

The primary grades curriculum is largely experiential with students being introduced to the sights, sounds, tastes and stories of their Jewish tradition. The focus will be “My Jewish World”: Jewish Symbols, Stories, Values and Celebrations, Hebrew Letters.

KINDERGARTEN CURRICULUM – ISJL CURRICULUM

In addition to providing a warm, welcoming positive Jewish educational experience and to promote students’ love for Judaism, the focus of this class will be learning about the Synagogue, the Torah, Holidays, the Alef-Bet, Mitzvot and values.

<u>BIBLE STORIES</u>	<u>HOLIDAYS</u>	<u>THE SYNAGOGUE</u>	<u>VALUES</u>
Creation	Rosh Hashanah	A House of God	Tzedakah
Adam and Eve	Yom Kippur	A Place to Pray	Hospitality
Noah	Sukkot/Simchat Torah	How We Pray	Mitzvot
The Tower of Babel	Shabbat/Chanukah	The Torah	Covenant
Abraham and Sarah	Tu B’Shevat	How We Dress the Torah	Shalom Bayit
Isaac and Rebecca	Purim	The Rabbi and Cantor	(Peace in the house)
Jospeh & his brothers	Passover	A Place to Learn	
Moses	Yom Ha’Atzmaut	A Place to Celebrate	
	Shavuot		

LEARNING OBJECTIVES:

Students in Kindergarten will be able to:

- ✧ Identify and participate in the Shema & Bar’chu
- ✧ Recognize the Shabbat blessings and the Shehechyanu
- ✧ Have greater understanding of the Holidays than Pre-K , for example:
 - Yom Kippur and the concept of being sorry
 - Sukkot and the obligation to help those less fortunate
 - Shabbat and how it relates to creation
 - Chanukah, the Maccabees victory and how it relates to Jewish identity
 - Tu B’Shevat and the ecological importance of trees
 - Passover: the importance of the Seder and the Exodus
 - Shavuot and its relation to the 10 Commandments
 - Yom Ha’Atzmaut: Israel Independence Day
- ✧ Understand the Bible stories and their greater meanings, for example
 - Jonah and the relation to Yom Kippur
 - Adam & Eve and the concept that we all need family and friends
 - Noah and the concept of promises
 - The Tower of Babel and the concept of rules and working together
 - Abraham and Sarah and the concept of hospitality
 - Isaac and Rebecca and the concept of kindness to strangers and animals
 - Joseph and the concept of Shalom Bayit (peace in the house)
 - Moses and the relation to Passover
- ✧ Understand the concept of Tzedakah and its application
- ✧ Be introduced to the concept of prayer

FIRST GRADE CURRICULUM – ISJL CURRICULUM

As the students continue to grow, they continue their understanding of Judaism. In addition to fostering students' enthusiasm for Jewish education, the focus of this class will be to review the Hebrew Alef-Bet, to explore their Jewish World by learning about mitzvot, ideas of God, and Jewish celebrations. This will be done through stories, special booklets, activities and music. Mitzvot will be related to the students' everyday lives and associated with each holiday.

ALEF-BET

Introduction to all the letters, sounds and some important words

MITZVOT

Tzedakah
Visiting the sick
Feeding the hungry
Saving the Earth
Good manners
Welcoming guests
Study of Torah
Be careful what you say
Acting honestly
Honoring parents
Don't be jealous
Don't steal
Importance of saying "I'm sorry"

CONCEPTS/VALUES

God is One
Other commandments in the Torah—related to holidays, Shabbat, 10 Commandments
Elements of Havdalah
Prayer
Ritual Garments such as Kippah and Talit
Being kind to animals
Making appropriate decisions
Following directions
Respect others and their possible challenges

LEARNING OBJECTIVES:

Students in First Grade will be able to:

- ✧ Participate in the Shema & Bar'chu and understand them
- ✧ Participate in the Shabbat blessings and the Shehechyanu and understand them
- ✧ Participate in the Sukkot blessings
- ✧ Recognize the Chanukah blessings, 4 Questions and alternate food blessings
- ✧ Identify all the Hebrew Letters and some important words in Hebrew
- ✧ Understand the following concepts:
 - The Torah as a Tree of Life—studying Torah is a Mitzvah
 - Mitzvah and its relation to Torah
 - Judaism is based on the premise that there is only one God
 - Positive and Negative Commandments
 - Prayer
 - The importance of the particular Mitzvot listed above
- ✧ Identify the mitzvot associated with holidays such as: listening to the shofar, sitting in the sukkah reading the Megillah, shaking the lulav and etrog, remembering Shabbat, eating matzah
- ✧ Identify garments used in prayer
- ✧ Understand that Judaism follows the lunar calendar
- ✧ Define Havdalah as separation of the week from Shabbat

SECOND GRADE CURRICULUM – ISJL CURRICULUM

As students mature, they will delve deeper into their exploration of Jewish life, gaining greater skills and knowledge of the rubrics of living Jewishly. This year the students will explore the Jewish community and their role in it. They will be exposed to a variety of activities that demonstrate the community in the synagogue through holiday celebrations, life cycle events and symbols that identify Jewish people and places. The students will begin their exploration of Israel as the Jewish homeland.

HOLIDAYS

Rosh Hashanah
Yom Kippur
Sukkot
Simchat Torah
Shabbat
Chanukah
Tu B'Shevat
Purim
Passover
Shavuot

COMMUNITY IN THE SYNAGOGUE

The Synagogue as a House of
Worship, Meeting & Study
Communal Prayer
Jewish Symbols
Life Cycle Events

ISRAEL

Jewish Homeland
Israel Culture
Yom Ha'Atzmaut

LEARNING OBJECTIVES:

Students in Second Grade will be able to:

- ✧ Participate in the Shema & Bar'chu and understand their meanings
- ✧ Participate in the Shabbat blessings and the Shehechyanu and understand their meanings
- ✧ Recognize the Chanukah blessings, 4 Questions and food blessings
- ✧ Understand the holidays on a higher conceptual level, for example:
 - Rosh Hashanah is about reflections and new beginnings; tashlich ritual
 - Yom Kippur is a day of Atonement for the times when we've "missed the mark" in our dealings with people and God
 - The meanings of the symbols and rituals connected with Sukkot
 - Simchat Torah identifies endings and new beginnings in Torah study and in our lives; introduction to Torah blessings
 - Chanukah - overcoming adversity and small miracles
 - Tu B'Shevat - gaining appreciation for the environment/care for the environment
 - The commandments of Purim, including Mishloach Manot—the mitzvah of giving
 - Pesach—Slavery to Freedom in The Exodus Story and the meaning of the 4 Questions; welcoming Elijah the Prophet
 - Shabbat as a day of rest
 - Shavuot - the giving of the 10 Commandments
- ✧ Identify ritual objects and the reasons they are important, for example the Mezuzah; parts of the synagogue and customs related to a worship service
- ✧ Be familiar with the concept of life cycle, community, ceremony, and prayer
- ✧ Identify the importance of the Synagogue as a place to meet, pray and learn
- ✧ Introduction to Israel: our homeland, special places, daily life, Hatikvah (the national anthem) and Yom Ha'Atzmaut (Israel Independence Day)

THIRD GRADE CURRICULUM—ISJL CURRICULUM

By the third grade, the reading skills of the children have progressed to the point where they are able to gain insights into the values and messages of the *Torah*, and their spirituality has deepened as they develop Jewish God-concepts and contemplate their relationship with God. This grade focuses on increasing appreciation and understanding of Jewish holidays, teaching *Torah* stories with emphasis on the lessons and values we can learn from them and starting the students on a personal journey of spirituality by exploring Jewish values and Jewish concepts of God.

BIBLE STORIES/VALUES

Creation-/Adam and Eve /choosing between right & wrong
Cain and Abel/Responsibility & Accountability
Noah/Righteousness and B'tzelem Elohim (in God's image)
Tower of Babel/Respect for God
Abraham and the Idols/Monotheism/Shema
Sarah and Hagar/Jealousy
Abraham and Lot/Partnership with God
Abraham and Isaac/Value of Human Life
Isaac and Rebecca/Comfort for Mourning
Jacob and Esau/Shalom Bayit (peace in the house)
Jacob and Leah & Rachel/Tricking and Cheating
Joseph/Jealousy/Bragging/Forgiveness/Dreams
Moses/Cannot stand idly by in the face of injustice
Ten Plagues/Freedom

HOLIDAYS

Rosh Hashanah/The Jewish Calendar
Yom Kippur/T'shuvah (repentance)
Sukkot/Hospitality and sacred places
Simchat Torah/Celebration of Torah
and Study
Chanukah/Courage, miracles as
symbols of God's presence
Shabbat/a day to do something special
Tu B'Shevat/The Israeli 7 Species
Purim/Taking Risks to Save Others
Passover/Miracles and Freedom
Shavuot/Faithy

UNDERSTANDING GOD

How we know God/Where we find God
In God's image
God's teaching/God is one
God's wonders/Listening to our souls
Shabbat, an island of time/Speaking with God
God's Forgiveness/Faith Makes Us Strong

LEARNING OBJECTIVES:

Students in the Third grade will be able to:

- ✧ Understand the holidays on a deeper level as listed above
- ✧ Recognize Torah as a guideline for how we live and behave; learn blessing for studying Torah
- ✧ Understand the values put forth in the Bible stories
- ✧ Express personal T'Shuvah (repentance) and understand the ritual of Tashlich (casting away sins)
- ✧ Recognize and describe use of: mezuzah (understand why we put it on our doorposts), rimonim-yad-breastplates (Torah decorations)
- ✧ Learn the difference between Torah and Midrash (story or legend)
- ✧ Associate mitzvot with personal responsibility
- ✧ Understand Judaism as L'Dor V'Dor (passed through the generations)
- ✧ Understand prayer as a way to communicate with God
- ✧ Participate in the Shema & Bar'chu and understand them
- ✧ Participate in the Shabbat blessings and the Shehechyanu and understand them
- ✧ Participate in the Chanukah blessings, 4 Questions and food blessings
- ✧ Learn the Sukkot blessings

FOURTH GRADE CURRICULUM—ISJL CURRICULUM

In the fourth grade students will continue their exploration of Jewish spirituality, gaining insights into the meanings of the stories in the Prophets and Writings and developing an understanding of what it means to be a partner with God. This includes contemplating the *Brit* (sacred covenant or partnership with God) and learning about partnerships with our communities and with the world. The Jewish holidays will be explored with increasing sophistication as students learn the history of the different Jewish holidays and the values they express.

TORAH, PROPHETS & WRITINGS

Tanach
Jonah/God cares for all who atone
Freedom/Crossing the Sea of Reeds
Ten Commandments
Love of Holy Books
Joshua/Israel
Deborah/Judges
Gideon/Faith
Samson, Samuel & Saul/Strength of Character
David/Goliath/Bathsheba
David & Jonathan/Friendship
Solomon/The Holy Temple/Good Decisions
Elijah/Redemption
Jeremiah/Book of Lamentations
Daniel/Babylonian Exile
Ezra & Nehemiah/Returning to Israel

HOLIDAYS

Rosh Hashanah/Reviewing our actions
Yom Kippur/Relation to Jonah story
Sukkot/Text study
Simchat Torah/Hakafah and cycle of learning
Chanukah/Standing up for rights
Tu B'Shevat/Importance of the environment
Purim/Community
Passover/Redemption
Yom Ha'Shoah (Holocaust Remembrance Day)
Yom Ha'Atzmaut/Israel Independence Day
Lag B'Omer /33rd day of the Omer)
Shavuot/celebration of giving of the Torah
Tisha B'Av/communal day of mourning for many tragedies that have befallen the Jewish people

PARTNERS WITH GOD

People as God's Partners	Following God's Ways	Brit—Covenant with God
Faith in God	God's Holy Land	Mitzvot
The Message of God's Prophets	The Wisdom of God's Sages	Tikkun Olam (repair of the world)
Bal Tashchit-Do not Destroy or Waste		
K'lal Israel (the entire Jewish people)/God's Community		

LEARNING OBJECTIVES:

Students in the Fourth grade will be able to:

- ✧ Understand the holidays with greater sophistication and relationship to values as listed above
- ✧ Identify the three parts of the Bible (TaNaCh)
- ✧ Understand the difficulties and responsibilities that freedom entails
- ✧ Understand our covenant with God through the Ten Commandments
- ✧ Understand the selected prophet stories and why their lessons are important (reminders of how God wants us to live, faith, strength of character, free will)
- ✧ Understand the concept of judging and fairness
- ✧ Have a more in-depth understanding of several mitzvot, as relates to Tikkun Olam and honoring God
- ✧ Understand what it means to be K'lal Yisrael (part of the community)
- ✧ Understand the value of surrounding ourselves with "good" people and making good decisions
- ✧ Understand how the State of Israel came into being
- ✧ Participate in the Shema & Bar'chu and understand them
- ✧ Participate in the Shabbat blessings and the Shehechyanu and understand them
- ✧ Participate in the Chanukah blessings, 4 Questions and food blessings

FIFTH GRADE CURRICULUM—ISJL CURRICULUM

As children get older, their interests and concerns typically move from the egocentric to the communal. The fifth grade curriculum responds to this intellectual and emotional development focusing on Jewish heroes, *mitzvot*, Jewish lifecycle ceremonies, and the modern State of Israel. Students will learn that one can express one's Jewishness through *mitzvot* and Jewish lifecycle events, and that these expressions are part of a Jewish life journey, grounded in Jewish values. This year students begin to forge a connection with the people and culture of the State of Israel through basic geography and history.

HEROES/VALUES

Yochanan ben Zakkai/Talmud Torah
Abraham Joshua Heschel/Tikkun Olam
Sandy Koufax/Solidarity
Golda Meir/Zionism
Hannah Senesh/Courage
Natalia & Anatoly Sharansky/Freedom
Anne Frank/Hope
Albert Einstein/Tzedakah

MITZVOT

Kol Yisrael Areivim Zeh Ba'Zeh
(All Jews are responsible for one another)
K'lal Yisrael (Jewish Solidarity)
Tikkun Olam (Repair of the World)
Ometz Lev (Courage)
Bal Tashchit (Conservation)
Tzedakah
Cherut (Seeking Freedom)

LIFE CYCLE

Brit Milah & Bris
Jewish Names
B'nai Mitzvah
Jewish Marriage
Death & Mourning

ISRAEL

Ahavat Israel—Love of Zion
Zionism
Northern Israel
Coastal Cities (Tel-Aviv, Jaffa, Haifa)

Aliyah—Israel as Home
Israeli Culture
Kibbutzim
Southern Israel (Masada, Eilat, Negev, Dead Sea)

Jerusalem and the Kotel
Peace and Security
Children of Israel

LEARNING OBJECTIVES:

Students in Fifth Grade will be able to:

- ✧ Understand that one can express one's Jewishness concretely through *mitzvot* and Jewish life cycle events, and that these expressions are part of a Jewish life journey, grounded in Jewish values
- ✧ Feel a connection with the people and culture of the State of Israel
- ✧ Understand the basic geography and history of the State of Israel
- ✧ Recognize the names and contributions of the Jewish heroes studied and know why they were important to Jewish history or history in general
- ✧ Understand in-depth the mitzvot listed above and how they can participate in fulfilling them

SIXTH GRADE CURRICULUM—ISJL CURRICULUM

As students continue to develop intellectually and spiritually and perhaps prepare for their bar and bat mitzvah celebrations, they will delve deeply into Jewish sources and critically examine three core areas of Judaism: Torah, God and Mitzvot. Students will study the weekly Torah portion, using a sophisticated and multi-faceted approach, exploring traditional and modern commentaries on each weekly Torah portion, and probing the text for its multiple layers of meaning. Students will also explore the concept of mitzvah—a divine commandment or obligation—and the relevance of particular mitzvot in their everyday lives.

TORAH

Akedah—Binding of Isaac	Emor—Peace or justice
Noach—Responsibility for the world	Acharei-Moi—Scapegoat
Lech-Lecha and Midrash	Beshalach—Parting of the sea/miracles
Vayera—Welcoming guests	Yitro—Leadership
Chayei Sarah—Women’s voice	Mishpatim—Righteousness
Toldot—Family dynamics	Terumah—Gifts to God
Vayetzei—Multiple meanings of Torah	Tetzaveh—Ner Tamid (eternal light)
Vayeshev—Joseph/sibling rivalry	Vayikra—Action vs. intention
Mikketz—Dreams and visions	Vayechi-Pikudei—Shabbat rest
Vayekhi— “Chazak” (strength)	Tazria-Metzorah—Dealing with difficult text
Shemot—Exodus/Keeping commitments	Shemini—Dietary Laws
Bo—the taking of the gold	Tzav—Sacrifice

MITZVOT

Types of mitzvot	Kashrut (dietary laws)
Tzedakah	Sh’mirat Ha’bruit (caring for ourselves)
Rodef Shalom (peace-making)	Kibbud Av Va’em (honoring parents)
Ahavat Tzion (love of Israel)	Sh’mirat Ha’lashon (guarding our tongues)
Talmud Torah (importance of education/ Jewish education)	Bal Tashchit (caring for environment)
	T’fillah (prayer)

LEARNING OBJECTIVES:

Students in the Sixth grade will be able to:

- ✧ Appreciate the Torah as a sacred text that can speak to us in modern times
- ✧ Explore Rabbinic commentary on Torah throughout history
- ✧ Interpret Torah texts
- ✧ Explore God and Jewish spirituality in the context of Torah study and *mitzvot*
- ✧ Further develop their personal understanding of God and how they connect spiritually
- ✧ Understand that a mitzvah is an obligation and explore its relevance to daily life
- ✧ Explain what the acronym “TaNaCh” stands for
- ✧ Understand the function of Midrash with respect to explaining Jewish text
- ✧ Understand the Law of Return in Israel
- ✧ Explain the meaning of Rosh Chodesh
- ✧ Relate Jewish holidays to their sources in Torah

SEVENTH GRADE CURRICULUM—ISJL CURRICULUM

Students continue to develop physically and intellectually. With their increasing maturity comes an ability to understand abstract concepts through the process of inquiry and discovery. The 7th grade curriculum responds to this intellectual development delving deeper into Jewish topics and learning to understand them in a critical way while still respecting the active learning styles of many 7th graders. Role-play, debates, drama, art and other interactive and fun activities make up the core of the 7th grader's learning experience. In their study of Jewish holidays, students attempt to grapple with the theology inherent in the various holidays, the different meanings ascribed to the holidays throughout the ages, and the variety of ways Jewish holidays are celebrated in the Jewish world today. Likewise students examine the Prophets and the Writings and learn to probe the texts for their multiple layers of meaning.

PROPHETS & WRITINGS

Joshua—A New Leader for Israel
The Walls of Jericho—Literal meaning or intention
Deborah, Gideon & Samson—Judges
Samuel—The Last of the Judges
Saul—A King for Israel
David—Unites the 12 Tribes
Esther—Courage
Solomon—Wisdom
The Two Kingdoms—Civil War
The Literary Prophets: Poetry & Prose
Babylonian Exile—Disapora
Psalms & Proverbs
Ruth—Bravery and Loyalty
Elijah—Listen patiently for God's presence
Job and Ecclesiastes—Suffering
Ezra, Nehemiah, Daniel, Chronicles—
History and Rebuilding

HOLIDAYS

Rosh Hashanah—a time for reflection & introspection
Yom Kippur—accepting responsibility
Sukkot—shelter and community; Shoftim (Judges)
Simchat Torah—Torah as a valuable text
Shabbat—menuchah (rest)
Havdalah—separation
Chanukah—freedom & dedication
Rosh Chodesh—welcoming the new month
Tu B'Shevat—environment
Purim—tzekek (justice)
Passover—freedom and modern plagues
Yom Ha'Zikaron—importance of independence and
Freedom
Yom Ha'Atzma'ut—Israel's Independence Day
Shavuot—Receiving the 10 Commandments

LEARNING OBJECTIVES:

Students in the Seventh grade will be able to:

- ✧ Understand the word “navi” (prophet) and that it means to be a “spokesperson” for God
- ✧ Understand the Jewish holidays on a mature level, preparing them for their adult Jewish lives:
 - Rosh Hashanah—self-assessment
 - Yom Kippur— 3 steps to forgiveness: T'shuvah, T'fillah, Tzedakah
 - Sukkot—shelter and community responsibility
 - Simchat Torah—relation to Sukkot, meanings of aliyah, hakafah, parasha
 - Chanukah—its relation to Sukkot
 - Purim—its relation to justice, tzedakah and mishloach manot (gift baskets)
- ✧ Retell the studied Haftarah portions in their own words
- ✧ Name the 12 tribes of Israel
- ✧ Understand the importance of Shoftim (judges)
- ✧ Recognize the 5 Megillot (Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther)
- ✧ Identify “Ketuvim” as the Book of Writings and recognize the names of the 11 books (Psalms, Proverbs, Job, Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther, Daniel, Ezra-Nehemiah, Chronicles)
- ✧ Understand the division of Israel into 2 kingdoms

EIGHTH GRADE CURRICULUM—ISJL CURRICULUM

After 9 years of intensive study of Judaism's timeless traditions and values, students will now turn their attention to the Jewish modern world, beginning their study with two major events in the 20th century which continue to shape our Jewish lives today: the Shoah and the creation and history of the modern State of Israel. The 8th grade is a time when students experience the pressures of the adolescent world—the need to conform, to go along with the crowd, to be accepted. Many other issues that teens deal with, such as obedience to authority, indifference to others, making moral choices grounded in popularity rather than conscience, the courage to speak out against wrong, are critical to understanding how evil can triumph. Studying the Shoah helps young people understand that history is not inevitable. The Shoah happened because of individual choices—people who *chose* to legalize discrimination and violence as well as people who *chose* to do nothing—that ultimately led to mass murder. In the end, we hope that studying the Holocaust will teach students how to live meaningful, good and courageous lives that will bring about a more just world.

MODERN ISRAEL/ZIONISM

Theodore Herzl—Father of Zionism
The Balfour Declaration
Aliyah (immigration to Israel)
Kibbutzim
Henrietta Szold/Hadassah
David Ben Gurion
History of Zionism
Zionism in the Bible/History
Israeli History, Culture & Geography
A Taste of Israel
Israeli Peace Process
Israel Current Events
Pluralistic Judaism

HOLOCAUST

Why study the Holocaust?
Totalitarian Society
Anti-Semitism
Scapegoat
Situation in Germany post WW I
Prejudice and propaganda
Nuremberg Laws
Kristallnacht
Final Solution
Warsaw Uprising
Righteous Gentiles
Eichmann Trial
What have we learned?

LEARNING OBJECTIVES:

Students in the Eighth grade will:

- ✧ Know the history of the modern State of Israel
- ✧ Be familiar with Israeli culture
- ✧ Know the significance to Israel of Theodore Herzl and Eliezer ben Yehudah
- ✧ Understand the Uganda plan and the Balfour Declaration
- ✧ Recognize the Hebrew words related to Israel's development such as; aliyah, chaluzim, kibbutzim
- ✧ Know the importance of Henrietta Szold's contributions in the areas of scholarship, feminism, health & rescue and her relation to Hadassah
- ✧ Recognize names and accomplishments of some famous Zionists, including David ben Gurion
- ✧ Define Holocaust and Shoah
- ✧ Understand Zionism
- ✧ Understand pluralistic Judaism
- ✧ Explain the impact of the Nuremberg Laws
- ✧ Understand the political and social situation that led up to the Holocaust
- ✧ Understand the inter-relationship between stereotype, prejudice, propaganda and discrimination
- ✧ Understand why resistance is so difficult in a totalitarian regime
- ✧ Look at the geographical distribution of the Nazi regime
- ✧ Recognize some of the heroic contributions made to assist the Jews during this time period
- ✧ Learn about other religious communities during the Holocaust
- ✧ Be able to discuss the meaning of responsibility as taught in Torah and witnessed in the Holocaust
- ✧ Understand "the road less traveled" and how to make a difference
- ✧ Explain the difficulties with the peace process between Israel and her neighbors
- ✧ Read The Sunflower by Simon Wiesenthal and write a short report on the important questions

NINTH GRADE CURRICULUM—Based on ISJL Curriculum

Students look at Jewish culture and the American Jewish experience through film and current events in the first semester. In the second semester, they look at the concept of religion in general, the commonalities and differences in practice and theology among the major streams of Judaism, and then compare basic Jewish beliefs, customs and rituals to the foundational beliefs of Islam, Catholicism and Protestantism.

Big Ideas:

- ✧ Film is a form of historic preservation and a valuable teaching tool.
- ✧ The movie industry and Hollywood reflect the Jewish experience in many ways.
- ✧ Jews have influenced the greater American culture through filmmaking
- ✧ Choices we make in our lives have long lasting effects on us and others
- ✧ The secular world has made an impact on Jewish life.
- ✧ As Jews, we have a responsibility to be aware of issues affecting our religious life, Israel, and our relationship with non-Jews. (Kol Yisrael areivim zeh bazeh)
- ✧ Understanding religious differences will help Jews communicate to others about their beliefs and culture.
- ✧ The study of other religions provides necessary tools for answering questions about one's own faith.

Jewish themed films:

Hollywood: An Empire of Their Own
Fiddler on the Roof
The Chosen
Frisco Kid
Gentleman's Agreement
Crossing Delancy
Biloxi Blues
Keeping Up with the Steins
The Producers
Driving Miss Daisy
The Great Dictator
Imaginary Witness
Keeping the Faith

Publications

Text: Apples and Oranges

The Jewish Forward
The Jerusalem Post
Haaretz
The New York Times
Jewish Scene Magazine
Time Magazine
Newsweek
Arkansas-Democrat Gazette

HEBREW CURRICULUM

The Hebrew program will serve students from Kindergarten through Grade Seven. Learning a foreign language requires drill and reinforcement. Often, worksheets and materials for practice will be sent home with students. We ask parents to encourage regular practice at home in order to reinforce the learning that happens weekly in the classroom.

In the early grades (Kindergarten - Third), the emphasis will be on learning Hebrew letters and becoming familiar and comfortable with the *Alef-Bet*. Initially, students will be expected to recognize the name of each letter and to identify the sound that the letter makes. When this is mastered, students will learn to print the Hebrew letters with vowels and will be able to decode short sequences of letters that form words or sounds.

Beginning in Fourth Grade, there will be a transition from learning the foundations of Hebrew reading to concentrating on liturgy, the most practical use of Hebrew for our students. Certain modern Hebrew language skills will be introduced throughout the entire Hebrew program. Students in grades Four through Seven will focus on particular portions of the various prayer services (Friday evening, Saturday morning, Torah service). In addition to being able to read and explain each prayer, students will gain an understanding of the overall design of Jewish worship. From the Sixth grade through Bar/Bat Mitzvah, the students will enter an intense prayer study class, where they will perfect their ability to read all required prayers in preparation for leading the Friday night and Saturday morning Shabbat worship.

Hebrew taught in Kindergarten and First Grade, will be taught during the Religious School Day. Students who wish to continue their Hebrew study will learn with teachers and student tutors after class, from 11:15–12:15. There is an additional fee for these classes.

