

Judaic Studies Curriculum

Gray Academy of Jewish Education

Grades Three - Six

GRADE THREE HEBREW LANGUAGE ARTS

INTRODUCTION

Our school uses the proficiency approach to teach Hebrew. The four language skills, reading, writing, listening and speaking are equally trained, because each skill reinforces the others. We make steady progress from one level of Hebrew to the next. At the beginning of the school year, the average grade three student knows about 150 Hebrew words, and has been exposed to about 400 words. S/he knows some basic grammatical forms. The themes are relevant to children and deal with general knowledge, Israel and Judaism. By the end of grade three, the students are able to:

Comprehension (reading, listening):

- Understand a description of the looks of a person and an animal, and of their activities; 5-6 sentences
- Differentiate between different moments of the day; 5-6 sentences
- Understand instructions
- Understand a comics story

Speaking:

- Describe themselves and their activities
- Express wishes; 4-5 sentences
- Talk with an adult about their duties and desires; 3-4 sentences
- Give instructions to others; 2-3 sentences
- Talk with a new friend or classmate and ask them questions; 4-5 sentences

Writing:

- Compile an interview with an unknown person and ask questions with interrogatives; 4-5 sentences.
- Describe themselves and their friends and their activities
- Formulate a question; 5-6 sentences
- Draft a complaint about what they have to do but do not want to do; 3 sentences

Grammar: Students will know:

- Personal pronouns: אני – הָ/הָן
- Possessives: שלי – שלה
- Noun inflection
- Cardinal numbers 1-10 f.
- Pa`al present tense ע"וי, שלמים
- Pa`al: present tense ל"ה
- Pa`al: present tense יכול
- Pa`al: infinitive
- Pi`el: present tense and infinitive
- לי – לה
- Contraction: ה + ב and ה + ל

- מ- and מן
- כי, כמו
- Nominal clause with demonstrative pronoun (זה איש)
- Agreement in gender and number
- Adjective follows noun
- Superlative: הכי
- Present tense with infinitive צריך, יכול, רוצה + שם הפועל
- יש ל / אין ל and יש / אין
- בן / בת כמה

ASSESSMENT

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

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

RESOURCES

Chaverim be-Ivrit units 1-2

GRADE THREE TORAH

OBJECTIVE

Tanakh is the formative narrative of the Jewish people. It is the prime record of the meeting of God and Israel and deals with our history as well as with essential spiritual and existential questions. Through our Tanakh curriculum we foster students who are independent and astute literary readers of this text. They are aware of the different interpretations, ancient, rabbinic, and modern, and regard themselves as the latest link in this ongoing chain of interpretation. We want to foster students who love studying Tanakh for its own sake and who regard it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.

COURSE OUTLINE

In our grade three Torah program, we study the lives of the patriarchs as these unfold in Bereshit 12-28, in parashiot *Lekh Lekha*, *Vayera*, *Chaye Sarah*, and *Toldot*. We identify the theme(s) of each story and begin to make the students aware of the special literary techniques used in the Torah.

ASSESSMENT

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

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

RESOURCES

- *Matok – Bible Curriculum*; workbooks for parashiot *Lekh Lekha, Vayera, Toldot*

GRADE THREE T’FILLAH

INTRODUCTION

The focus of our T’fillah Program is to create a positive learning atmosphere in which students feel comfortable expanding 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 spiritual religious settings.

COURSE OUTLINE

The students will build on their previous knowledge of the T’fillot. Some of the new Shacharit prayers being introduced include

- Ashrei
- Amida
- Baruch SheAmar

Some of the new Shabbat prayers being introduced include:

- Lekha Dodi (increased verses)
- Full Kiddush
- Mi Kamokha

Some of the new Rosh Chodesh prayers being introduced include:

- Yevarech
- Od-kha

ASSESSMENT

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

- Observation
- Participation

GRADE THREE HOLIDAYS – LAWS AND CUSTOMS

INTRODUCTION

Our objective is to promote a positive Jewish identity and a sense of pride in our students. This is achieved through the exploration of the Jewish holidays. We study the blessing, rituals, symbols, customs, songs, and history as related to each holiday.

COURSE OUTLINE

Chagai Tishrei

- Repentance (Teshuva)
- New Beginnings

Chanukah

- Miracles
- Few versus Many
- Religious Freedom

Tu B'Shvat

- Introduction to The Jewish National Fund (JNF)

Purim

- Bravery

Pesach

- Knowledge of the Haggadah

Yom Ha'Atzmaut

- Love of Israel
- Introduction to Geography of Israel
- Introduction to History of Israel

Shavuot

- Harvest
- Introduction to Shalosh Regalim

ASSESSMENT

Throughout the year there is ongoing assessment of knowledge and performance of the students in grade three. 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 Uminhagin
- Teacher created booklets
- Library books

GRADE THREE ISRAEL STUDIES

INTRODUCTION

We continue to strengthen our bond with the State of Israel. We foster a love for its language, culture (music and dance) and physical and diverse beauty of the countryside.

COURSE OUTLINE

The main topics covered in Israel Studies include

- Israel's major cities (Tel-Aviv, Jerusalem, Haifa)
- Landmarks
- Travel
- Flag, symbolic products
- Introduction to the map of Israel

ASSESSMENT

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

- Observation
- Informal testing
- Participation
- Cooperation
- Cooperative work

RESOURCES

Xeroxed materials from various sources include:

- Understanding Israel
- Passport to Israel
- Library books
- Library videos
- Travel brochures

GRADE FOUR HEBREW LANGUAGE ARTS

INTRODUCTION

Our school uses the proficiency approach to teach Hebrew. The four language skills, reading, writing, listening and speaking are equally trained, because each skill reinforces the others. We make steady progress from one level of Hebrew to the next. The themes are relevant to children and deal with general knowledge, Israel and Judaism. By the end of grade four, the students are able to:

Comprehension (reading, listening):

- Understand information about specific customs and instructions; 6-7 sentences
- Derive information from a text, an announcement, and a timetable
- Understand a list of rules of behaviour in a public place
- Identify a process, and understand the progress of a trip
- Understand a simple tale; 10-12 sentences

Speaking:

- Express an opinion and argue it about a specific topic; 4-5 sentences
- Know how to get oral information about any event; 6-7 sentences
- Discuss after school programs; 6-10 sentences
- Retell a story; 9-11 sentences

Writing:

- Report on activities derived from week schedules; 5-7 sentences
- Express emotions; 3-4 sentences
- Write a simple food recipe or list items belonging to an activity; 5-6 sentences
- Write about after school programs; 8-10 sentences

Grammar. Students will know:

- Possessives: שלנו – שלהם
- Inflection preposition את as object pronoun in singular אותי – אותו
- Inflection nouns singular-plural, m and f
- Pa`al: present tense ע"ח/ע and ל"ח/ע
- Pa`al: present tense a-e roots: צמא, רעב, עייף
- Pa`al: irregular infinitives: לתת
- Present tense hitpa`el
- Infinitive in pa`al, pi`el and hitpa`el
- את as indicator of object
- אבל
- כאשר
- Noun-adjective: agreement in gender, number and definiteness
- Comparative: יותר מדי
- Sentences of time: כאשר
- Past tense of "to have": היו, היתה, היו

- (לא) כל כך, אכפת, אין דבר

RESOURCES

Chaverim be-Ivrit, units 3-4

ASSESSMENT

- Question and answer tests
- Written assignments
- Observation of oral performance during class discussions and activities
- Participation and contribution in cooperative group activities

GRADE FOUR TORAH

OBJECTIVE

Tanakh is the formative narrative of the Jewish people. It is the prime record of the meeting of God and Israel and deals with our history as well as with essential spiritual and existential questions. Through our Tanakh curriculum we foster students who are independent and astute literary readers of this text. They are aware of the different interpretations, ancient, rabbinic, and modern, and regard themselves as the latest link in this ongoing chain of interpretation. We want to foster students who love studying Tanakh for its own sake and who regard it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.

COURSE OUTLINE

In our grade four Torah program, we study the lives of the patriarchs as these unfold in Bereshit 28-50, in parashiot *Vayetze*, *Vayishlach*, *Vayeshev*, *Miketz*, *Vayigash*, and *Vayechi*. We identify the theme(s) of each story and begin to make the students aware of the special literary techniques used in the Torah.

ASSESSMENT

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

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

RESOURCES

- *Matok – Bible Curriculum*; workbooks for parashiot *Vayetze*, *Vayishlach*, *Vayeshev*, *Miketz*, *Vayigash*, and *Vayechi*.
- Teacher developed materials

GRADE FOUR T’FILLAH

INTRODUCTION

The participation in regular prayer enables the student to:

- Understand the meaning and spiritual purpose of Jewish prayer
- Recite prayers and blessings with accuracy and confidence
- Learn traditional and contemporary melodies which enhance the recitation of prayer
- Be able to locate prayers in the Siddur (prayerbook)
- Explore the concept of G-d

COURSE OUTLINE

- Daily Shacharit (morning) service
- Rosh Chodesh service (New Month)
- Kabbalat Shabbat (welcoming the Sabbath)
- Blessings
- Specific Holiday Prayers
- Questions about G-d

ASSESSMENT

- Participation in prayer and discussion

GRADE FOUR HOLIDAYS – LAWS AND CUSTOMS

INTRODUCTION

The “Dinim Uminhagim” (Laws and Customs) course is an academic and experiential program in which the student will:

- Gain an enhanced understanding of the historical background, laws, customs, symbols and traditions of each holiday.
- Learn the relevant Hebrew vocabulary, songs and blessings for each holiday
- Participate in relevant experiences connected to each holiday

COURSE OUTLINE

- Shabbat (Sabbath)

- Rosh Chodesh (New Month)
- Rosh Hashanah (New Year)
- Yom Kippur (Day of Atonement)
- Succot (Tabernacles)
- Simchat Torah (Rejoicing of the Law)
- Chanukah
- Tu B'Shvat (New Year of the Trees)
- Purim
- Pesach (Passover)
- Yom Hashoah (Holocaust Memorial Day)
- Yom Hazikaron (Israeli Remembrance Day)
- Yom Ha'Atzmaut (Israel's Independence Day)
- Lag Ba'Omer
- Shavuot

RESOURCES

- Teacher created materials

ASSESSMENT

- Written assignments
- Tests

GRADE FIVE HEBREW LANGUAGE ARTS

INTRODUCTION

Our school uses the proficiency approach to teach Hebrew. The four language skills, reading, writing, listening and speaking are equally trained, because each skill reinforces the others. We make steady progress from one level of Hebrew to the next. The themes are relevant to children and deal with general knowledge, Israel and Judaism. By the end of grade five, the students are able to:

Comprehension (Reading, Listening):

- Understand accounts of past events and sequences of events; 12-15 sentences
- Draw conclusions from a text
- Understand everyday conversations about food
- Understand different types of information such as signs, announcements, a price list, advertisements, recipes, jokes, an apology, and children's songs.

Speaking:

- Tell about specific objects.
- Express an opinion about different types of behaviour
- Express emotions
- Tell about food experiences; 8-10 sentences
- Express an opinion and debate in the context of a game on duties
- Discuss an Israeli song that deals with Israeli children
- Have a conversation about a restaurant situation

Writing:

- Write about a sequence of events and about specific objects
- Write about food events and experiences
- Write a simple menu
- Write advertisements or signs for a variety of purposes
- Write a story about sayings like "you cannot account for taste"
- Compose questions with a preposition connected to "who" or "what"
- Compose a simple song after a given format

Grammar. Our students will know:

- Inflection preposition את as object pronoun in plural /אותם/ – אותנו
- Inflection of adjectives ending on י –
- Past tense in pa'al for שלמים ע"ו, י
- Past tense in pa'al for ל"ה
- Past tense in pi'el
- -ש
- חבל ש-, מזל ש-
- אף פעם לא

ASSESSMENT

- Participation
- Oral language skills
- Reading fluency
- Written assignments
- Reading comprehension

RESOURCES

Chaverim be-Ivrit, units 5-6

GRADE FIVE TORAH

OBJECTIVE

Tanakh is the formative narrative of the Jewish people. It is the prime record of the meeting of God and Israel and deals with our history as well as with essential spiritual and existential questions. Through our Tanakh curriculum we foster students who are independent and astute literary readers of this text. They are aware of the different interpretations, ancient, rabbinic, and modern, and regard themselves as the latest link in this ongoing chain of interpretation. We want to foster students who love studying Tanakh for its own sake and who regard it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.

COURSE OUTLINE

The focus of the Torah program in grade five is the Book of Shemot 1-20, 32-34. The students will be studying from the original text with references to the various commentaries and stories from the Midrash. The classes will be incorporating music, art and drama. We identify the theme(s) of each story and continue to train the literary skills of the students.

- The Hebrew Slaves in Egypt
- The Birth and Childhood of Moses
- Moses in Midian
- Moses and Aaron Face Pharaoh
- The Ten Plagues
- Moses and the Hebrews Escape Egypt
- Wandering In the Desert
- The Ten Commandments
- The Golden Calf and the Breaking of the Tablets

ASSESSMENT

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

- Participation

- Written assignments
- Chapter tests
- Project work

RESOURCES

- *Matok – Bible Curriculum*; workbooks for Shemot
- Teacher developed materials
- Mikraot Gdolot Shmot

GRADE FIVE: TORAH SHEBE`AL PEH (ORAL TORAH)

In this course the students study traditional Jewish texts through analysis and are challenged to develop critical thinking skills.

OUTLINE:

- Understand how the Oral Torah complements the Written Torah
- Develop familiarity with some of the main personalities of the Mishnah, e.g. Hillel and Shammai, Rabban Gamliel, Rabban Yochanan ben Zakkai, Rabbi Akiva, Rabbi Yehuda haNasi
- Study the internal structure of the Oral Torah
- Be able to analyze the process of rabbinic decision making
- Understand that halakhah is dynamic and develops over time
- Understand that every Jew in every generation has a voice in this ongoing discussion

ASSESSMENT:

- Homework
- Quizzes
- Projects

RESOURCES:

V'Shinantam – Mishnah in Sound, Depth and Color, Year 1.

GRADE FIVE JEWISH HOLIDAYS AND MEMORIALS

- In-depth study of Chagai Tishrei
Traditions and values
- Chanukah
Traditions
The story of the revolt of the Maccabbees
Theme of freedom.
- Tu B'Shvat
Study of the trees of Israel in comparison to trees in North America.

- Pesach
Review of traditions and values connected to Torah studies
Theme of freedom.
- Yom Hashoa
Introduction
- Yom Ha'Atzmaut
Connected to Israel Studies
Theme of freedom
- Shavuot
Review of traditions and values

ASSESSMENT

Ongoing assessment will be based on the following:

- Individual, pair and group work
- Participation
- Assignments
- Tests and/or quizzes
- Research and project work

RESOURCES

Copied materials from various sources including:

- Book of Chagim and Dinim
- Library books
- Internet sources

GRADE FIVE ISRAEL STUDIES

COURSE OUTLINE

- Geography of Israel:
Introduction to map of Israel, borders and bordering countries
Physical regions
Bodies of water and “water problems” in Israel
Cities / ports
Masada
- Introduction to Zionism and Modern Jewish History
Zionism
Causes of different *aliyot* (immigrations)
Establishment of the State of Israel in 1948
Brief overview of 1948-2008
Current events
- The *Aliyot*
The diverse immigration to Israel (countries of origin)
Culture and traditions of different *Aliyot*

Diary project

- Small research project and presentation of Presidents and Prime-Ministers of Israel.

RESOURCES:

- Materials from JNF
- Library books
- Internet
- Teacher developed materials

GRADE SIX HEBREW LANGUAGE ARTS

INTRODUCTION

Our school uses the proficiency approach to teach Hebrew. The four language skills, reading, writing, listening and speaking are equally trained, because each skill reinforces the others. We make steady progress from one level of Hebrew to the next. The themes are relevant to children and deal with general knowledge, Israel and Judaism. By the end of grade six, the students are able to:

Comprehension (Reading, Listening):

- Understand information about the themes of animals, music, performances, and choirs; 12-15 sentences
- Understand stories, fairytales, fables in easy Hebrew; 10-20 sentences
- Understand arguments between children, and draw conclusions who is for and against
- Understand original children's songs, jokes, riddles, advertisements for a music performance
- Understand questions in the context of an interview
- Draw conclusions such as the moral of a fable
- Compare stories to discover commonalities

Speaking:

- Describe animals and present information about them; 12 sentences
- Talk about the type of music they like
- Interview others on the topic of music
- Conduct a telephone conversation on specific topics
- Retell a funny or sad experience related to animals
- Argue in the context of a roleplay and use expressions as: בעד, נגד, אני בטוח ש... , כדאי / לא כדאי
- Act a situation from a fable or a story
- Use indirect speech while discussing questions

Writing:

- Compose a short text or a short story with information about animals
- Use indirect speech in a written discussion of questions
- Write an advertisement for a performance
- Write a short personal story related to music
- Write a recommendation of what is worthwhile
- Write a joke or a riddle about animals
- Express a written opinion on change in a dispute
- Express feelings and opinion on things that matter to them

Grammar. The students will know:

- Interrogatives: איזה, איזו, אילו

- Inflected preposition את as “the same”: אותו, אותה, אותם/ן
- Inflection of geographical adjectives
- Numbers 1-10 m
- Present and past tense of nif'al
- Present tense and infinitive of להבין
- Past tense of hitpa'el
- Past tense of hif'il
- Imperatives: תן, תני, תנו
- בגלל plus inflection
- Inflection את (with): איתי – איתם/ן
- Inflection עם: עמי – עמם
- מפני ש-
- Appositions: הילד ש-
- היה, היתה, היו ל-
- Indirect interrogative sentences: הוא שאל אותי אם... / מתי... /
- Adjective plus infinitive: קשה לתת
- אני נגד / בעד כי...

ASSESSMENT

- Unit tests
- Written assignments and projects
- Observation of oral performance during class discussions and activities
- Participation and cooperation in cooperative group activities
- Self assessment

Note: In both Hebrew Language Arts and Tanakh, the students' instruction is differentiated according to the child's level of independence in Hebrew language learning. Materials and assessments are designed to meet each child's individual learning needs and allow each student to attain success and confidence.

RESOURCES

Chaverim be-Ivrit, units 7-8

GRADE SIX TORAH

OBJECTIVE

Tanakh is the formative narrative of the Jewish people. It is the prime record of the meeting of God and Israel and deals with our history as well as with essential spiritual and existential questions. Through our Tanakh curriculum we foster students who are independent and astute literary readers of this text. They are aware of the different interpretations, ancient, rabbinic, and modern, and regard themselves as the latest link in this ongoing chain of interpretation. We want to foster students who love studying Tanakh for its own sake and who regard it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.

COURSE OUTLINE

The focus of the Torah program in grade six is the Book of Bamidbar. The students will be studying from the original text with references to the various commentaries and stories from the Midrash. The classes will be incorporating music, art and drama. We identify the theme(s) of each story and continue to train the literary skills of the students.

- The Organization and Encampment of the Israelites in the Desert
- Dedication of the Mishkan (Tabernacle)
- Various Rebellions
- The Twelve Spies
- Korach, Dathan and Abiram

ASSESSMENT

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

- Participation
- Written assignments
- Chapter tests
- Project work

RESOURCES

- *Matok – Bible Curriculum*; workbooks for Bamidbar
- Teacher developed materials
- Mikraot Gedolot Bamidbar

GRADE SIX: TORAH SHEBE`AL PEH (ORAL TORAH)

In this course the students study traditional Jewish texts through analysis and are challenged to develop critical thinking skills.

OUTLINE:

- Understand how the Oral Torah complements the Written Torah
- Develop familiarity with some of the main personalities of the Mishnah, e.g. Hillel and Shammai, Rabban Gamliel, Rabban Yochanan ben Zakkai, Rabbi Akiva, Rabbi Yehuda haNasi
- Study the internal structure of the Oral Torah
- Explore the historical development and different layers in the Oral Torah
- Be able to analyze the process of rabbinic decision making
- Understand the difference between majority and minority opinion
- Understand why it is important to record a minority opinion
- Understand that halakhah is dynamic and develops over time
- Understand that every Jew in every generation has a voice in this ongoing discussion

ASSESSMENT:

- Homework
- Quizzes
- Projects

RESOURCES:

V'Shinantam – Mishnah in Sound, Depth and Color, Year 2.

GRADE SIX JEWISH HOLIDAYS AND MEMORIALS

INTRODUCTION

The Holiday course is an academic and experiential program in which the student will

- Gain an enhanced understanding of the historical background, laws, customs, symbols and traditions of each holiday in the Jewish year
- Using relevant Hebrew vocabulary, blessings, and songs for each holiday
- Participate in experiences connected to each holiday
- Take on a leadership role in the school to promote school spirit and celebration

COURSE OUTLINE

- Rosh Chodesh (New Month)
- Rosh Hashanah (New Year)
- Study of the Machzor (prayer book for Rosh Hashana and Yom Kippur)
Its history and unique prayers
- Yom Kippur
Study of the prayer Kol Nidre
- Succot
Study of Laws and customs
- Hoshana Rabah, Shmini Atzeret and Simchat Torah
Study of laws and customs
- Chanukah
Historical timeline of the Maccabbean revolt
- Tu B'Shvat
Seder Tu B'Shvat
- Purim
Study of Megillat Esther
- Pesach
Leadership of School Model Seder
- Yom Hashoah (Holocaust Memorial Day)
Leadership of School Assembly
History
Children of the Holocaust
Warsaw Ghetto
Survivors –Their Stories

Participation in the community commemorative service at the Legislative Building

- Yom Hazikaron (Israeli Remembrance Day)
Study of the Wars that Israel has fought
- Yom Ha'Atzmaut (Israeli Independence Day)
- Shavuot
Shalosh Regalim (the three pilgrimage festivals)

RESOURCES

- Teacher created materials

GRADE SIX ISRAEL STUDIES

INTRODUCTION

Students will

- Strengthen their bond with the land and people of Israel
- Make Zionism a part of their Jewish identity
- Connect the history of the state of Israel to present day Israel
- Become acquainted with the lives and contributions of those who were the builders and dreamers of Israel

COURSE OUTLINE

- Geography of Israel
- Historical timeline of modern Israel
- Builders and dreamers of Israel
- Study of modern Israeli society

RESOURCES

Teacher created materials