

Judaic Studies Curriculum

Gray Academy of Jewish Education

Junior Kindergarten – Grade Two

JUNIOR KINDERGARTEN

JUDAIC STUDIES

The program fosters awareness in the children of their Jewish identity which provides them with a sense of pride and joy. The children:

- Celebrate Jewish holidays
- Sing Hebrew songs
- Sing English songs with Jewish content
- Recite simple Brachot and T'fillot
- Are exposed to the Hebrew alphabet
- Are exposed to simple Hebrew vocabulary

JEWISH HOLIDAYS AND THEMES

- Shabbat
- Rosh Hashanah
- Yom Kippur
- Sukkot
- Simchat Torah
- Chanukah
- Tu Bishvat
- Purim
- Pesach
- Yom Ha'Atzmaut
- Lag B'Omer
- Shavuot
- Creation

KINDERGARTEN

HEBREW LANGUAGE ARTS

THEMES

- Alephbet
- Colours
- Weather
- Calendar
- Body Parts
- Family
- Numbers
- Jewish Symbols
- Animals
- School Related Articles
- Food

Students will become familiar with the alephbet and Hebrew vocabulary through

- Listening
- Echoing
- Chanting
- Reciting
- Singing
- Reading
- Writing self-made books

STRATEGIES

- Arts and crafts
- Small and large group discussions,
- Student-made and teacher-made bingo cards
- Memory games
- Illustration
- Individual student-made and designed Aleph-Bet books
- Incorporation of Hebrew words into simple commands and instructions.

T'FILLAH

- Prayers from the Siddur according to the curriculum
- Brakhot where and when applicable
- Participation in weekly Shabbat celebrations at school
- All school holiday celebrations

STUDENT OUTCOMES

- Students will become familiar with and comfortable chanting the Brakhot and T'fillot.

- Students will learn why we pray and how to behave during prayer.

STRATEGIES

- Daily T'fillah
- Repetition
- Echoing
- Stories

HOLIDAYS

All the holidays in the Jewish calendar are taught with special emphasis on Shabbat. The historical, religious, and family involvement in each holiday will be touched upon and learned.

STUDENT OUTCOMES

- Children will learn holiday vocabulary orally.
- Children will learn symbols, brakhot, traditions, foods, and songs applicable to each holiday.
- Children will know the stories of each of the holidays (history and connection to the Torah and Israel).

STRATEGIES

- Songs
- Dances
- Games
- Torah stories
- Dramatic play
- Cooking
- Synagogue visits
- Performances for seniors and parents

CHESED PROJECT

Children will learn to understand the meaning of Tzedakah and of Chesed (giving from the heart). They will have a hand-made project which they can give away or sell, so that they can experience this mitzvah.

ASSESSMENT

- Participation
- Discussion
- Bingo
- Memory games
- Matching symbols of holidays

GRADE ONE: JUDAIC STUDIES

INTRODUCTION

Our curriculum focuses on creating learning situations that connect our students with their Jewish heritage through:

- Fostering a love for Israel
- Celebrating Shabbat in prayer, song and dance
- Celebrating Jewish Holidays, including rituals and customs
- Chanting of daily T'fillot
- Acquisition of Hebrew language

HEBREW LANGUAGE ARTS:

Listening

- Emphasis on oral language skills
- Thematic vocabulary presented in greeting, songs, games, commands

Speaking

- Use of simple phrases or sentences
- Thematic vocabulary incorporated in daily conversation

Reading

- Recognition of printed letters and corresponding sounds
- Recognition of all vowel sounds
- Blending of letter/vowel combinations
- Development of phonetic reading skills – (reading booklets)
- Incorporation of phonetic reading with whole language approach

Writing

- Development of cursive writing skills – letter formation from aleph to tav.
- Differentiating between printed and written form of letters
- Creation of sentences using frames and patterns

Language Arts Themes:

Hebrew Language Arts is presented in a thematic approach. The themes include:

- Family
- Names of classmates
- Colours (8 basic)
- Weather
- Numbers (1-10 sight, 1-20 orally)
- Days of the week

- Months of the year
- Classroom objects
- Food

Language Arts Holiday Themes:

- Shabbat
- Rosh Hashanah
- Yom Kippur
- Sukkot
- Simchat Torah
- Chanukah
- Tu B'Shvat
- Purim
- Pesach
- Yom Ha'Atzmaut
- Lag Ba'Omer
- Yom Yerushalayim
- Shavuot

Sight word vocabulary is introduced for each holiday. Story and historical background, blessings, customs and traditions for each holiday are learned and discussed.

ASSESSMENT

Ongoing assessment in grade 1 takes the form of “kid watching” which includes:

- Daily observation
- Classroom assignments
- Oral responses
- Checklists
- Informal assignments
- Group work
- Independent work

RESOURCES

- Teacher developed phonetic reading program – (5 booklets)
- Teacher developed language and holiday units
- Teacher and students developed boards games, bingo games, puzzles, flashcards, songs, pictures, dances, arts and crafts and drama activities.
- *Yesh Lanu Lama* reader and workbook
- Teacher developed cursive handwriting workbook

GRADE ONE T'FILLAH

INTRODUCTION

Singing daily T'fillot is an important part of our day. Our discussions include:

- Who is G-d?
- What do we say to G-d?
- How do we connect our T'fillah to G-d?

COURSE OUTLINE

Familiarization of selected prayers:

Daily Shacharit service

- Modeh Ani
- Torah Torah
- Ma Tovu
- Adon Olam
- Haleluhu
- Sh'ma (Hebrew, English, Sign Language)
- Sim Shalom

Shabbat

- B'rachot (candles, wine, challah)
- Lechu Neranena
- Yis-mechu
- Tzaddik Ka-tamar
- Lecha Dodi
- Shalom Alechem

Rosh Chodesh

- B'tzet Israel
- Hodu

Holiday Prayers and Blessings

Chaggigat Ha-Siddur:

Our year of study culminates in our Chaggigat Ha-Siddur. By this point in the year students are able to:

- Read from the Siddur
- Discuss their connection to G-d
- Begin to develop a sense of spirituality and represent these feelings through art, drama, song and dance

- Create 'personal' Siddurim

ASSESSMENT

- Written responses
- Classroom discussions
- Participation

RESOURCES

- Siddur Meforash
- Teacher developed materials

GRADE TWO JUDAIC STUDIES

HEBREW LANGUAGE ARTS

INTRODUCTION

The focus of our Hebrew Language Arts program is to encourage and expand the students' Hebrew skills in the four language skills of listening, speaking, reading, and writing.

COURSE OUTLINE

Listening

It is our objective to create a Hebrew speaking environment utilizing:

- Conversation
- Oral instructions
- Language games
- Drama
- Music
- Cooperative learning strategies
- Learning centres

Speaking

Students are encouraged to speak Hebrew whenever possible. Class discussions and simple dialogue are used to incorporate vocabulary used in daily speech from the various themes taught throughout the year.

Reading

- Maintain and increase sight word vocabulary
- Further develop decoding skills (fluency/accuracy)
- Enable students to read grade appropriate materials with confidence
- Demonstrate comprehension by illustrating stories
- Writing sentences and formulating oral and written responses to questions.

An at-home reading program supports the students' learning in the classroom. Stories are sent home on a daily basis to help increase reading fluency and confidence. This experience greatly enhances students' reading and comprehension of the Hebrew language.

Writing

- Compose simple Hebrew sentences incorporating vocabulary studied in the classroom.
- Create both individual and class books as a part of our writing program
- Acquire new vocabulary through the study of classroom themes

Classroom themes:

- Our Classroom and Our School
- Synagogue
- Colours and Numbers
- All About Me
- Holidays
- Torah Stories

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade 2. The methods used are:

- Observation
- Informal testing
- Checklists
- Tests / quizzes
- Participation
- Cooperation
- Cooperative work
- Independent work
- Oral questioning

RESOURCES

- Photocopied materials from various sources including:
Sefateinu
Yesodot Halashon
Hamikraah Sheli
- Teacher-created booklets
- *Yesh Lanu Lama* (reader and workbook)

GRADE TWO T'FILLAH

INTRODUCTION

The focus of our T'fillah program is to create a learning environment in which students feel comfortable developing their own personal relationship with G-d. Using a Siddur on a daily basis in the classroom will help students to attain a level of comfort when entering and praying in other settings.

COURSE OUTLINE

The students will build on their previous knowledge of T'fillot. Daily T'fillot are recited using the Siddur Meforash. Students are exposed to the purpose and meaning of several new prayers throughout the year. New T'fillot will include:

- Yigdal
- Birchot Hashachar
- Veshamru
- Prayer for the State of Israel
- Kiddush for Shabbat.
- Rosh Chodesh (Hallel) prayers are included on the appropriate days.
- S'firat HaOmer is chanted during the seven weeks of the Omer.
- Brachot appropriate for all holidays are taught and used accordingly.
- Kabbalat Shabbat is celebrated every Friday with Shabbat songs, stories, prayers, and challah.

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade 2. The methods used are:

- Observation
- Participation

GRADE TWO TORAH

INTRODUCTION

The focus of our Torah program is to foster a love of Torah as well as develop an understanding of the text and the moral and ethical implications of the stories. Various approaches are used to capture the students' interest, including discussions, drama, music, and art.

COURSE OUTLINE

Creation

Students will learn about the seven days of creation. The focus will be on vocabulary for each day. Students create an art project based on their learning.

Garden of Eden

The following themes are explored:

- Responsibility for the environment
- Respecting yourself others and G-d
- Awareness of right versus wrong

Cain and Abel

- Sibling rivalry is explored and made relevant to each student's life.

Noah's Ark

The theme of caring for animals, as commanded in the Torah, is a focus for this unit. Discussions will be held on the following topics:

- Listening to others
- Listening to G-d / following G-d's commandments
- Honouring your father and mother
- Righteousness

Avraham

An introduction to Avraham as the father of the Jewish people. The following themes are explored:

- Believing / trusting G-d
- Caring for your family
- Righteousness
- Our Covenant with G-d

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade 2. The methods used are:

- Observation
- Informal testing
- Checklists
- Tests / quizzes
- Participation
- Cooperation
- Cooperative work
- Independent work
- Oral questioning

RESOURCES

- Teacher-developed, age appropriate Torah stories
- *Torah and You*
- *Teaching Torah*
- Library books
- Midrashim

GRADE TWO HOLIDAYS – LAWS AND CUSTOMS

INTRODUCTION

Our objective is to enhance the students' understanding of Shabbat and the Jewish year. We study the blessing, rituals, symbols, customs, songs, and history related to each holiday. We explore through discussions and hands – on experiences

COURSE OUTLINE

The Synagogue

The students will learn to identify the religious components of the synagogue, ritual objects, and the Torah and its components. They will learn about the process of creating a Torah Scroll. This unit will be enhanced by field trips to various synagogues and a class visit by a Torah scribe.

Chagai Tishrei

- Forgiveness

Chanukah

- Miracles
- Right over might
- Religious freedom

Tu B'Shvat

- Seven species found in the Torah
- Caring for the environment

Purim

- Charity
- Sharing with others

Pesach

- Freedom
- Believing in G-d

Yom HaAtzmaut

- Introduction to Israel
- Love of Israel

Shavuot

- Celebrating our Torah
- Ten Commandments

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade two. The methods used are:

- Observation
- Informal testing
- Checklists
- Tests / quizzes
- Participation
- Cooperation
- Cooperative work
- Independent work
- Oral questioning

RESOURCES

Xeroxed materials from various sources include:

- *Hameekrah Sheli*
- *Sefateinu*
- *Dinim Oominhagin*
- Teacher-created booklets
- Library books