

Fourth Grade (Kita Daled) Curriculum

Overview

As in younger grades, in Kita Daled we continue to build a foundation for Jewish education and to provide a rich variety of experiences in Jewish observance and in the joy of Shabbat and holidays, through hands-on experiences and through songs, games, artwork, drama and crafts. We join the entire school in celebrating the holidays such as performing the mitzvah of *leyshev basukkah*—visiting a sukkah and *netilat lulav*—waving the lulav, the fun of *Chanukah*, *Tu B'Shevat seder*, and an extensive Model Seder with parents. Particular emphasis in Kita Daled is placed on Kashrut, brachot before you eat, and G-d's presence in our lives. Students begin to question the meaning of prayers, not the literal word for word but the concept.

Notes to Parents: This curriculum contains the knowledge, skills and attitude Jewish students are expected to learn. It provides the learning objectives that students are expected to meet; the units and lessons that teachers teach; the books, materials, technology and readings used in a course; and the assessments methods used to evaluate student learning.

Some units have a large amount of material that on a given year may be modified in consideration of the Jewish calendar, lost school days due to weather (snow days), and give greater flexibility to the teacher to accommodate students' pre-existing level of knowledge and skills.

Total number of sessions: 28 Sundays and 28 Tuesdays

Textbooks

* Denotes abbreviations used to refer to texts later in this curriculum

- Hemshech: A Post-Primary Hebrew Reading Resource Workbook - *HH
- A Child's Introduction to Early Prophets - *EP

Month: **September – Unit 1: 6 sessions, 2 hours each**

Text/pages: **HH(Hebrew Hemshech workbook) 82-105**

Goals and Objectives:

- Students will be able to recognize the Hebrew alphabet and read Hebrew words
- Students will be able to explain the concept of the king in the field during the month of Elul and the Ten Days of Repentance
- Students will be able to explain the significance of blowing the shofar and they will be able to recognize the different sounds of the shofar
- Students will be able to translate the general gist of the following prayers-Unetane Tokef, Avinu Malkeinu, and Kol Nidrei
- Students will be able to explain the significance of dipping the apple in honey and Tashlich
- Students will be able to explain the significance of wearing white on Yom Kippur
- Students will be able to translate Teshuv, Tefillah, UTzedakah maavirin et roa hagezeira

Projects and Activities:

- On the first day, students introduce themselves, their family and talk about their summer experience. Students are asked to draw pictures describing their hobbies and talents. The students' Hebrew names are on display on the bulletin board.
- Special books are read in class that connects to prayer and good-deeds. A video is shown about a Rabbi who was late to prayer because he was busy helping another person.
- Watch DVD "A Rock in the Road" emphasizes Chesed
- Listen to my musical on Yonah
- Make Honey dish for Rosh Hashanah
- Make Rosh Hashanah pop out cards

Key Words:

- Teshuva
- Tefillah
- Tzedaka
- Tashlich
- 10 days of Repentance
- Tekiya, Teruah, Shevorim
- Akeida

- Kol Nidrei
- Unetaneh Tokef
- Ram
- Yom Kippur

Key Concepts:

- We make New Year resolutions when Rosh Hashanah comes around. When the New Year approaches it is appropriate to reflect, improve, and grow.
- Just as G-d cares about all of the creations as we studied in the story of Yonah we need to be caring and considerate of all mankind.

Assessments:

- Students will read for 3 minutes on the conference call system and the teacher will listen to reading and makes corrections.
- Reading games- I read a word and students have to find word that precedes the word I read, or student has to read the word that follows the word that I read
- Jeopardy Holiday game
- Competition games to review Holiday laws and customs between 2 groups of students

Month: October-Unit 2: 8 sessions, 2 hours each

Texts/ pages: HH 106-157

Goals and Objectives:

- Students will recognize the difference between shva na and shva nach
- Students will be able to explain the power and the importance of prayer
- Students will be able to explain the significance of fasting on Yom Kippur
- Students will be able to explain why we read the story of Yonah on Yom Kippur
- Students will be able to recite the blessings over the Lulov and Etrog
- Students will be able to identify the 4 species –Lulov, Etrog, Myrtles, and Willows
- Students will be able to explain the significance of sitting in a Sukkah
- Students will be able to list the Ushpizin
- Students will be able to explain the custom of dancing with the Torah

Projects and Activities:

- We will watch the video Ushpizin and discuss the mitzvah of *Hachnossat Orchim (inviting guest), controlling anger ,and the importance of prayer*

- We will make a Sukkah decoration
- We will make an ark with 5 Torahs with a list of all the parshiyots listed on the Torahs and every week we will move a slide to the parsha of the week
- We will learn a song about the 4 species
- We will read the story *The Etrog from the Garden of Eden* which discusses the importance of chessed

Key Words:

- Lulov
- Etrog
- Hadassim
- Arovot
- Simchat Torah
- Simachat Beit Hashoeiva
- Ushpizin
- Sefer Torah
- Aliyah

Key Concepts:

- The Jewish nation is compared to the body and just as we need all the parts of our body so too every Jew is important which explains why all the Jews dance with the Torah not just the scholars. Also, the 4 species are compared to 4 types of Jews and the mitzvah is complete only when all 4 species are put together to show that the Jewish people are complete when we are all united.
- The Ushpizin come to visit us during Sukkot and this teaches us the importance of inviting guest.
- We dance with the Torah which also teaches us the importance of *simcha (joy)*.

Key Terms:

- Yom Kippur
- Sukkot
- Chol Hamoed
- Simchat Torah

Assessment:

- Board games to review laws and customs of holidays
- Review sheets whereby students will have to fill in the blanks
- Play charades to review laws and customs

- Games for Hebrew reading (students will have to find the 3rd word that follows the word that I read out loud)
- Sped reading competition

Month: November-Unit 3: 7 sessions, 2 hours each

Text/pages EP(Early Prophets text book) 11-24

Goals and Objectives:

- Students will be able to explain the era/cycle of the judges
- Students will be able to recount the fall of Jericho
- Students will be able to recite fluently the first 8 lines of the Shema
- Students will be able to tell the story of Chanukah
- Students will be able to describe the Jewish Hellenists and their relevance to us today
- Students will be able to recite the Chanukah blessings for the Chanukah
- Students will be able to sing 3 Chanukah songs

Projects and Activities:

- We will watch the video *The Fall of Jericho*
- We will draw a mural of The Fall of Jericho
- We will listen to an audio CD on the story of Chanukah and draw pictures while we listen
- We will watch the video *The Eighth Day* and discuss the challenges of the Hellenists and how this is relevant to us today
- We will do a Chanukah art project- children will choose to make dreidel or chanukah
- Prepare for class Havdalah and make a Havdala candle

Key Words:

- Shoftim
- Ashrei
- Jericho(Yericho)
- Canaan
- Maccabee
- Matisyahu
- Hellenists
- Chanukah

- Menorah
- Chanukiah
- Dreidel
- Gelt
- Nes(miracle)
- Yevonim(Greeks)
- Hallel

Key Concepts:

- Importance of giving thanks to Hashem which is why we recite the Hallel on Chanukah
- We can overcome our enemies as did the Maccabees and not to be influenced by our surroundings.

Key Terms:

- Hallel
- Haneirot halolu
- Nisim
- Shehcheyanu, Vkiymonu, Vhigionu lazman hazeh
- Beit Hamikdosh (Temple)

Assessment:

- Play jeopardy game to review laws and customs of Chanukah
- Draw a Chanukiah on the board and have students pretend that they are lighting the Chanukiah to assess the student's ability to light the Chanukiah
- Games for reading- I read a word and the students have to find the word on the page that precedes the word that I read
- Act out story of Chanukah

December-Unit 4: 7 sessions, 2 hours each

EP 44-48

Goals and Objectives:

- Students will be able to recite the entire Shema
- Students will be able to recite the 3 blessings for the Chanukiah fluently

- Students will be able to explain the accomplishments of Devorah the judge and the impact she had on the Jewish nation
- Students will be able to recite the Shabbat brachot
- Students will be able to chant the Havdala Brachot using Debbie Friedman's melody

Projects and Activities:

- Havdala will be celebrated at a host family home
- Students will join community Chanukah celebration
- Students will participate in school wide Chanukah celebration
- Students will bake donuts
- Students will draw mural of Devorah the Judge sitting under the Palm tree and the battle against Sisera
- Students will listen to my musical on Devorah

Key Words:

- Bsamim
- Eish
- Ner
- Havdala
- Ohr
- Choshech
- Devorah(bee)
- Sisera
- Yoel
- Barak
- sufganiyot

Key Concepts:

- Just as G-d rested on the seventh day of creation we need to give ourselves a day of rest during our busy week.
- Devorah sat under a palm tree as she was modest and we too should learn to be modest in our behavior.
- Devorah had faith that G-d would save the Jews whereas Barak was afraid to go to battle without Devorah and as a result Devorah gets the credit. This teaches us the importance of having faith in G-d.

Key Terms:

- Borei Meorei Hoeish
- Borei minei Bsomim
- Hamavdil bein kodesh lchol
- Havdala

Assessments:

- Students will read for 2 minutes via free conference call and teacher will listen and note the corrections.
- Students will read out loud and students who catch mistakes will earn points and the student with the most points will receive a reward.
- Students will act out story of Devorah.

January-Unit 5: 7 sessions, 2 hours each

Text/pages: EP 48-56

Goals and Objectives:

- Students will be able to recite the ten lines of the Ashrei
- Students will be able to tell the story of Gideon the judge
- Students will be able to list the Shivat Haminim
- Students will be able to list 4 comparisons between man and tree
- Students will be able to list 3 lessons that we can learn from trees
- Students will be able to explain the importance of preserving the environment
- Students will be able to recite the brachot on pastries, fruits, bread, vegetables, sweets, wine

Projects and activities:

- Students will participate in Tu B'shevat seder
- Students will draw and color in pastels the shivat haminim
- Students will decorate birth certificates with their Hebrew birthdays
- Students will make a Brachot placemat which will remain on the desk in order to remember/review brachot periodically
- Students will act out *The Giving Tree* which will lead to class discussion on the importance of not being too greedy, the act of giving
- Students will learn a Tu B'shevat song that my friend wrote

Key Words:

- Shivat haminim
- Gefen
- Dvash
- Mezonot
- Yayin
- Borei
- Pri
- Hoadama
- Hoeitz
- Hamotzi
- Lechem
- Shehakol

Key Concepts:

- Students will learn about the concept of giving a tenth for charity and not to give more than a fifth as the Rambam teaches. This lesson can be learned from *The Giving Tree*.
- Just as a tree grows so should we always strive to grow. Just as a tree gives fruits so should we give and share our talents. Just as a tree gets its strength from its root so too we get our strength from our parents.

Key words:

- Borei pri hoeitz
- Borei pri Hoadama
- Borei minei mezonot
- Shehakol nihiye bidvoro
- Shivat haminim

Assessments:

- Play matching game- match foods to brachot
- Speed reading competition
- Play reading games
- Act out story of Gideon

February-Unit 6: 6-7 sessions, 2 hours each

NOTE: On a leap year, the teacher would cover the unit on Israel during the month of Adar 1.

Text/pages: EP 57-62

Goals and Objectives:

- Students will be able to recite the first 20 lines of the Ashrei fluently
- Students will be able to tell the story of Samson's birth and his strength
- Students will be able to tell the story of Purim
- Students will be able to list the laws and customs related to Purim

Projects and Activities:

- Students will listen to *Purim USA*
- Students will make groggers
- Students will bake hamantashen
- Students will listen to Purim musical which I compiled
- Students will learn Purim songs

Key Words:

- Hamantashen
- Mishloach manot
- Mordechai
- Esther
- Bigtan
- Teresh
- Haman
- Vashti
- Megillah
- Seudah (special holiday meal)
- Nazir

Key Concepts:

- Haman told Achashveirosh that there is a nation that is secluded referring to the Jews. We should be proud of our heritage and yes we are different and special and the chosen people.
- We see from the story of Purim that G-d orchestrates everything in this world and that everything is divine providence. Esther was disappointed when she was chosen to be the queen but it was all for the best. In this way she was able to save the Jews. We too can learn that G-d has a plan and that everything is for the best!

Key Terms:

- Mishloach manot
- Matonot l'evyonim
- Machatzit hashekel
- Seudah
- Megillah
- Persia
- Rabbotai
- Birkat Hamazon

Assessment:

- Students will read Birkat Hamazon via conference call for 1 min
- Play board game to review characters of Purim
- Play Purim charades
- Games for Hebrew reading

March- Unit 7: 7 sessions, 2 hours each**Goals and Objectives:**

- Students will be able to recite the entire Ashrei fluently
- Students will be able to explain the content of the Shema
- Students will be able to recite the simonei haseder
- Students will be able to recite the Ma Nishtana
- Students will be able to tell the story of the Egyptian exile and exodus
- Students will be able to explain the seder plate
- Students will be able to explain why we remove some wine from our cups when we list the plagues
- Students will be able to list the 10 plagues
- Students will be able to list Echad Mi Yodeia

- Students will be able to explain the difference between chometz and matzah
- Students will be able to list the 4 sons
- Students will be able to explain the significance of 3 matzot and the 4 cups of wine
- Students will be able to explain the significance of the 5th cup of wine

Projects and Activities:

- Students will participate in class model seder. Students will prepare the food and the seder plate. They will grind the marror and make the charoset etc.
- Students will make a seder plate to use at the family seder
- Students will learn Pesach songs
- Students will act out short skit on Pesach
- Students will do bedikat chometz and search for 10 pieces of bread

Key Words:

- Kadesh
- Urchatz
- Karpas
- Yachatz
- Magid
- Rachtzah
- Motzi matzah
- Maror
- Korech
- Shulchan Orech
- Tzafun
- Borech
- Hallel
- Nirtzah
- Ma Nishtana
- 10 plagues
- Pesach
- Matzah
- Chometz

Key Concepts:

- Just as we tell the story of our bondage and freedom on Pesach because it is important to show gratitude to G-d so must we remember to show gratitude to G-d for all that He does for us.
- When we remove some of the wine as we recite the plagues it reminds us that we should not rejoice when our enemies fall. We too should not rejoice when our enemies fall and we should be compassionate to all.
- Matzah and chometz have the same ingredients with the exception of yeast. The matzah is flat and it reminds us that we should be humble as opposed to bread which rises and symbolizes arrogance.

Assessment:

- Play hi q to review Pesach phrases
- Play matching games to review 10 plagues and simonei haseder
- Play game with food pictures and students have to identify which foods are kosher for Pesach
- Students will come up to the board and fill in the seder plate
- Students who will recite the Ma Nishtana by heart will receive rewards
- Students will be required to answer questions at the model seder which will be attended by their parents

April-Unit 8: 4 sessions, 1 hour each

Text/pages EP 63-69

Goals and Objectives:

- Students will be able to recite the Shema fluently
- Students will be able to recite the Ashrei on the Bimah
- Students will learn the meaning of Birkat Hamazon and the recitation of the first 6 lines of the Birkat
- Students will be able to explain the significance of having the state/land of Israel *
- Students will be able to locate 6 main cities on the map of Israel*
- Students will be able to identify Israeli money, Israeli prime minister, the war of Independence*

Projects and Activities:

- Students will fill in transparency map of Israel
- Students will eat Israeli food
- Israeli emissary will do special activity with students

Key Words:

- Yisroel
- Jerusalem
- Tel Aviv
- Shekel
- Binyamin Netanyahu
- Yam Hamelech
- Chevron
- Haifa
- Kibbutz
- Kotel

Key Concepts:

- Israel is a land that was given to the Jews by G-d and it is important that we support the land of Israel.

Assessment:

- Play team games to review cities and facts about Israel
- Students will be given a blank map of Israel and they will be asked to fill in 6 cities
- *Students will recite the Ashrei on the Bimah*

****I will teach the Israel unit in the month of February when it is a Jewish leap year***

May-Unit 9: 6 sessions, 2 hours each

Text/pages: EP 69-82

Goals and Objectives:

- Students will recite the Ashrei on the Bimah
- Students will be able to recite the Shema and the Birkat Hamazon fluently and accurately
- Students will be able to tell the story of Rabbi Akiva
- Students will be able to explain why we celebrate Lag B'Omer
- Students will be able to tell the story of Ruth
- Students will be able to recite the 10 commandments

Projects and Activities:

- Students will listen to musical I compiled on R. Akiva
- Students will listen to tape which tells the story of R. Shimon Bar Yochai who fled to the cave
- Students will listen to musical I compiled on Ruth
- Students will present *A Noble Princess* which is the story of Ruth
- Students will make art project for mother's day
- Students will participate in Maccabiah game

Key Words:

- Lag B'omer
- R. Akiva
- Rochel
- R. Shimon Bar Yochai
- Ruth
- Boaz
- Machlon
- Kilyon
- Nomi
- Shavuot
- Dairy
- 10 commandments
- Matan Torah

Key Concepts:

- Rabbi Akiva started to study the Alef Bet at age 40 and he became a great scholar. This teaches us that it is never too late to start learning Torah.
- Just as Ruth accepted upon herself the mitzvot and embraced the Torah so should we embrace the Torah and do the mitzvot.
- Just as Ruth showed kindness to her mother in law so should we show kindness.

Assessment:

- Play connect four game on board to review 10 commandments and laws and customs of Shavuot
- Act out the story of Ruth

List of Prayers and Blessings (K – 3rd)

Shabbat

Lehadlik ner shel shabbat

Bore Pri Hagafen

Hamotzi lechem min haaretz

Sukkot

Al netilat Lulav

Leishev Basukah

Hanukkah

Lehadlik ner shel Hanukah

She'asa nisim laavoteinu bayamim ha'em bazman haze

She'hecheyanu

Bore Pri Ha'adama (for Latkes)

Tu Bishvat

Bore Pri Haetz

Pesah

Mah Nishtanah

Al Achilat Matza

Bore Pri Ha'adama

Food, Drink, Snack

Bore Pri Haetz (see Tu Bishvat)

Bore Pri Ha'adama (see Hanukah and Pesah)

Bore Miney Mizonot

Shehakol Nihya Bidvaro

Prayers

Begin learning “Shema” and “Modeh Ani.” (K)

Reinforce “Shema” and “Modeh Ani.” (1st – 2nd)

Additional Prayers and Blessings for 1st – 3rd grade

Havdalah Blessings

Kiddush for Friday night (auditory learning every Tuesday)

Adon Olam (3rd)

Attend and follow Tefillah prayers (Sunday) in the spring of 3rd grade

Additional Prayers and Blessings for 4th grade

Shema, Veahavta

Ashrei

Birkat Hamazon

Al Netilat Yadayim

Change Control

May 29, 2015	Updated the Hebrew sections to include Shema & VeAhavta as the first prayers. Learning Ashrei in January - March; learning Birkat Hamazon in April – May. Reinforcing the Brachot with a placemat which would be kept on a student’s desk and a poster to be hung in class. Removed the section on Shemuel and the kings, and added a musical play about Ruth. Noted that on a leap year, a unit on Israel will be covered in Adar 1 (typically February).
May 7, 2015	Listed the book’s acronyms on page 1 Updated List of Prayers and Blessings
August 11, 2014	List of Prayers and Blessings Notes to Parents Changed acronyms: from B”H to Birkat Hamazon, R”H to Rosh Hashanah, Y”K to Yom Kippur.

