh Hashanah
      - Apples and honey
      - Tashlich ceremony
      - To be able to say L'Shanah Tovah (Happy New Year)
    - Yom Kippur
      - To be able to say Gemar Chatimah Tovah (May you be inscribed)
      - Understand the reason for and how we fast

## G'millut Hasadim - Acts of loving kindness

- At FRS, we learn the moral and ethical guidelines of our Tradition through Torah and Avodah. We explore how to incorporate G'millut Hasadim into our lives through our project-based learning curriculum which is described below:

### **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 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 their learning experience. This approach guides students in 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.

## The Hebrew Language Program

### The Value of Hebrew:

The Frankel Religious School at Herzl-Ner Tamid values the teaching and transmission of the Hebrew language. In addition to the formal study of the Hebrew language, students at FRS can acquire Hebrew language indirectly and informally by mastering commonly used expressions both inside and outside of the classroom. We believe Hebrew reading fluency is achievable for many of our students. Hebrew comprehension is a lifelong skill. We see the value of teaching Hebrew in an engaging way and in an atmosphere where language learning is fun and joyful. Parents are treated as partners at FRS on this journey of teaching Hebrew to the next generation. Learning Hebrew at FRS is based on the premise that learning is cumulative. Each year teachers and students will utilize the previously learned Hebrew expressions and build on their Hebrew acquisition throughout the academic school year. At the end of our program, students will be able to construct simple sentences in Hebrew and recognize and understand key Hebrew words in the prayer book. We hope our students will have a joyful enough experience to continue their Hebrew learning. Our goal is to give all our students various strategies they can use to set them up for success in Hebrew language acquisition.

### Hebrew Goals:

- To develop each student's love of the Hebrew language and appreciation of Hebrew as a vehicle for expressing the soul of our people,
- To provide students with a basic knowledge of Hebrew vocabulary. Over the course of nine years (Pre-Gan through Seventh Grade), students will learn and master over 300 Hebrew expressions,
- To acquire a basic knowledge of Hebrew grammar so students can recognize, understand, and relate to Biblical texts and Hebrew prayers in a thoughtful way,
- To teach students prayer skills both to become a bar or bat mitzvah and for lifelong participation in Jewish prayer services,
- To create a community of Hebrew speakers who feel comfortable using their Hebrew skills on a consistent basis and provide students with the tools they need to thrive in their Hebrew language acquisition.

## **The Method of Instruction for our Hebrew Program:**

Instruction will be accomplished through a cumulative program of vocabulary introduction, practice, review, and mastery. Teachers provide direction and ask questions in Hebrew when conducting a class. Teachers will use Hebrew expressions from the previous grade and add new vocabulary as the year progresses. Teachers use many pedagogic techniques to help with their Hebrew instruction such as games, role playing, think/pair/share, plays, Bibliodrama, Hebrew café and Israeli themed simulations. We review phonic reading every year in small groups and individually. We have trained teaching assistants (madrichim) for small pull out groups and for working one-on-one with individual students towards specific individual goals for Hebrew mastery. We praise what they can do and we challenge them to take the next step in their Hebrew skill acquisition.

## **The Hebrew Fluency Plan:**

1. Throughout each school year, every student in every grade, will work on their oral Hebrew reading skills
2. Teachers will create a Hebrew portfolio for each student that will follow them throughout their time at FRS. Teachers will keep a record of Hebrew achievement for each student.
3. Students in First through Seventh Grade will meet with their teachers and teaching assistants on a regular basis to assess their reading, writing, and oral Hebrew ability.
4. At the beginning, middle, and end of each semester, the teacher will assess each student's current level in Hebrew acquisition and track their growth.
5. Teachers will pass on the student Hebrew reading, writing, and speaking assessments each year to the next years teacher.

## Curriculum Overview

The Frankel Religious School operates using a helix 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.

<p><b>Pre-Gan</b> (Preschool)</p>	<p>Students are introduced to:</p> <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> <p>Focus will be on exposure to Jewish life and fostering a love of Judaism.</p>
<p><b>Gan</b> (Kindergarten)</p>	<p>Students are introduced to:</p> <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> <p>Texts: Teach Me Torah</p>
<p><b>Kitah Alef</b> (First Grade)</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>● The big picture of Torah, with a focus on the books of Genesis (Bereshit) and Exodus (Shemot)</li> <li>● Their exploration of God and Mitzvot (sacred obligations) and the “why” behind Jewish holidays</li> <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</p>

	<p>Hebrew Learning Packet (Teacher Generated)  Hebrew Progress Portfolio  Let's Discover 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 TaLAm curriculum.</li> </ul> <p>Texts:  My Siddur  Ariyot for the Hebrew Letters (TaLAm)  Hebrew Progress Portfolio  Ariyot for the Holidays (TaLAm)</p>
<p><b>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>● A family commitment to monthly Sunday and adult learning opportunities</li> <li>● Five annual family Shabbat dinners called TGIS (Thank God it's Shabbat)</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>● Festivals</li> <li>● Jewish history</li> <li>● Israel</li> </ul> <p><b>Hebrew in the B'Yachad Program:</b> In third through fifth grade, students use Zman Likro to learn to read and write in Hebrew. Depending upon where a student is at in their Hebrew language acquisition, Zman Likro volume one and two will be used to fine tune and sharpen Hebrew language development.</p>
<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> </ul>

	<ul style="list-style-type: none"> <li>● How the Jewish calendar works</li> <li>● Enhance their personal connection to the Torah</li> </ul> <p>Texts:  The Explorers Bible Volume One  FRS Bible Curriculum (separate document with just Genesis)  Zman Likro Volume 1  Etgar Yesodi 3<sup>rd</sup> Grade Curriculum  Hebrew in Harmony  Hebrew Progress Portfolio  Hebrew Apps on the Nexus Tablet</p>
<p><b>Kitah Dalet</b> (Fourth Grade)</p>	<p>Students will continue working on, and exploring, 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 link between Torah and the Jewish holidays</li> <li>● The roots to the Land of Israel in the Torah</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 (separate document with just Genesis)  A Child's Bible Gamebook  Hebrew Packet (Ulpan Alef plus additional handouts)  Zman Likro Volume 1 and 2  Etgar Yesodi 4th Grade Curriculum  Hebrew in Harmony  Hebrew Progress Portfolio  Hebrew Apps on the Nexus Tablet</p>
<p><b>Kitah Hey</b> (Fifth Grade)</p>	<p>Students will continue working on, and exploring, 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  Ulpan Alef and Bet  Hebrew in Harmony  Hebrew Packet (Ulpan Bet plus additional handouts)  Hebrew Progress Portfolio  Hebrew Apps on the Nexus Tablet  Etgar Yesodi 5<sup>th</sup> Grade Curriculum  FRS Bible Curriculum (separate document with just Genesis)</p>
<p><b>Kitah Vav</b>  (Sixth Grade)</p>	<p>Students will continue working on, and exploring, 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>Parents and students will participate together in Saturday morning programming from 9:30 AM – 10:30 AM which will include:</p> <ul style="list-style-type: none"> <li>● Engaging discussions on Jewish issues and relevant topics</li> <li>● Finding personal meaning and connection in <i>T’fillot</i></li> </ul> <p>Students will also discuss the following in class:</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  Hebrew Progress Portfolio  Hebrew Apps on the Nexus Tablet  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 exploring, the following subjects in more depth:</p> <ul style="list-style-type: none"> <li>● Skill development in preparation for B’nai Mitzvot</li> <li>● Theological discussions</li> </ul>

	<ul style="list-style-type: none"> <li>● An in-depth exploration of the siddur (Jewish prayer book)</li> <li>● Studying the weekly Torah portion</li> <li>● Applying Jewish values to issues in modern life</li> <li>● Gain a deeper understanding of middot (Jewish values)</li> <li>● Learn how to fulfill Mitzvot (commandments) after the B'nai Mitzvah experience</li> </ul> <p>There are also monthly classes held with parents.</p> <p>Students will also discuss the following in class:</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  Hebrew Progress Portfolio  Hebrew Apps on the Nexus Tablet  My Bar and Bat Mitzvah Handbook</p>
<p><b>8<sup>th</sup> Grade Leadership</b></p> <p>Once a Month on Sunday Mornings</p>	<p>This class is an opportunity for post-b'nai mitzvah young adults to study significant social action efforts, learn how to select a cause, how to plan an agenda, and how to work towards real change. In doing so they will learn how to work as a team, to act collaboratively, and to be a force for good. Students will plan two mitzvah opportunities throughout the year for FRS students.</p> <p>The goal is to empower our students to be leaders in the community and help shape our future. The class is held once a month and will reinforce students' sense of community and shared values. Students will help determine the content of the lessons covered. 8<sup>th</sup> graders who are also madrichim or teaching assistants will be excused from work that day to go to class.</p>
<p><b>Madrichim Training Program</b></p> <p>(Eighth – Twelfth Grade)</p>	<p>The Madrichim Training Program strives 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> (8-12<sup>th</sup> Grade)</p>	<p>Post B'nai Mitzvah education at HNT:</p> <ol style="list-style-type: none"> <li><b>1. 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.</li> <li><b>2. 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.</li> <li><b>3. The Masa Program:</b> Students are encouraged to participate in the Gwenn and Dean Polik and Valerie Polack z"l 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 will visit on their trip.</li> </ol>
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## Transliteration

We have tried to keep the transliteration as simple and consistent as possible. Because our students use *Siddur Lev Shalem*, we follow the transliteration guide in the siddur on most occasions when transliterating the Hebrew language. We encourage students to read Hebrew whenever possible but utilize transliteration for students who need. While transliteration is not focused for our students in their preparation for the B'nai Mitzvah journey, we hope parents and adults who are unfamiliar with Hebrew will use transliteration to assist in the students acquisition of Hebrew. Please see basic guidelines below pertaining to Hebrew consonants:

- Hay is represented as H
- Khaf and Khaf Sofit is represented as Kh.
- Unlike in Siddur Lev Shalem, Chet is represented as Ch.
- Neither Alef or Ayin is represented in transliteration.
- Apostrophes are used when the Hebrew word has a Shva Na.
- Whenever possible, familiar forms are chosen
- A hyphen is used to indicate a prefix.

**Jodi's transliteration:** Friday Night: <https://docs.google.com/document/d/1JbrmGxg7pKl63-wuE7DFthZIH9QdOSMSzsQX9pyw2KE/edit?usp=sharing>

Saturday Morning: <https://docs.google.com/document/d/1DC-ghOTfPQ4s5Qf7yX4Yzrv0HXbzpEWKVUrfp1AKs40/edit?usp=sharing>

**Alternative transliteration:** [http://www.zemirotdatabase.org/view\\_song.php?id=68](http://www.zemirotdatabase.org/view_song.php?id=68)

## Pre-Gan (Preschool)

This interactive class meets weekly on Sunday mornings from 9:30 AM – 12:15 PM. The early childhood curriculum provides young students with multi-sensory experiences which are 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 families who are not yet members of HNT.

**Big Idea:** To introduce 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 the Torah in a meaningful way. Throughout the year, students develop a relationship and connection with God and the Torah. Students ask, “what is the Torah?”, “what does the Torah mean to me?”, and “what does respecting God mean in my life?”. 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 the ways of the Torah. This class hopes to provide a rich overview of the Torah, helping students to develop a love and passion for Torah.

**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 Tovu*, *Shema*, *Barchu*, *Oseh Shalom*, basic *Kiddush*, and *HaMotzi*. Havdalah and Shabbat blessings are introduced as well.

**G'millut Hasadim:** In this class, students will explore *G'millut Hasadim*, acts of loving-kindness, 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 aleph-bet, and recognizing letters by using Hebrew yoga. Hebrew letters are incorporated when possible and a practical Hebrew vocabulary is provided as well. There is no formal testing of Hebrew and Hebrew prayers.

**Hebrew Acquisition Time Break Down:** There will be 10 minutes of oral Hebrew instruction each week. This part of the lesson is done at the beginning of the morning when students are fresh and alert. Hebrew is also taught through song, art, games, and movement.

***At end of the year, students will be able to:***

- Use picture clues to identify Hebrew letters and words,
- Recognize familiar whole words relating to Hebrew phrases, names of holidays, Jewish greetings and the family,
- Sing Hebrew songs related to the Jewish year,
- Retain Hebrew vocabulary relating to holidays, Jewish life cycle events, classroom phrases and the family,
- Refer to Hebrew vocabulary and phrases by grade,
- Sing about the seven days of creation,
- Recite the Hamotzi and one line of the Kiddush,
- Recite and know the meaning of the following prayers:
  - Modeh Ani
  - Mah Tovu
  - Shema
  - Brachot for food
  - Mi Chamocho
  - Oseh Shalom

**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 service 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 as it relates to our Jewish classroom, at home, and with our Jewish and secular 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 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.

# 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 then students may freely choose activity/activities of their preference. Jewish and general 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: BATHROOM BREAK/CLEAN UP**

## **10:25 – 10:45: CIRCLE TIME: BOKER TOV (Good morning) AND TEFILLAH**

- Welcoming: Boker Tov and Sharing. What are you thankful for/what happened last week?
- SHEMA AND TORAH PARADE - Thank 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 project i.e. Shabbat.

## **11:40 – 11:50: BATHROOM BREAK/CLEAN UP**

## **11:50 – 12:10: SINGING with Music Madrichim (teachers’ assistants)**

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

## **12:15: 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.

## Pre-Gan and Gan Hebrew

### Hebrew Vocab and Phrases:

- Shalom yeladim (Hello students)
- Boker tov yeladim (Good morning students)
- Todah rabah (Thank you)
- B'vakasha (Please)
- Tzedek (Righteousness)
- Tzedakah (Righteous giving)
- Sheket B'vakasha (Please be quiet)
- Ba-shura (In a line)
- Tov me'od (Very good)
- Yaffe/yaffa (Beautiful)
- Yoffi (Great job, Terrific)
- Imah (Mother)
- Abba (Father)
- Sefer (Book)
- Morah (Feminine Teacher)
- Moreh (Masculine Teacher)

### Hebrew Holiday Vocabulary:

- Shabbat
  - Challah: Braided bread
  - Kiddush (blessing over grape juice/wine)
  - Hamotzi (blessing over bread)
  - Shabbat Shalom (Good Shabbat)
- Rosh Hashanah
  - Shofar (Ram's horn)
  - Beit Ha'keneset (Synagogue)
  - Tapuach (Apple)
  - D'vash (Honey)
  - Round Challah
- Yom Kippur
  - Slicha (I'm sorry)
  - Machzor (prayer book for the high holidays)
- Sukkot
  - Sukkah (Booth)
  - Sukkot (Booths)
  - Lulav (Palm Branch)
  - Etrog (Citron)
- Simchat Torah (Rejoicing with the Torah)
  - Torah
  - Degel (Flag)
  - Hakafot (Circling with Torah)
- Chanukah
  - Menorah (7 candles)
  - Chanukiah (9 candles)
  - Nerot (Candles)
  - Sevivon (Dreidel)
  - Sufganyot (Jelly donuts)
  - Latkes (Potato pancakes or Levivot in Hebrew)
- Tu Bishvat
  - Etz (Tree)
  - Etzim (Trees)
  - Perot (Fruit)
  - Boray pre ha'etz (Blessing over fruit that came from a tree)
- Purim
  - Megillah (Scroll of Esther)
  - Haman (Evil character)
  - Esther
  - Mordechai
  - Costumes
  - Masks
- Passover
  - Seder (Order)
  - Matzah (Unleavened bread)
  - Haggadah (the book used at the Seder to tell the story)
  - Arba (the prevalence of Four – Four sons, four cups of wine, four questions)
  - Mah Nishtanah (Hebrew term for the four questions)
- Lag B'Omer
  - Esh (fire)
  - Misiba (party)
- Yom Yerushalayim
  - Yerushalayim (Jerusalem)
  - Tzion (Zionism)
- Yom Ha'atzmaut
  - Day of Independence
  - Yisrael (Israel)
- Shavuot
  - Prachim (Flowers)
  - Chalav (dairy)
  - Glidah (Ice-cream)
  - David Melech Yisrael (David, King of Israel)

## Gan (Kindergarten)

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

**Big Idea:** Studies include the central role that Jewish holidays play in Jewish identity and the idea that the 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, such as *Mah Nishmah* (how are you?) and *Chag Sameach* (happy holiday). They will learn terms associated with Shabbat, such as *Shabbat Shalom*, *Oneg*, and *Havdalah*. There is no formal testing of Hebrew and Hebrew prayers.

**Hebrew Time Break Down:** There will be 20 minutes of Hebrew instruction evenly split between oral Hebrew and learning Hebrew by letters using puppets. Students will make Hebrew letter puppets based on the Behrman House "Let's Discover the Alef Bet" Hebrew series. Hebrew is also taught through song, art, games, and movement. Students keep their Hebrew puppets on popsicle sticks to mount the letter after it is cut out of the Hebrew packet in a special box they created and designed and will take their puppets home with them at the conclusion of the year.

*At end of the year, students will be able to:*

- Use picture clues to identify Hebrew letters and words,
- Recognize familiar whole words relating to Hebrew phrases, names of holidays, Jewish greetings and the family,
- Sing Hebrew songs related to the Jewish year,
- Retain Hebrew vocabulary relating to holidays, Jewish life cycle events, classroom phrases and the family,
- Refer to Hebrew vocabulary and phrases by grade,
- Sing about the seven days of creation,
- Recite the Hamotzi and one line of the Kiddush.

**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:** Students will focus on learning *mitzvot* (commandments) and *middot* (values) 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.

# KINDERGARTEN CURRICULUM

- Welcome and ice breaker activities, including The Ten Classroom Commandments
- Finish Commandments (11<sup>th</sup> Commandment for the world) and Sukkot
- Simchat Torah and introduce G'millut Hasadim
- G-d and Creation—the First Seven Days; artwork
- Tzedakah and Tikkun Olam (the Jewish value of helping those less fortunate, repairing the world) Tzedakah boxes
- Adam and Eve (accepting responsibility)
- Noah (doing the right thing); The Jewish value of treating animals kindly; spiders!
- Tower of Babel (remembering to be humble); prayer, yarmulkes
- Abraham (standing up for others)
- Rebecca (showing kindness and the Jewish value of hospitality)
- Chanukah fun! (centers: dreidel game, make a marshmallow dreidel, wooden dreidel painting, popsicle stick menorah, etc)
- Shabbat (primary blessings, mats)
- Jacob and Esau (keeping peace in the family, the Jewish value of caring for loved ones); The Brother's Promise
- Tu B'Shevat caring for nature
- Ruth and Naomi (feeding the hungry)
- Israel (the Dead Sea, geography, foods, language, people)
- The Israelites and G-d's Laws (serving G-d) mezuzah
- Solomon (seeking wisdom)
- Family Trees and our future; Havdallah, looking to the new week and a bright futures
- Esther (loyalty to the Jewish people) Purim
- Miriam and Moses (protecting life) Passover introduction
- Moses and Pharaoh (trusting in G-d) Passover fun!
- Jonah (caring about others) begin friendship project
- Finish friendship project

## 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:** Understanding 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. The teacher will meet individually with each student once each semester to assess their recognition of all 22 Hebrew block and final letters.

The teacher will also assess the student's ability to write all 22 Hebrew block and final letters. In addition, the teacher will assess whether students can match sounds to letters and vowels and count to ten in Hebrew. Teaching assistants will be assigned by the teacher to give remedial assistance to students in the class, if needed. These students will be pulled out of class for individual tutoring. Individualized Hebrew instruction will occur on an ongoing basis throughout the year to ensure Hebrew language acquisition.

**Hebrew Time Break Down:** There will be 25 minutes of oral Hebrew instruction each week. 15 minutes will be spent on block letter and vowel recognition and the remaining 10 minutes are spent learning Hebrew orally. Hebrew through Movement is used during this time in class to teach Hebrew commands and actions. This part of the lesson is done at the beginning of the

morning when students are fresh and alert. Hebrew is also taught through song, art, games, and movement.

***At end of the year, students will be able to:***

- Recognize all 22 Hebrew block and final letters,
- Begin to write all 22 Hebrew block and final letters,
- Students can distinguish between look alike letters,
- Become familiar with the following Hebrew vowels: Shva, Kamatz, Patach, Segol, Tzereh, Shuruk, Kubuts, Holam, Holam Haser and Hirik,
- Match sounds to letters and vowels,
- Count to ten in Hebrew,
- Sing Hebrew songs related to the Jewish year,
- Recite the Shabbat service and blessings,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing songs outlined in the Hebrew holiday vocabulary by grade,
- Recite the Havdalah blessings and songs (Grape Juice, Fire/candle, and Spices, Eliyahu Hanavi and Shavua Tov),
- Recite and know the meaning of the following prayers;
  - Modeh Ani
  - Mah tovu
  - Shema
  - Hamotzei
  - Shabbat blessings (candles, washing of hands, wine, spice box, havdallah candle)

**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. Let's Discover will be used to understand and experience the Fall and Spring Jewish holiday cycle. We will also invite the families for a demonstration of how to celebrate Shabbat and Havdalah at home.

**Mitzvot and Middot:** 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	11:00-11:20 Music
10-10:15 Attendance/Tzedakah	11:20-11:50 Holiday project/activity and story
10:15-10:25 Holiday packet	11:50-12:00 Alef Bet packet
10:25-10:30 Hebrew Through Movement	12:00-12:10 Alef Bet activities
10:30-10:45 Snack and Torah story	12:10-12:15 class store open and dismissal
10:45-11:00 Recess	

# Alef Hebrew

## Hebrew Vocab and Phrases: (Hebrew Through Movement)

- Boker tov (Good morning)
- Lakoom (Stand Up)
- Lashevet (Sit Down)
- Lolechet (To Walk)
- Larootz (To Run)
- Laatzor (To Stop)
- L'histovev (To Spin Around)
- Likpotz (To Jump)
- Kulam (Everyone)
- Banim (Boys)
- Banot (Girls)
- Ritzpah (Floor)
- Shulchan (Table)
- Kiseh (Chair)
- Delet (Door)
- Chalon (Window)
- Luach (Whiteboard/Chalkboard etc)
- T'filot (Prayer)
- Ken (Yes)
- Lo (No)
- Po (Here)
- Todah (Thank You)
- Todah Rabah (Thank You Very Much)
- Morah (Teacher Feminine)
- Moreh (Teacher Masculine)
- Yeladim (Children)
- Ken Ani Po (Yes I am Here)

## Hebrew Holiday Vocabulary:

- Shabbat
  - Shabbat Shalom (Good Shabbat)
  - Kiddush Cup
  - Challah (Braided Bread)
  - Havdalah (Separation)
  - Besamim (Spices)
  - Ner Havdalah (Havdalah Candle)
  - 4 Havdalah Blessings
  - Shavua tov (Have a good week)
- Rosh Hashanah
  - T'fillah (Prayers)
  - Shofar (Ram's horn)
  - L'Shanah Tova (Have a Good New Year)
  - Tapuach & D'vash (Apples & Honey)
- Yom Kippur
  - Gmar Chatimah Tovah: May you be sealed and inscribed in the Book of Life
- Sukkot
  - Sukkah (3-Sided Booth)
  - Lulav (Palm Branch)
  - Etrog (Citron)
  - Moadim L'Simcha: Festivals of Joy
  - Chag Sameach: Happy Holidays
- Simchat Torah
  - Mitzvah (Sacred Obligation or Commandment)
  - Hashem (One of the names of God)
  - Sefer Torah (Book of the Torah)
- Chanukah
  - Chag Urim Semeach (Happy Festival of Light)
  - Ner (Candle)
  - Shamash (Helper candle)
  - Dreidle (Yiddish for top)
  - Sevivon (Hebrew for tops)
  - Latkes (Yiddish for fried potato pancakes)
  - Levivot (Hebrew for fried potato pancakes)
  - Burmuleos (Ladino for fried yeast dough)
  - Gelt (Yiddish for money)
  - Sufganyot (Jelly donuts)
- Tu Bishvat
  - The New Year of the Trees
  - Tu Bishvat Seder (Meal celebrating Tu Bishvat)
  - Etz (Tree)
- Purim
  - Erev Purim (Purim Night)
  - Pur (Lot/Lottery)
  - Purim (Festival of Lots)
  - Grogger (Noise Maker – Yiddish)
- Passover
  - L'shanah haba B'Yerusalem (Next year in Jerusalem)
  - Maror (Bitter herbs)
  - Haroset (Sweet mortar)
  - Yayin (Wine)
  - Arba Cosot (4 cups)
- Lag B'Omer
  - Celebrates the Barley harvest
  - Omer (2<sup>nd</sup> day of Passover to Shavuot)
  - L'histapair (to cut one's hair)
  - S'orah (Barley)
- Shavuot
  - Eretz (Land)
  - D'vash (Honey)
  - Chalav (Milk)
  - Yehudim (Jews)

## 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 Shtilim program for young families at HNT.

**Big Idea:** To begin gaining an understanding of the different components of Jewish life including; family celebrations, synagogue participation, and that Israel is the Jewish homeland. This is the final year students and families will be active in our Shtilim program.

**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 different names for God in the *siddur* and know how to pronounce each one.

**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 collect *Tzedakah* (sacred giving) on a regular basis 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. This vocabulary will include; 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. Students will also learn the following terms in Hebrew:

- 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 who know how to read will use small readers, or booklets, which are built for children and full of stories.

**Hebrew Time Break Down:** There will be 30 minutes of oral Hebrew instruction each week. This part of the lesson is done at the beginning of the morning when students are fresh and alert. Hebrew is also taught through song, art, games, and movement.

***At end of the year, students will be able to:***

- Recognize all the Hebrew letters and vowels including final letters,
- Blend letters and vowels into whole words,
- Read Hebrew block letters and vowels,
- Sight read whole Hebrew words,
- Write Hebrew block letters and vowels,
- Recognize look alike and sound alike letters,
- Lead the Hanukkah blessings,
- Speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Students will be able to recite and know the meaning of the following prayers:
  - Oseh Shalom
  - Hanukkah candle blessings
  - Yom Tov candle blessing
  - Pesach blessing (matzah, maror)
  - Shehechianu

**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 B'shvat and use edible crafts to enhance their learning. Students engage in a Purim program and visit educational 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 an emotional 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:** Students will focus on the commandments associated with lifecycle events.

## Bet Hebrew

### Hebrew Vocab and Phrases

- Days of the Week (Definitions in First Grade Vocab)
- Begadim (Clothing): Kova (Hat), Chultzah (Shirt or Blouse), Michnasaim (Pants), Na'alaim (Shoes), May-eel (Jacket/Coat), Mitriyah (Umbrella)
- Weather (Mezeg Ha'avir): Ananim (Clouds), Shemesh (Sun), Geshem (Rain), Ruach (Wind), Sheleg (Snow), Kar (Cold), Cham (Hot), Na'im (Pleasant)
- Onot (Seasons): Stav (Fall), Choref (Winter), Aviv (Spring), Kayitz (Summer)
- Ha'Mishpacha (The family): Imah (Mom), Abba (Dad), Safta (Grandma), Sabba (Grandpa), Achot (Sister), Ach (Brother), Dod (Uncle), Doda (Aunt)
- Morah (Feminine Teacher), Moreh (Masculine Teacher)
- Kitah (Class)
- Simple Hebrew Sentences: Ani yeled (I am a boy), Ani yalda (I am a girl), Ani b'kitah bet (I am in second grade), Ani gar/gara B'Bellevue (I live in Bellevue)
  - Ani ohev/ohivet (I like/love) chocolad, pizza, glidah, perot (chocolate pizza, ice cream, fruit).
  - Ani rotze/rotzah (I want) chocolad, pizza, glidah, perot (chocolate pizza, ice cream, fruit).
- Tzvaim (Colors): Lavan (White), Shachor (Black), Adom (Red), Kahol (Blue), Yarok (Green), Chum (Brown), Tzahov (Yellow)

#### Hebrew Holiday Vocabulary:

- Shabbat
  - Siddur (Prayer book)
  - Oseh Shalom (Make peace)
- Rosh Hashanah
  - L'Shanah Tovah Tikvatanu (May you be Written in the Book of Life)
  - Eloheinu (Our God)
- Yom Kippur
  - Teshuvah (Returning, also repentance)
  - Book of Jonah
- Sukkot
  - Hachnasat Orchim (Welcoming Guests)
- Chanukah
  - Lahadlik ner shel Chanukah (Blessings to light the Chanukah candles)
  - She'asa nisim l'aovotainu b'yamim hahem bazman hazeh (For miracles for our ancestors in those days in this time).
  - Shecheyanu (For sustaining us and bring us to this season)
  - Nes Gadol Haya Sham (A great miracle happened there for the diaspora)
  - Nes Gadol Haya Po (A great miracle happened here in Israel)
- Tu Bishvat
  - Etz, Etzim (Tree, Trees)
  - Ilan, Ilanot (Tree, Trees)
- The Purim
  - Megillah (Scroll)
  - Ra'ashanim (Noise Makers in Hebrew)
  - Groggers (Noise Makers in Yiddish)
- Passover
  - L'hadlik ner shel yom tov (To light the Holiday candles)
  - Motzei Matzah (Blessing over the matzah)
  - Maror (Bitter herbs)
  - Haroset (Sweet mortar)
  - Mitzrayim (Egypt/A narrow place)
  - Chametz (Food coming from 5 species of grain; forbidden during Passover)
- Lag B'Omer
  - Medurah (Fire)
  - Keshet V'chetz (bow and arrow)
- Shavuot
  - Shalosh Regalim (Three pilgrimages holidays: Sukkot, Pesach, Shavuot)
  - Adonai (My God)
  - Eloheinu (Our God)
  - Sofer (Scribe)

## 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 family Shabbat dinners during the year. Student classes meet on Sundays and Tuesdays. 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 celebrate and understand 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?

### Hebrew for Third – Fifth Grade

Twice a semester at FRS, a diagnostic Hebrew reading test is administered which takes approximately 45 minutes to complete in grades three through five. The Hebrew test consists of six “Black Line Masters Diagnostic Hebrew Reading Tests” published by Behrman House. The Behrman House program consists of a diagnostic test, a class score sheet, individual diagnostic / remediation records, and remedial worksheets.

**Whole Class Learning:** Whole class learning occurs when the teacher teaches a Hebrew word or prayer to the whole group. The group then practices the prayer or Hebrew words. Hebrew is drilled in a collective whole. Students are not called on individually but are read in unison.

**Small Group Work:** Small group work occurs when the entire class is divided into small groups of three students. These are called pull out groups. The teaching assistants diagnose problems and work with the teacher to prescribe remedial work for each group. The goal of the small groups is to encourage Hebrew fluency.

**Individualized Instruction:** The teacher listens to each student individually to evaluate how each student is progressing in their Hebrew acquisition.

Students are re-tested when reading remediation has been completed.

**Hebrew:** Students use Zman Likro to learn to read and write in Hebrew. Depending upon where a student is at in their Hebrew language acquisition, Zman Likro volume one and two will be used to fine tune and sharpen Hebrew language development.

## **The Etgar Yesodi Curriculum in Third-Fifth Grade**

Students will explore the Etgar Yesodi curriculum. It is a values-based curriculum that is designed to help us tell our story. This curriculum helps us to understand who we are as an individual, our place in Jewish community and teaches Jewish values through story. 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). 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* (cooperative learning groups), create positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. Along with *chavruta* learning (studying in partnered pairs or dyads), *Kvutzot* organizes students into small groups of four, with the roles of monitor, recorder, encourager, and reporter assigned to each student which helps the students to work together rather than in isolation. *Kvutzot* and *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:** 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
- Shalom Aleichem
- 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. Zman Likro, volumes 1 and 2, along with the Zman Likro workbooks will also be used to teach Hebrew depending on the Hebrew level of the students.

**Hebrew Time Break Down:** There will be 70 minutes of Hebrew instruction each week. Hebrew is taught through song, art, games, and movement.

***At end of the year, students will be able to:***

- Understand basic Hebrew reading and writing, can read and pronounce words and phrases, increased fluency from year 2, some shorashim,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing Hebrew songs related to the Jewish year,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing songs outlined in the Hebrew holiday vocabulary by grade,
- Students can sound out words, syllable by syllable, and self-correct,
- Students can sound out words, syllable by syllable, at a reasonable speed,
- Students will be able to recite and know the meaning of the following prayers:
  - Veshamru
  - Kiddush
  - Lecha Dodi
  - Modeh Ani
  - Adon Olam
  - Shema

**Holidays and Customs:** Through the Etgar Yesodi curriculum, holidays and values are explored in great depth. 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 *Hanukkiah* 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 is 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.

# Gimmel Hebrew

## Hebrew Vocab and Phrases:

- Months of the year: Tishrei, Cheshvan, Kislev, Tevet, Shevat, Adar Alef and Bet, Nisan, Iyar, Sivan, Tamuz, Av, Elul.
- Yesh Li Sheh-eh-elah (I have a question)
- Ani Gemarti (I finished)
- Ani Lo Gemarti (I didn't finish)
- Hafsakah (Break)
- Parshat Hashavua Hee... (The weekly Torah portion is...)
- Mahair B'vakasha (Quickly please)
- Sheket B'vakasha (Please be quiet)
- Mi medaber, mi medaberet (Who is talking?)
- Eeparon (Pencil)
- Eich Korim Lecha, Eich Korim Lach (What is your name: Feminine/Masculine)
- Shev (Sit: Masculine)
- Shvi: (Sit: Feminine)
- Mi Bator (Who is in line?)
- B'hatzlacha (May you succeed)
- B'tayavon (Good appetite)
- Nisia tova (Have a good trip)
- Tit Chadesh (what you say to someone who got something new: Masculine)
- Tit Chadshi (what you say to someone who got something new: Feminine)

### Hebrew Holiday Vocabulary:

- Shabbat
  - Birkat Hamazon (Blessing after the meal)
  - Shavua Tov (Have a good week)
  - Aron Hakodesh (The Ark)
  - Bimah (The pulpit)
- Rosh Hashanah
  - Sefer Chayim (Book of Life)
  - Kol Ha'Shofar (Voice of the Shofar)
    - Tekiah---, Shvarim ----  
---- ----, Teruah -- - - - -  
- - - - - - - -, Tekiah  
Gedolah -----.
- Sukkot
  - Arba'a Minim (The Four Species)
  - Hadas (Myrtle)
  - Aravah (Willow)
- Simchat Torah
  - Parasha/Sidra (Weekly portion)
  - Talit (Prayer shawl)
- Chanukah
  - Maccabee (Hammer)
  - Nes Gadol Haya Po (A Great Miracle Happened Here –Israel)
- Tu Bishvat
  - Tet (Number 9)
  - Vav (The Number 6)
- Purim
  - Adar (the month Purim falls in)
  - Purim Spiel (Purim play)
- Passover
  - Haggadah (the book used at the Seder to tell the story)
  - Zeroa (Bone of the lamb sacrifice)
  - Beit Mikdash (Holy temple)
  - Beitzah (Egg)
  - Afikomen (Dessert matzah)
- Yom Ha'atzmaut
  - Tzion (Zion)
  - Ivrit (Hebrew)
  - Chalutzim (Pioneers)
  - Eretz Yisrael (The Land of Israel)
  - Ha'aretz (The Land)
- Lag B'Omer
  - Lamed (the number thirty)
  - Gimmel (the number three)
- Shavuot
  - Festival of Weeks
  - Brit (Covenant)
  - Har Sinai (Mt. Sinai)
  - Sheva (the number seven)
  - Shavua (Week)

## 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:** Students develop a deeper connection to Jewish tradition by 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. The following Hebrew in Harmony prayers will be covered:

- Barchu
- Birchot Shalom
- Havdalah
- Lecha Dodi
- Mi Chamocha
- V'ahavta

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 toward the wanderers and their travels, as well as toward 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 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). Zman Likro, volumes 1 and 2, along with the associated Zman Likro workbooks will also be used to teach Hebrew depending on the Hebrew level of the students.

### **Hebrew Acquisition Time Break Down**

There will be 70 minutes of Hebrew instruction each week. Hebrew is taught through song, art, games, and movement.

#### ***At end of the year, students will be able to:***

- Hebrew reading, some comprehension, some conversation, reading with meaning from knowing *shorashim*,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing Hebrew songs related to the Jewish year,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing songs outlined in the Hebrew holiday vocabulary by grade.
- Students will be able to recite and know the meaning of the following prayers:
  - Shema with V'ahavta
  - Barchu
  - L'cha Dodi

**Holidays and Customs:** Students will study the connections between the 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*, and *Purim*.

**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.

## Dalet Hebrew

avot	אבות	patriarchs (fathers)
berakhah	ברכה	blessing
berakhot	ברכות	blessings
Bereishit	בראשית	Genesis
birkat banim uvanot	ברכת בנים ובנות	blessing of sons and daughters
b'nai Yisrael	בני ישראל	children of Israel
havrutah	חברותא	study partner
hesed	חסד	kindness
imahot	אמהות	matriarchs (mothers)
mishpahah/mishpahat	משפחה /משפחת	family/ family of
tefilah	תפילה	prayer
Torah	תורה	Torah
tzedakah	צדקה	tzedakah
zikaron	זכרון	memory
zikhronot	זכרונות	remembrances

### Hebrew Holiday Vocabulary:

- Shabbat
  - Beit HaKeneset (Synagogue)
  - Zmirot (Shabbat songs)
  - Havdallah (Separation, blessings to conclude Shabbat)
- Rosh Hashanah
  - Erev Rosh Hashanah (Evening before the first day of Rosh Hashanah)
- Yom Kippur
  - Akedah (The Binding of Isaac)
- Rosh Chodesh (the New Month)
  - Rosh (Head)
  - Chodesh (Month)
  - Shemesh (Sun)
  - Yareach (Moon)
- Sukkot
  - Shalosh Regalim (Pilgrimage Festival: Sukkot, Pesach, Shavuot)
  - Ruach (Wind or spirit)
- Simchat Torah
  - Hakafah / Hakafot (The circling with the Torah)
- Chanukah
  - Beit Hamikdash (Holy Temple)
  - Hanukat Ha'bayit (Dedication for the house/Temple)
  - Mezuzah (the parchment inscribed with the shema and v'ahaftah and is hung on the right side of door frames)
- Tu Bishvat
  - Ha-Shkeydia Porachat (The Almond Tree is Blooming)
  - Tamar (Date)
  - Te'anah (Fig)
  - Chruv (Carob)
  - Rimon (Pomegranate)
- Purim
  - Oznai Haman (Haman's Ears)
  - Hamentashen (Triangular pastry representing Haman's ears/hat)
- Passover
  - Shalosh Regalim (Three pilgrimage festivals)
  - Bedikat Chametz (Inspection looking for the Chametz)
  - Shalosh Matzot (3 pieces of Matzah; Cohen, Levi, Israel)
  - Cherut: Freedom
  - Avdut: Slavery
- Lag B'Omer
  - Sefirat Ha'Omer (Counting of the Omer)
- Shavuot
  - Aseret Hadibrot (The Ten Commandments)
  - Zman Natan Torah (The time or season of the giving of the Torah)
  - Derech Eretz (Right Behavior)

## 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:** Students connect what they have been learning in previous years to sacred spaces and community involvement. We encourage students to 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 the Torah. This text gives students a taste of the Torah in the original Hebrew, helping them to develop the skills for a lifetime of *Talmud Torah* (Torah study). The following chapters will be studied this year: Solomon Chooses Wisdom, Elijah's Challenge, Jonah's Message, Isaiah's World of Pace, Jeremiah the Chosen Prophet, Queen Esther Saves the Jews, Daniel's Risk, and Ezra and Nehemia Rebuild Jerusalem. 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). The Friday night service at HNT will be covered in this class as well. The following Hebrew in Harmony prayers will be covered:

- Kedusha
- Ma'ariv Aravim
- Yotzer Or

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 at FRS. They will then come up with a plan to implement that project and will 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 the Garinim or Shtilim young family programs at HNT.

**Hebrew:** Using Ulpan Alef and Bet, students will continue their Hebrew skill building. Students will use a Hebrew packet to supplement their learning. They will cover vocabulary such as 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. Zman Likro, volume 1 and 2, along with the Zman Likro workbooks will also be used to teach Hebrew depending on the Hebrew level of the students.

### **Hebrew Acquisition Time Break Down**

There will be 70 minutes of Hebrew instruction each week. Hebrew is taught through song, art, games, and movement.

#### ***At end of the year, students will be able to:***

- Continue Hebrew skill building, especially centered on prayer, deeper reading with meaning,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing Hebrew songs related to the Jewish year,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing songs outlined in the Hebrew holiday vocabulary by grade,
- Students will be able to recite and know the meaning of the following prayers:
  - Friday Night Ma'ariv service

**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 a basic understanding of 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 events of 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'khafz'khut* (giving others the benefit of the doubt), and the idea of *kehilla kedoshah* (sacred community).

## Hay Hebrew

Transliteration	Hebrew	Translation
dan l'khaf z'khut	דָּן לְכַף זְכוּת	giving the benefit of the doubt
halbanat panim	הַלְבַּנַּת פָּנִים	not embarrassing others
havruta	חֲבֵרֻתָא	study partner
havrutot	חֲבֵרֻתוֹת	study groups
kadosh	קָדוֹשׁ	sacred, special or different
Kedoshim tehiyu.	קְדוֹשִׁים תְּהִיּוּ	You shall be holy. (Vayikra 19:2)
kehillah kedoshah	קְהִילַת קְדוֹשָׁה	sacred community
kvutzah	קְבוּצָה	collaborative learning group(s)
kvutzot (plural)	קְבוּצוֹת	
lashon hara	לְשׁוֹן הָרַע	not speaking ill of others; guarding against evil speech
mitzvah	מִצְוָה	commandment(s)
mitzvot (plural)	מִצְוֹת	
mitzvot bein adam l'havero	מִצְוֹת בֵּין אָדָם לְחֵבְרוֹ	mitzvot relating to other people
tzedakah	צְדָקָה	philanthropy
Vayikra	וַיִּקְרָא	Leviticus
Vi-ahavta lire-akha kamokha.	וְאַהֲבַתָּ לְרֵעֲךָ כָמוֹךָ	Love your fellow as yourself. (Vayikra 19:19)

### Hebrew Holiday Vocabulary:

- Shabbat
  - Lecha Dodi (Come my beloved)
  - Chol (Ordinary, Weekday or Secular)
  - Kodesh (Holy)
- Rosh Hashanah
  - Yamim Noraim (Days of Awe)
- Rosh Chodesh
  - Kiddush Lavanah (Blessing of the moon)
  - Luach(Calendar/ Poster/ Chalkboard/Whiteboard)
- Sukkot
  - Zman Simchatainu (Time of Our Joy)
  - L'Shev BaSukah (Blessing for sitting in the Sukkah)
  - Hoshanah Rabbah (the 7<sup>th</sup> Day, parade around 7 times)
  - Hoshia Na (God please help us!)
  - Hag Ha'asif (Harvest festival)
- Chanukah
  - Hillel vs. Shammai Machlochet (Disagreement in Talmud)
- Tu Bishvat
  - Ba'al Tashchit (Do not destroy)
- Purim
  - Megilat Esther (The Book of Esther)
  - Tzedek (Justice/Righteous)
  - Tzom (A Fast)
- Passover
  - Yetzeat Mitzrayim (Exodus from Egypt)
  - Yom Suf (Red Sea)
  - Mei Melach (Salt water)
  - Karpas (Green vegetable)
  - Cos Eliyahu (Elijah's cup)
  - Eliyahu Hanavi (Elijah the prophet)
  - Birkat Hamazon (Grace after meals)
  - Chad Gadya (And only a baby goat)
- Yom Hashoah
  - Shoah (Hebrew word for Holocaust)
  - Holocaust (Total destruction or burning up)
- Lag B'Omer
  - Keshet (bow)
  - Chetz (Arrow)
- Yom Hazikaron
  - Yom Hazikaron (Remembrance Day for people who fought and died for Israel)
  - Picnic
- Yom Ha'atzmaut
  - Tzion (Zion)
  - Kotel (Wall)
  - Yom Yerushalayim (23 Iyar, new holiday celebrating Jerusalem)
- Shavuot
  - Chag Ha'Bikurim (Festival of the first fruits)
  - Rachamim (Compassion)
  - Kavod (Respect)
  - Klal Yisrael (The people of Israel)

## Kitah Vav (Sixth Grade)

In Kitah Vav, students focus on preparation for their B'nai Mitzvot by learning Torah trope in class. Students will also participate in monthly family learning opportunities with parents and engage in meaningful discussion on Jewish issues. For additional information on the B'nai Mitzvah process, please refer to the B'nai Mitzvah Handbook which is 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*.

**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:

- 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 participate in, and lead, 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.

**G'millut Hasadim:** Students will work with family members to create a special *Tallit* they can wear throughout the year in seventh grade.

**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* and reading Torah. Students will practice their individual Torah portions in preparation for their *B'nai Mitzvot* and review the Shabbat morning service.

**Hebrew Time Break Down:** There will be 55 minutes of oral Hebrew instruction each week. This part of the lesson is done at the beginning of the morning when students are fresh and alert. Hebrew is also taught through song, art, games, and movement.

***At end of the year, students will be able to:***

- Ability to read Hebrew with incorporating Trope for goal of Torah reading,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing Hebrew songs related to the Jewish year,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing songs outlined in the Hebrew holiday vocabulary by grade,
- Students will be able to recite and know the meaning of the following prayers:
  - Shabbah Schacharit and Torah Trope

**Holidays and Customs:** The focus is on the holiday of Shabbat. Students will be able to participate in, and lead, 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 in the spring. 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* 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 current events and gain an understanding of what Judaism teaches regarding these issues.

## Vuv Hebrew

### Shabbat Hebrew Liturgy + Page Numbers in Prayerbook Lev Shalem

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Pg 39a Bar'khu &amp; El Khai</li> <li>• Pg 40 V'ahavat'kha</li> <li>• Pg 41 Sh'ma V'ahavta</li> <li>• Pg 42 Vesamtem</li> <li>• Pg 43a Emet Vemunah</li> <li>• Pg 44 Umalkhuto</li> <li>• Pg 44 Malkhut'kha</li> <li>• Pg 44 Vene'emar</li> <li>• Pg 45 Ushmor Tseteinu</li> <li>• Pg 46 V'shamru</li> <li>• Pg 46 Hatzi Kaddish</li> <li>• Pg 53 Va Y'khulu</li> <li>• Pg 53 Magen Avot</li> <li>• Pg 54 Kaddish Shalem</li> </ul> | <ul style="list-style-type: none"> <li>• Pg 55 Kiddush</li> <li>• Pg 56 - 57 Aleinu</li> <li>• Pg 62 Yigdal</li> <li>• Pg 214-215 Ashrei</li> <li>• Pg 216-217 Uva Letzion</li> <li>• Pg 217 Chatzi Kaddish</li> <li>• Pg 218 Torah Service</li> <li>• Pg 221-222 Returning Torah</li> <li>• Pg 222 Chatzi Kaddish</li> <li>• Pg 223-225 Amidah and Kedusha</li> <li>• Pg 230 Kaddish Shalem</li> <li>• Pg 231 Aleinu</li> <li>• Pg 211 Adon Olam</li> <li>• Pg 283-284 Havdalah Service</li> </ul> |
|--|---|

### Hebrew Holiday Vocabulary:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Shabbat             <ul style="list-style-type: none"> <li>○ Shalom Bayit (Peace in the house)</li> </ul> </li> <li>• Rosh Hashanah             <ul style="list-style-type: none"> <li>○ Yom Hazikaron (Day of Remembrance)</li> </ul> </li> <li>• Rosh Chodesh (the New Moon)</li> <li>• Sukkot             <ul style="list-style-type: none"> <li>○ Hiddur Mitzvah (Beautifying the Mitzvah)</li> <li>○ Klal Israel (the Jewish people of Israel)</li> </ul> </li> <li>• Simchat Torah             <ul style="list-style-type: none"> <li>○ Gemilut Hasadim (Acts of loving kindness)</li> </ul> </li> <li>• Chanukah             <ul style="list-style-type: none"> <li>○ Maotzur (Rock of Ages Prayer)                 <ul style="list-style-type: none"> <li>▪ Maoz (Refuge or Stronghold)</li> <li>▪ Tzur (Rock)</li> </ul> </li> <li>○ Choshech (Darkness)</li> <li>○ Or (Light)</li> </ul> </li> <li>• Tu Bishvat             <ul style="list-style-type: none"> <li>○ Rosh Hashanah L'Ilanot (New Year of the Trees)</li> </ul> </li> <li>• Purim             <ul style="list-style-type: none"> <li>○ Mishte (Party)</li> <li>○ Mishloach Manot (Hebrew, Purim Gifts)</li> <li>○ Klal Yisrael (The people of Israel)</li> </ul> </li> <li>• Passover</li> </ul> | <ul style="list-style-type: none"> <li>○ Chag Ha'aviv (Spring holiday)</li> <li>○ Zman Cherutainu (The time of our freedom)</li> <li>○ Avadim hayinu (We were slaves)</li> <li>○ Dayeinu (Enough for us)</li> <li>• Yom Hashoah             <ul style="list-style-type: none"> <li>○ Ghetto (Walled off area)</li> <li>○ Yad Vashem (Holocaust Museum in Jerusalem)</li> </ul> </li> <li>• Yom Ha'atzmaut             <ul style="list-style-type: none"> <li>○ Yom Ha'atzmaut (Independence Day)</li> <li>○ Hatikvah (The National Anthem of Israel – translates to The Hope)</li> <li>○ Keneset: Parliament</li> </ul> </li> <li>• Shavuot             <ul style="list-style-type: none"> <li>○ Kayitz (summer)</li> <li>○ Beit Ha-Mikdash (the Holy Temple)</li> </ul> </li> <li>• Tisha B'Av             <ul style="list-style-type: none"> <li>○ Tisha (9<sup>th</sup>)</li> <li>○ Eicha (Book of Lamentations)</li> <li>○ Galut (The spreading out of the Jewish people, Diaspora)</li> <li>○ Kotel (Western/Wailing Wall, last remaining support wall of the second Temple built by King Herod)</li> <li>○ Kadosh Hakodashim (Holy of Holies)</li> </ul> </li> </ul> |
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## 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. For additional information on the B'nai Mitzvah process, please refer to our B'nai Mitzvah Handbook.

**Big Idea:** The Bar or Bat Mitzvah ceremony marks the beginning of our lives as an adult member of the Jewish community. This 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. 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.

**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 lessons 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:

- Haftarah: look at the text
- Life after B'nai Mitzvah
- The nature of the iconoclast

**Avodah:** The primary text for this class is Siddur Lev Shalem. Students will solidify their ability to participate in, and lead, 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. Approximately three months after the student becomes a bar or bat mitzvah, we encourage that student to again read Torah during a Shabbat morning service at HNT in the main service.

The focus continues to be the holiday of Shabbat. Students will be able to participate in, and lead, both the Friday night *Kabbalat Shabbat* service and the Shabbat morning service. Students 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.

**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 something they love to a mitzvah project or *tikkun olam* initiative students can be passionate. 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*, Torah and Haftarah. Students will continue reviewing some simple conversational Hebrew, including learning vocabulary connected to social action.

**Hebrew Time Break Down:** There will be 50 minutes of oral Hebrew instruction each week. This part of the lesson is done at the beginning of the morning when students are fresh and alert. Hebrew is also taught through song, art, games, and movement.

*At end of the year, students will be able to:*

- Continued mastery of prayer/Torah reading skills and Haftarah reading skills,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing Hebrew songs related to the Jewish year,
- Understand and speak Hebrew using the Hebrew vocabulary and phrases by grade,
- Sing songs using Hebrew holiday vocabulary by grade,
- Recite the Havdalah blessings and songs (Grape Juice, Fire, and Spices, Eliyahu Hanavi and Shavua Tov),
- Students will be able to recite and know the meaning of the following prayers:
  - Friday Night Ma'ariv
  - Shabbat Shacharit
  - Torah Service
  - Torah and Haftarah Trope

# Zayin Hebrew

## **Shabbat Hebrew Liturgy + Page Numbers in Prayerbook:**

- Pg 147: Shochan Ad
- Pg 147: L'Hodot
- Pg 148: B'rachot V'hodaot
- Pg 148: Hatzi Kaddish
- Pg 149-150: Barechu/Yotzer Or
- Pg 150: Ein K'erkecha
- Pg 151: Eil Adon
- Pg 153: Small Kedusha
- Pg 153: Or Chadash
- Pg 154: Ahava Raba/Vahavienu
- Pg 155: Sh'ma/V'avavta
- Pg 156: Vayomer
- Pg 157: L'dor V'dor - Goaleinu
- Pg 158: Tehilot - Tzur Yisrael
- Pg 159-161: Amidah & Kedusha
- Pg 167: Kaddish Shalem
- Pg 168-171: Torah Service
- Pg 181-182: Ashrei
- Pg 183: Returning Sefer Torah
- Pg 204-206: Ein Keloheinu & Aleinu
- Pg 211: Adon Olam

## **Hebrew Holiday Vocabulary:**

- Shabbat
  - Shliach Tzibur (Person that leads the prayer service)
  - Bar or Bat Mitzvah (Son or Daughter of the Commandant)
  - Parashat Hashavua (Portion of the week)
  - Haftarah (Selected passages from the Prophet and Writings, literally means completion)
  - Pirkei Avot (The Sayings of our Ancestors)
- Rosh Hashanah
  - Yom Teruah: Day of the Blowing of the Shofar
  - Tikkun Atzmi (Working on your internal self)
- Yom Kippur
  - Yom Hadin (Day of Judgement)
- Sukkot
  - Sukkat Shalom (Shelter of Peace)
  - East (Mizrach)
  - South (Darom)
  - West (Ma'arav)
  - North (Tzafon)
  - Shimini Atzeret (the 8<sup>th</sup> day when the holiday of Sukkot stops)
  - H'Hag (the Festival)
- Simchat Torah
  - Chatan Torah (The person reciting the last verses of the Torah)
  - Chatan Bereshit (The person reciting the first verses of the Torah)
  - Kalat Torah and Kalat Bereshit (Female version)
- Chanukah
  - Milchama (War)
  - Atzmaut (Freedom)
  - Chutzpa (Gall or gumption)
  - Hillel vs. Shammai
- Tu B'Shvat
  - Lintoah Etzim (Planting Trees)
- Purim
  - Mischevah (Party)
  - Tachboseset (Costume)
  - Antisemitism (Anti-Semitism)
- Passover
  - B'chor (First born)
- Yom Hashoah
  - Partizanim (Jewish resistance fighters)
  - Kaddish (Mourners prayer)
  - Yahrzeit (Memorial)
- Lag B'Omer
  - Chesed: Lovingkindness
  - Gevurah: Discipline
  - Tiferet: Beauty
- Shavuot
  - Bikurim: harvest offerings, offering the first fruit.
  - Tikun Leil Shavuot: All night teaching studying Torah together.
- Tisha B'Av
  - Yom Tzom: Fasting Day
  - Beit Hamikdash: Temple in Jerusalem
  - Tisha: The 9<sup>th</sup>

## 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>• Vesantem</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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## Gesher (Bridge): 8<sup>th</sup> Grade Leadership

We are calling this new class “Gesher” which means bridge. Dr. Sherri is a professor at Evergreen and will be doing some very exciting work with our students this year. A light breakfast will be included with this class.

**Big Idea:** This class is an opportunity for post-b’nai mitzvah young adults to study significant social action efforts, learn how to select a cause, how to plan an agenda, and how to work towards real change. In doing so they will learn how to work as a team, to act collaboratively, and to be a force for good. Students will plan two mitzvah opportunities throughout the year for FRS students. The goal is to empower our students to be leaders in the community and help shape our future. The class is held once a month and will reinforce students' sense of community and shared values. Students will help determine the content of the lessons covered. 8<sup>th</sup> graders who are also madrichim or teaching assistants will be excused from work that day to go to class.

## 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 AM – 10:00 AM on topics related to teaching, instruction, Hebrew learning, and leadership all in a Jewish context. Additionally, madrichim are also Torah Tutors for B’nai Mitzvah students. Madrichim do a fantastic job putting the theory of giving back to the community to practice with their participation in these activities. When the student turns 14 years old, they begin to be monetarily compensated for their hard work.

**Big Idea:** Students will develop leadership skills that will help them continue their involvement in the Jewish community and beyond. This program provides teens the opportunity to continue relationships with 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* 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:** *Madrichim* will help lead the Shabbat prayers when younger students are engaged in the process of learning their specific grade level liturgy. End of life customs will also be covered throughout the year so *madrichim* can better help and support potential students who might have unfortunately lost a loved one or pet during the year.

**G'millut Hasadim:** Students will use their leadership skills to help the broader FRS 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.

## **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 events. USY Board Members plan and execute creative and engaging programs. Past events include a Willy Wonka inspired sleepover, Shabbat Service and Dinner, Israeli Kibbutz simulation, and an annual Hanukkah 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/>

## **The Masa Program (The Journey Program) High School (Eighth - Twelfth Grade)**

High School students have a variety of ways to continue their learning and involvement at Herzl-Ner Tamid (HNT), after their B'nai Mitzvah is complete. 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 HNT. 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.

**The Gwenn and Dean Polik and Valerie Polack z”l  
Selma - Orlando Class and Trip:  
Jews and the Civil Rights Movement of the 1960’s**

*At a time when the community is suffering, no one should say, “I go home, eat, drink and be at peace with myself” -Taanit 11a:6*

**When:** Teen high school trip from February 16-20, 2020 plus the following eight Tuesdays from 6:30-8:30 PM at HNT with Dr. Eliyahu Krigel including dinner and guest presenter:

- 9/10 – Civil Rights Class
- 10/29 – Civil Rights Class
- 11/12 – Civil Rights Class
- 12/10 – Civil Rights Class
- 01/14 – Civil Rights Class
- 02/16 – 02/20 – Civil Rights Trip
- 03/17 – Civil Rights Class
- 04/21 – Civil Rights Class
- 05/5 – Civil Rights Class

**What:** Retrace the historic Selma to Montgomery march which paved the way for the Civil rights Act in 1965. Tentative sites & activities on the trip include:

- Auburn Ave and King Center Tour
- Tomb Names Project / AIDS Quilt
- Rosa Park Museum
- Rabbi Abraham Joshua Heschel Learning Opportunity
- Equal Justice Initiative’s Legacy Museum & Lynching Memorial
- The Edmund Pettus Bridge
- Freedom Park
- Birmingham Civil Rights Institute
- Segway Tour
- This trip will conclude in Orlando with a full day at Disney World

Below are some of the texts we will be using in class:

- *Just Mercy* by Bryan Stevenson. He is the Founder and Director of the Equal Justice Initiative.
- *March by Congressman John Lewis*. This is a 3-part graphic novel about the Selma to Montgomery march.
- The Taylor Branch trilogy about Dr. King:
  - *Parting the Waters: America in the King Years 1954-63*
  - *Pillars of Fire: America in the King Years 1963-65*
  - *At Canaan’s Edge: America in the King Years 1965-68*
- *New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander
- *The Quiet Voices: Southern Rabbis and Black Civil Rights, 1880s to 1990s* by Mark Bauman and Berkley Kalin
- *Going South: Jewish Women in the Civil Rights Movement* by Debra Schultz

- *Troubling the Waters: Black-Jewish Relations in the American Century* by Cheryl Lynn Greenberg

**Topics for 8 Sessions of Learning:**

1. Historical Background to the Civil Rights Movement: How did the Brown v Board of Education impact public schools in America in 1954?
  2. Individual Jewish heroes of the Civil Rights movement of the 1960s and Dr. Martin Luther King, Jr.: Explore the contribution of Rabbi Abraham Joshua Heschel.
  3. Black Jewish Relationships: Then and now, this session will explore black and Jewish connections and relationships.
  4. Civil Rights in Modern Times: What are current civil rights issues?
  5. How is the Civil Rights movement connected with the Me-Too movement?
  6. Appreciations and Reflections: View pictures from the trip and write thank you notes.
  7. Learning from Others: How can you get involved in the civil rights movement part one.
  8. Learning from Others: How can you get involved in the civil rights movement part two.
- Only students who attend the classes can travel on the trip
  - Space is limited to 25 Jewish students in eighth through twelfth grade
  - Due to the generosity of Gwenn and Dean Polik, we can provide this program to HNT members for \$1975 for the 8 sessions (dinner and guest speaker included) plus transportation, lodging, and the entire program for the 5-day trip if you sign up before September 8. After September 8, the cost will be \$2100. The cost for non-HNT members is \$3100. Limited need based financial assistance may be available so please contact Nadine Strauss at [Nadine@h-nt.org](mailto:Nadine@h-nt.org) for financial assistance by October 4. No refunds after October 31. Please contact Dr. Eliyahu Krigel for more information at [elياهو@h-nt.org](mailto:elياهو@h-nt.org) or 425-559-3739.

## FRS Curriculum Times Per Week

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

Pre-Gan through Second Grade: 2 Hours of Classroom Instruction on Sundays & 30 min assembly per Week

Third - Fifth Grade: 2 Hours on Sundays (& 30 min assembly) per Week & 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>Grade Level</u>	<u>Bible</u>	<u>Etgar Yesodi*, Life Cycle, Holidays</u>	<u>Prayer</u>	<u>Hebrew</u>	<u>History</u>	<u>Total Time</u>
<b>Pre-Gan</b>	<b>25</b>	<b>45</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>120</b>
<b>Kindergarten</b>	<b>25</b>	<b>40</b>	<b>20</b>	<b>35</b>	<b>0</b>	<b>120</b>
<b>First Grade</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>40</b>	<b>0</b>	<b>120</b>
<b>Second Grade</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>45</b>	<b>0</b>	<b>120</b>
<b>Third Grade</b>	<b>55</b>	<b>55</b>	<b>30</b>	<b>70</b>	<b>0</b>	<b>210</b>
<b>Fourth Grade</b>	<b>50</b>	<b>60</b>	<b>30</b>	<b>70</b>	<b>0</b>	<b>210</b>
<b>Fifth Grade</b>	<b>55</b>	<b>45</b>	<b>30</b>	<b>70</b>	<b>10**</b>	<b>210</b>
<b>Sixth Grade</b>	<b>55</b>	<b>60</b>	<b>85</b>	<b>90</b>	<b>10***</b>	<b>300</b>
<b>Seventh Grade</b>	<b>55</b>	<b>30</b>	<b>60</b>	<b>50</b>	<b>15</b>	<b>210</b>
<b>High School</b>	<b>35</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>15****</b>	<b>120</b>

\*Etgar Yesodi: Third – Fifth Grade

\*\*Fifth Grade: Holocaust Unit Once a Month for the whole time at FRS

\*\*\*Student pursues historical period of interest

\*\*\*\*Training for pre-college students to confront the idea of a dual narrative in the land of Israel and the Jewish historical claim. What is Zionism and how does it relate to me? Why am I a Jew? How to deal with proselytizing on campus through history and biblical texts.

## 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.

<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	Please see detailed schedule for Kitah Alef in the curriculum description of the class.	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)		11:15-11:30 -Hafsakah (Recess)
	11:15-12:15 - Perek Three and Four  Scrapbooking		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. (Please 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 AM-10:00 AM - FRS Z'man T'fillah (Student led prayer time as a school community in the HNT sanctuary)		

10:00 AM -10:45 AM - Perek One – Etgar Yesodi (Holidays)	10:00 AM -10:45 AM - Perek One – Etgar Yesodi (My Story)	10:00 AM - 10:30 AM - Perek One – Bim Bom
10:45-11:15- Perek Two- Explorers Bible	10:45-11:30 - Perek Two – Explorers Bible	
11:15 AM -11:30 AM - Hafsakah (Recess)	11:30 AM -11:45 AM - Hafsakah	10:30 AM - 10:45 AM - Hafsakah
11:30 AM - 12:00 PM – Perek Three - Prayer  12:00 PM - 12:15 PM - Perek Four – Explorers Bible (Project Based Learning)	11:45 AM - 12:15 PM - Perek Three - Prayer	10:45 AM - 11:15 AM - Perek Two – Holocaust (once a month) or Etgar Yesodi (Our Story)  11:15 AM - 11:45 AM - Perek Three – Explorers Bible  11:45 AM - 12:15 PM - Perek Four- Prayer

### Tuesdays

Gimmel (3rd Grade)	Dalet (4th Grade)	Hey (5th grade)
4:30 PM - 4:45 PM – Etgar Yesodi (Set Induction)		
4:45 PM - 5:30 PM - Perek One – Zman Likro and associated workbooks Hebrew practice by ability		
5:30 PM - 5:40 PM - Hafsakah (Recess)		
5:40 PM - 6:15 PM - 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. (Please note that Perek is Hebrew for Period).

### Saturdays

Vav (6th Grade)	Zayin (7th Grade)
9:30 AM -10:00 AM – Set Induction and Bible Study Groups	
10:00 AM -10:30 AM - Perek One: Haftarah Context: The Former Prophets ( <i>Nevi'im Rishonim</i> ) the narrative books of Joshua, Judges, Samuel, and Kings	10:00 AM - 10:30 AM - Perek One: Latter Prophets ( <i>Nevi'im Aharonim</i> ) the books of Isaiah, Jeremiah and Ezekiel and the Twelve minor prophets
10:30 AM - 10:45 AM - Hafsakah (Recess)	
10:45 AM - 11:15 AM - Perek Two: The Art of Torah Cantillation  11:15 AM - 11:45 AM - Perek Three: B'nai Mitzvah Prayer Leadership  11:45 AM - 12:15 PM - The Art of Torah Cantillation in Chavruta (partner work)	10:45 AM - 11:15 AM - Perek Two: B'nai Mitzvah Prayer Leadership in the Main Service  11:15 AM - 12:00 PM - Perek Three: Mitzvah Project  12:00 PM - 12:15 PM - Perek Four: Mitzvah Maven

### Tuesdays

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

# Holiday Vocabulary Per Grade

- **Shabbat**

- Challah: Braided bread --Pre-Gan / Gan
- Kiddush Cup --Alef
- Challah (Braided Bread) --Alef
- Havdalah (Separation) --Alef
- Besamim (Spices) --Alef
- Ner Havdalah (Havdalah Candle) --Alef
- Shavua tov (Have a good week) --Alef
- Siddur (Prayer book) --Bet
- Oseh Shalom (Make peace) --Bet
- Birkat Hamazon (Blessing after the meal) --Gimmel
- Aron Hakodesh (The Ark) --Gimmel
- Bimah (The pulpit) --Gimmel
- Beit HaKenesset (Synagogue) --Daled
- Lecha Dodi (Come my beloved) --Hay
- Chol (Ordinary, Weekday or Secular) --Hay
- Kodesh (Holy) --Hay
- Shalom Bayit (Peace in the house) --Vuv
- Shliach Tzibur (Person that leads the prayer service) --Zayin
- Bar or Bat Mitzvah (Son or Daughter of the Commandant) --Zayin
- Parashat Hashavua (Portion of the week) --Zayin
- Haftarah (Selected passages from the Prophet and Writings, literally means completion) --Zayin
- Pirkei Avot (The Sayings of our Ancestors) --Zayin

- **Rosh Hashanah**

- Shofar (Ram's horn) --Pre-Gan / Gan
- Beit Ha'keneset (Synagogue) --Pre-Gan / Gan
- Tapuach (Apple) --Pre-Gan / Gan
- D'vash (Honey) --Pre-Gan / Gan
- Round Challah --Pre-Gan / Gan
- T'fillah (Prayers) --Alef
- Shofar (Ram's horn) --Alef
- L'Shanah Tova (Have a Good New Year) --Alef
- Tapuach & D'vash (Apples & Honey) --Alef
- Eloheinu (Our God) --Bet
- Sefer Chayim (Book of Life)
- Kol Ha'Shofar (Voice of the Shofar) --Gimmel
- Erev Rosh Hashanah (Evening before the first day of Rosh Hashanah) --Dalet
- Yamim Noraim (Days of Awe) --Hay
- Yom Hazikaron (Day of Remembrance) --Vuv

- Yom Teruah: Day of the Blowing of the Shofar --Zayin
- Tikkun Atzmi (Working on your internal self) --Zayin
- **Yom Kippur**
  - Machzor (prayer book for the high holidays) --Pre-Gan / Gan
  - Book of Jonah --Bet
  - Akedah (The Binding of Isaac) --Dalet
  - Yom Hadin (Day of Judgement) --Zayin
- **Sukkot**
  - Sukkah (Booth) --Pre-Gan / Gan
  - Etrog (Citron) --Pre-Gan / Gan
  - Lulav (Palm Branch) --Alef
  - Etrog (Citron) --Alef
  - Moadim L'Simcha: Festivals of Joy --Alef
  - Chag Sameach: Happy Holidays --Alef
  - Hachnasat Orchim (Welcoming Guests) --Bet
  - Arba'a Minim (The Four Species) --Gimmel
  - Hadas (Myrtle) --Gimmel
  - Aravah (Willow) --Gimmel
  - Shalosh Regalim (Pilgrimage Festival: Sukkot, Pesach, Shavuot) --Dalet
  - Ruach (Wind or spirit) --Dalet
  - Zman Simchatainu (Time of Our Joy) --Hay
  - Hoshanah Rabbah (the 7<sup>th</sup> Day, parade around 7 times) --Hay
  - Hoshia Na (God please help us!) --Hay
  - Hag Ha'asif (Harvest festival) --Hay
  - Hiddur Mitzvah (Beautifying the Mitzvah) --Vuv
  - Klal Israel (the Jewish people of Israel) --Vuv
  - Sukkat Shalom (Shelter of Peace)
  - East (Mizrach)
  - South (Darom)
  - West (Ma'arav)
  - North (Tzafon)
  - Shimini Atzeret (the 8<sup>th</sup> day when the holiday of Sukkot stops) --Zayin
  - Ha'Hag (the Festival) --Zayin
- **Rosh Chodesh (the New Month)**
  - Rosh (Head) --Dalet
  - Chodesh (Month) --Dalet
  - Shemesh (Sun) --Dalet
  - Yareach (Moon) --Dalet
  - Luach (Calendar/Poster/Chalkboard/Whiteboard) --Hay

- **Simchat Torah (Rejoicing with the Torah)**

- Torah --Pre-Gan / Gan
- Degel (Flag) --Pre-Gan / Gan
- Hakafot (Circling with Torah) --Pre-Gan / Gan
- Mitzvah (Sacred Obligation or Commandment) --Alef
- Hashem (One of the names of God) --Alef
- Sefer Torah (Book of the Torah) --Alef
- Parasha/Sidra (Weekly portion) --Gimmel
- Talit (Prayer shawl) --Gimmel
- Hakafah / Hakafot (The circling with the Torah) --Dalet
- G'millut Hasadim (Acts of loving kindness) --Vuv
- Chatan Torah (The person reciting the last verses of the Torah) --Zayin
- Chatan Bereshit (The person reciting the first verses of the Torah) --Zayin
- Kalat Torah and Kalat Bereshit (Female version) --Zayin

- **Chanukah**

- Menorah (7 candles) --Pre-Gan / Gan
- Hanukkiyah (9 candles) --Pre-Gan / Gan
- Nerot (Candles) --Pre-Gan / Gan
- Sevivon (Dreidel) --Pre-Gan / Gan
- Sufganyot (Jelly donuts) --Pre-Gan / Gan
- Latkes (Potato pancakes or Levivot in Hebrew) --Pre-Gan / Gan
- Chag Urim Semeach (Happy Festival of Light) --Alef
- Ner (Candle) --Alef
- Shamash (Helper candle) --Alef
- Dreidel (Yiddish for top) --Alef
- Sevivon (Hebrew for tops) --Alef
- Latkes (Yiddish for fried potato pancakes) --Alef
- Levivot (Hebrew for fried potato pancakes) --Alef
- Burmuleos (Ladino for fried yeast dough) --Alef
- Gelt (Yiddish for money) --Alef
- Sufganyot (Jelly donuts) --Alef
- Nes Gadol Haya Sham (A great miracle happened there for the diaspora) --Bet
- Nes Gadol Haya Po (A great miracle happened here in Israel) --Bet
- Maccabee(s) (Hammer/Family of heroes in Hanukkah story) --Gimmel
- Nes Gadol Haya Po (A Great Miracle Happened Here --Israel) --Gimmel
- Beit Hamikdash (Holy Temple) --Dalet
- Hanukat Ha'bayit (Dedication for the house/Temple) --Dalet
- Mezuzah (the parchment inscribed with the shema and v'ahaftah and is hung on the right side of door frames) --Dalet
- Hillel vs. Shammai Machlochet (Disagreement in Talmud) --Hay
- Choshech (Darkness) --Vuv
- Or (Light) --Vuv
- Milchama (War) --Zayin

- Atzmaut (Freedom) --Zayin
- Chutzpa (Gall or gumption) --Zayin
- Hillel vs. Shammai (Different Talmudic houses of study) --Zayin
  
- **Tu Bishvat**
  - Etz (Tree) --Pre-Gan / Gan
  - Etzim (Trees) --Pre-Gan / Gan
  - Perot (Fruit) --Pre-Gan / Gan
  - Boray pri ha'etz (Blessing over fruit that came from a tree) --Pre-Gan / Gan
  - The New Year of the Trees --Alef
  - Etz (Tree) –Alef
  - Etz, Etzim (Tree, Trees) --Bet
  - Ilan, Ilanot (Tree, Trees) --Bet
  - Tet (Number 9) --Gimmel
  - Vav (The Number 6) --Gimmel
  - Ha-Shkeydia Porachat (The Almond Tree is Blooming) --Dalet
  - Tamar (Date) --Dalet
  - Te'anah (Fig) --Dalet
  - Chruv (Carob) --Dalet
  - Rimon (Pomegranate) --Dalet
  - Ba'al Tashchit (Do not destroy) --Hay
  - Rosh Hashanah L'Ilanot (New Year of the Trees) –Vuv
  - Lintoah Etzim (Planting Trees) --Zayin
  
- **Purim**
  - Megillah (Scroll of Esther) --Pre-Gan / Gan
  - Haman (Evil character) --Pre-Gan / Gan
  - Esther --Pre-Gan / Gan
  - Mordechai --Pre-Gan / Gan
  - Costumes --Pre-Gan / Gan
  - Masks --Pre-Gan / Gan
  - Erev Purim (Purim Night) --Alef
  - Pur (Lot/Lottery) --Alef
  - Purim (Festival of Lots) --Alef
  - Grogger (Noise Maker – Yiddish) –Alef
  - Megillah (Scroll) --Bet
  - Ra'ashanim (Noise Makers in Hebrew) --Bet
  - Groggers (Noise Makers in Yiddish) --Bet
  - Adar (the month Purim falls in) --Gimmel
  - Purim Spiel (Purim play) --Gimmel
  - Oznai Haman (Haman's Ears) --Dalet
  - Megilat Esther (The Book of Esther) --Hay
  - Tzedek (Justice/Righteous) --Hay
  - Tzom (A Fast) –Hay

- Mishte (Party) --Vuv
- Klal Yisrael (The people of Israel) --Vuv
- Miseebah (Party) --Zayin
- Tachboset (Costume) --Zayin
- Antishemiut (Anti-Semitism) --Zayin
  
- **Passover**
  - Seder (Order) --Pre-Gan / Gan
  - Matzah (Unleavened bread) --Pre-Gan / Gan
  - Haggadah (the book used at the Seder to tell the story) --Pre-Gan / Gan
  - Arba (Four – Four sons, wine, questions) --Pre-Gan / Gan
  - Maror (Bitter herbs) --Alef
  - Haroset (Sweet mortar) --Alef
  - Yayin (Wine) --Alef
  - Arba Cosot (4 cups) –Alef
  - Maror (Bitter herbs) --Bet
  - Haroset (Sweet mortar) --Bet
  - Mitzrayim (Egypt) --Bet
  - Chametz (Food coming from 5 species of grain; forbidden during Passover) --Bet
  - Haggadah (the book used at the Seder to tell the story) --Gimmel
  - Zeroa (Bone of the lamb sacrifice) --Gimmel
  - Beit Mikdash (Holy temple) --Gimmel
  - Beitzah (Egg) --Gimmel
  - Afikomen (Dessert matzah) --Gimmel
  - Shalosh Regalim (Three pilgrimage festivals) --Daled
  - Shalosh Matzot (3 pieces of Matzah; Cohen, Levi, Israel) --Dalet
  - Cherut: Freedom --Dalet
  - Avdut: Slavery --Dalet
  - Yetzeeat Mitzrayim (Exodus from Egypt) --Hay
  - Yom Suf (Red Sea) --Hay
  - Mei Melach (Salt water) --Hay
  - Karpas (Green vegetable) --Hay
  - Cos Eliyahu (Elijah's cup) --Hay
  - Eliyahu Hanavi (Elijah the prophet) --Hay
  - Chag Ha'aviv (Spring holiday) --Vuv
  - Zman Cherutainu (The time of our freedom) --Vuv
  - B'chor (First born) --Zayin
  
- **Lag B'Omer**
  - Esh (fire) --Pre-Gan / Gan --Alef
  - Misiba (party) --Pre-Gan / Gan --Alef
  - Celebrates the Barley harvest --Alef
  - Omer (2<sup>nd</sup> day of Passover to Shavuot) --Alef
  - L'histapair (to cut one's hair) –Alef

- S'orah (Barley) –Alef
  - Medurah (Fire) --Bet
  - Keshet V'chetz (bow and arrow) –Bet
  - Lamed (the number thirty) --Gimmel
  - Gimmel (the number three) --Gimmel
  - Sephirat Ha'Omer (Counting of the Omer) --Daled
  - Keshet (bow) --Hay
  - Chetz (Arrow) --Hay
  - Chesed: Lovingkindness --Zayin
  - Gevurah: Discipline --Zayin
  - Tiferet: Beauty --Zayin
- **Yom Yerushalayim**
    - Yerushalayim (Jerusalem) --Pre-Gan / Gan
    - Tzion (Zionism) --Pre-Gan / Gan
- **Yom Hashoah**
    - Shoah (Hebrew word for Holocaust) --Hay
    - Holocaust (Total destruction or burning up) –Hay
    - Ghetto (Walled off area) --Vuv
    - Yad Vashem (Holocaust Museum in Jerusalem) --Vuv
    - Partizanim (Jewish resistance fighters) --Zayin
    - Kaddish (Mourners prayer) --Zayin
- **Yom Ha'atzmaut**
    - Day of Independence --Pre-Gan / Gan
    - Yisrael (Israel) --Pre-Gan / Gan
    - Tzion (Zion) --Gimmel
    - Ivrit (Hebrew) --Gimmel
    - Chalutzim (Pioneers) --Gimmel
    - Eretz Yisrael (The Land of Israel) --Gimmel
    - Ha'arets (The Land) –Gimmel
    - Tzion (Zion) --Dalet
    - Kotel (Wall) --Dalet
    - Yom Yerushalayim (23 Iyar, new holiday celebrating Jerusalem) --Dalet
    - Yom Ha'atzmaut (Independence Day) --Vuv
    - Knesset: Israeli Parliament --Vuv
- **Yom Hazikaron**
    - Yom Hazikaron (Remembrance Day for people who fought and died for Israel) --Hay
    - Picnic --Hay

- **Shavuot**

- Prachim (Flowers) --Pre-Gan / Gan
- Chalav (dairy) --Pre-Gan / Gan
- Glidah (Ice-cream) --Pre-Gan / Gan
- David Melech Yisrael (David, King of Israel) --Pre-Gan / Gan
- Eretz (Land) --Alef
- D'vash (Honey) --Alef
- Chalav (Milk) --Alef
- Yehudim (Jews) --Alef
- Shalosh Regalim (Three pilgrimages holidays: Sukkot, Pesach, Shavuot) --Bet
- Adonai (My God) --Bet
- Eloheinu (Our God) --Bet
- Sofer (Scribe) --Bet
- Festival of Weeks --Gimmel
- Brit (Covenant) --Gimmel
- Har Sinai (Mt. Sinai) --Gimmel
- Sheva (the number seven) --Gimmel
- Shavua (Week) --Gimmel --Dalet
- Aseret Hadibrot (The Ten Commandments) - Dalet
- Zman Natan Torah (The time or season of the giving of the Torah) --Dalet
- Derech Eretz (Right Behavior) --Dalet
- Chag Ha'Bikurim (Festival of the first fruits) --Hay
- Rachamim (Compassion) --Hay
- Kavod (Respect) --Hay
- Klal Yisrael (The people of Israel) --Hay
- Kayitz (summer) --Vuv
- Beit Ha-Mikdash (the Holy Temple) --Vuv
- Bikurim: harvest offerings, offering the first fruit. --Zayin
- Tikun Leil Shavuot: All night teaching studying Torah together. --Zayin

- **Tisha B'Av**

- Tisha (9<sup>th</sup>) --Vuv
- Eicha (Book of Lamentations) --Vuv
- Galut (The spreading out of the Jewish people, Diaspora) --Vuv
- Kotel (Western/Wailing Wall, last remaining support wall of the second Temple built by King Herod (Western / Wailing Wall)) --Vuv
- Kadosh Hakodashim (Holy of Holies) --Vuv
- Yom Tzom: Fasting Day --Zayin
- Beit Hamikdash: Temple in Jerusalem --Zayin
- Tisha: The 9<sup>th</sup> --Zayin

# General Jewish Holiday Vocabulary, Phrases, Greetings, Skills, and Values

- Ahavat Ha'Ger: Loving the Stranger
- Ahavat Tzion: Love for Israel
- Aiyin Tovah: A Generous Eye
- Aliyah: Going Up to the Torah
- Aliyot: Plural of Going up to the Torah
- Am HaSefer: People of the Book
- Am Yisrael: People / Nation of Israel
- Amen: I agree, so be it, may it be so
- Anavah: Humility
- Aufruf: Yiddish for Aliyah before One's wedding
- Avadim Ha'Yinu: We were slaves
- Ayd: Witness
- Ba'al Koreh: Torah Reader
- Ba'al Tashchit: Do Not Destroy
- Bar or Bat Mitzvah: Son or Daughter of the Commandments
- Baruch Hu Oo'Varuch Shemo: Blessed be God's name
- Bayit Shel rosh: Box of Tefillin worn on head
- Bayit Shel Yad: Box of Tefillin worn on hand
- Bein Chodesh L'chol
- Beit Din: Court of Law
- Beit Hamikdash: Holy Temple in Jerusalem
- Beit Hillel: House (School) of Hillel
- Beit Shammai: House (School) of Shammai
- Bet Sefer Frankel: Frankel Religious School
- Bima: Podium, Where Services Are Led, Often Raised
- Birchat HaChodesh: Blessing of the new month
- Birchot HaMishpacha: Parent blessing to children
- Birkat Hamazon: Blessing After the Meal
- Bli Ayin Harah: Without an evil eye (Kena Hora)
- Bracha: Blessing
- Brachot: Blessings
- Brit Milah: Circumcision
- Brit: Covenant
- Chai: Life, Multiples of 18
- Challah: Bride
- Chanasat Orchim: Welcoming Guests
- Chatan: Groom
- Cheshbon Hanefesh: Taking an account of our soul
- Chumash: 5 books of Torah
- Chuppah: Wedding Canopy
- Cohen (Kohanim): High Priest
- Daf: Page
- Daven: Prayer in Yiddish
- Dai: Enough
- Dayeinu: Enough for us
- Drash: A Word of Torah, Speech
- Dvar Torah: Word of Torah, Speech
- El Maley Rachamim: God Who is Full of Compassion
- El Melech Ne'eman: God is our Faithful Ruler (Amen)
- Eliyahu Hanavi: Elijah the Prophet
- Eseret HaDibrot: Ten Commandments
- Etz Chaim: Tree of Life
- Gabbai: The person that corrects the words as someone is reading the Torah
- Gelilah: The Honor of Rolling of the Torah
- Gemara: Rabbinical commentary of the Mishnah, forming second part of Talmud
- Gematria: Numerical System Tied to the Letters
- Gemilut Hasadim: Acts of lovingkindness
- Geniza: Burial Place for Old Prayer Books and Other Sacred Books. Geniza literally means hidden.
- Get: Divorce
- Gilgul: Reincarnation
- Hagbah: The Honor of Lifting the Torah
- Hakarot Hatov: Gratitude
- Hallel: Psalms of praise
- Hamakom yenachem otcha (m), otcha (f) betoch she'ar aveilay tzion ve'yerusahalayim: May God comfort you among the other mourners of Zion and Jerusalem.
- Hamotzi: Prayer after eating
- Hatzi Kadish: Half Kaddish
- Havdallah: Separation
- Hoshana: God save us
- Israel

- Kaballah: Jewish Mysticism
- Kaddish: Hym of Praises of God, Divides Portions of the Service
- Kaddish Shalem: Full Kaddish
- Kadish Yatom: Mourners Kaddish
- Kallah: Bride
- Kavanah: Intention
- Kavod: Honor
- Kadosh: Holy and Separate
- Ketuvim: Writings
- Ketubah: Marriage Document
- Keva: Fixed
- Kibbud Av va'Em
- Kiddush
- Kiddush Lavanah: Blessing of the moon (reappearance of the moon)
- Kippah: Head Covering
- Klaf: Kosher parchment that goes in a mezuzah
- Klal Yisrael
- Klee: Vessel
- Cohen: Member of the Priestly Class and the First Aliyah
- Kosher (Kashrut): Jewish Dietary Laws
- Ktav Rashi: Rashi script
- Lashon Horah: Gossip
- Levi: The Third Son of Jacob and Leah, Founder of the Israelite Tribe of Levi, and the 2<sup>nd</sup> Aliyah
- Ma'achil R'evim: Feeding the Hungry
- Ma'ariv / Aravit: Evening service
- Maftir: Final Torah Reading on Shabbat Morning
- Mashkiach: kosher supervisor
- Mensch (Yiddish): Good person
- Mezuzah: Case holding the Klaf (scroll) placed on the door posts of the house which includes the Shema on the inside
- Midah: Jewish Values
- Midrash: Interpretation
- Mikvah: Ritual Bath
- Mincha: Afternoon Prayer Service
- Minyan: Prayer Quorum of 10 people
- Mishaberach: A Blessing of Healing
- Mishnah: Edited by Rabbi Yehuda HaNasi (the Prince) First Written Collection of Jewish Oral Tradition. First Major work of Rabbinic Literature in the 3<sup>rd</sup> Century AD
- Mishpacha: Family
- Mohel: Person performing the circumcision
- Moshiah: Messiah
- Mourners Kaddish
- Musaf: Additional Prayer Service on Shabbat
- Musar: Ethics
- Ner: Candle
- Neshamah: Soul
- Nevi'im: Prophets
- Nisuin: Wedding Ceremony
- Parasha / Sidra: Weekly Torah Portion
- Parashat Hashavua: Torah Portion of the Week
- Pardes: Orchard
- Pasul: Unfit for Use
- Pidyon Sh'vuyim
- Pinyon Ha-Ben
- Pshat: Simple Meaning
- Quen Yehi Ratzon: So may it be God's will
- Rabbi Akiva
- Rambam: Maimonides
- Ramban: Nahmanides
- Rashei Teivot: Acronyms
- Rashi: Shlomo Yitzchaki (1040-1105), Medieval French Rabbi and Commentator
- Refua Shlema: Get Well Soon
- Remez: Hint
- Rodef Shalom
- Seudah: Meal of Celebration
- Shaliach Tzibur: Messenger of the Congregation (Prayer Leader)
- Shalom Bayit
- Shchita: Ritual Slaughter
- Shehekianu: Blessings of gratitude of being in the present moment
- Shidduch: Connection or Match
- Shiva: Seven Days of Mourning
- Shloshim: Thirty Day Morning Period After a Person Passes Away
- Shmirat Shabbat: To Guard or Keep Shabbat
- Shmita: The Seventh Agricultural Year
- Shimon Bar Yochai: Student of Rabbi Akiva, Misnaic sage, author of Zohar
- Shoah: Holocaust
- Shvatim: The 12 tribes
- Siddur: Prayer book
- Sifria: Library
- Simcha: Happiness
- Simchat Bat: Ceremony for when a girl is born

- Simon Tov Oo'Mazal Tov: May you have good fortune and good luck
- Slicha: I'm sorry
- Slichot: Apologies
- Smachot: Happy Jewish Occasion
- Sod: Secret
- Sofer: Scribe
- Stam: A Scribe of Torah and Mezuzah
- Tallit: Prayer Shawl
- Talmud (Babylonian and Palestinian)
- Talmud Torah: Study of Torah
- Tamid: Always or Everlasting
- Tanach: Torah, Nevi'im, Ketuvim
- Taryag Mitzvot: 613 Commandments
- Tefillah HaDerech: Travelers prayer
- Tefillah: Prayer
- Tefillin: Prayer boxes
- Tehilim: Book of Psalms
- Teshuvah: Returning or Repentance
- Theodore Herzl (1860-1904): Founder of Modern Political Zionism
- Tikkun Olam: Healing or Repairing the world
- Tikkun: Repair, Book Used to Learn the Torah Reading, Left Side Reading as it

- Appears in Torah with no Vowels, Right Side with Vowels
- Tiyul: Trip
- Torah: Teaching
- Tzedakah: Sacred Giving
- Tzedek: Justice
- Tzitzit: Tassles, 613 knots.
- Tza'ar Ba'alei Chaim: Suffering of Animals
- Yartzheit:
- Yatom: Orphan
- Yetzer Harah: Selfish inclination
- Yetzer Hatov: Inclination to do good
- Yichud: When Married Couple Spends Time Together Right after the Wedding Service
- Yisrael: To Wrestle with God, Song of God, the Jewish People, and all Jews who aren't Cohen's or Levi's
- Yizkor: Remembrance Service
- Yohanah Ben Zakkai
- Zemirot: Shabbat table songs
- Zikaron: Remembrance
- Zionism: Coined in 1890 by Nathan Birnbaum, Zionism is the National Movement for the Return of the Jewish People to Their Homeland and Resumption of Jewish Sovereignty in the Land of Israel.

## Basic Hebrew Vocabulary:

- Beseder: Okay
- Tov Meod: Very Good
- Kaha Kaha: So so
- Lo Tov: Not Good
- Lehitraot: See You Soon
- Mah Nishmah: How is Everything
- Mah Shlomcha: How are you (masculine)
- Mah Shlomech: How are you (feminine)
- Mah Shimcha: What is your name (masculine)
- Mah Shmech: What is your name (feminine)
- Shmi: My name is
- Na'im Ma'od: Pleased to Meet You
- Ani: I
- Ata: You (M)
- At: You (F)
- Hoo: He
- Hee: She
- Anachnu: We
- Atem: All You all (M, Plural)
- Aten: All You all (F, Plural)
- Hem: They (M)
- Hen: They (F)
- Ken: Yes
- Lo: No
- Ha: The
- B: In
- Ba: In The
- V, OO: And
- Le: To
- La: To The
- M, Mi: From
- K': Like or As
- Sheh: That or Which (Shin with 3 dots)
- Eifo: Where
- Mah: What
- Mi: Who
- Matai: When

- Lama: Why
- Madua: Why
- Ech: How

- Le'an: To Where
- Me'ayin: From Where

### People and Places:

- Abba: Dad
- Ach: Brother
- Achot: Sister
- Chadar Ohel: Dining Room
- Chadar Shayna: Bedroom
- Ima: Mom
- Chatul: Cat
- Kelev: Dog
- Kolnoa: Movie Theater
- Misada: Restaurant

- Mitbach: Kitchen
- Museun: Museum
- Saba: Grandfather
- Safta: Grandmother
- Salon: Living Room
- Sherutim: Bathroom
- Shuk: Open Air Market
- Supermarket: Grocery Store
- Yam: Sea

### Verbs:

- Ain Li: I don't have
- Ba: Come
- Gar: Live
- Holech: Walk, Go
- Kotev: Write
- Le'echol: To Eat
- Le'Nagain: To Play an Instrument
- Lehiyot: To Be
- Lirkod: To Dance
- Lomed: Study
- Lovaish: Wear
- Medaber: Speak
- Mesachek: Play
- Mitzayer: Draw or Paint
- Nosai: To Travel
- Notain: Give

- Ofe: Bake
- Ohel: Eat
- Ohev: Like or Love
- Omed: Stand
- Omer: Say
- Osoh: Do or Make
- Oved: Work
- Ro'eh: See
- Rotze: Want
- Shomayah: Hear
- Shoteh: Drink
- Sochek: Swim
- Tzarich: Need
- Yoshen: Sleep
- Yesh Li: I have



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