



Our overarching curricular goals for a graduate of Beth El Religious School are:

- the ability to decode Hebrew texts, with emphasis on tefillot/prayers, brachot/blessings, and Torah texts
- to feel comfortable participating in Shabbat services, both singing and reading tefillot
- an understanding and appreciation of Chagim (Holidays)
- connection to the larger Jewish community and to Israel

I Vav 6th

Overview

Parashat hashavua

In Vav 6th, students explore *Parashat Hashavua* every Sunday morning. In Dalet 4th and Hei 5th, the students learned selections from the Books of Judges, Kings, and Prophets. Over the next two years, Vav 6th and Zayin 7th students will return to the study of Torah with a more mature eye and glean at least one great idea from each parasha.

Learning Objectives/Goals

Students will be able to:

- tell the keywords and understand the key story of the parasha
- read a Torah text with and without vowels
- explore the Torah text and find meaning in the text
- engage in an experiential learning activity which comes with a reflective question
- learn and reflect on the Mitzvah of the Week

Holidays, Customs & Ceremonies

In Vav 6th, students learn holidays, customs, and ceremonies with an age-appropriate level of knowledge, building upon their knowledge from Dalet 4th and Hei 5th. The students find the biblical sources for holidays (except Hanukkah, of course). An emphasis is placed on experiential learning, such as baking challah, blowing the shofar, shaking lulav and etrog, making mishloah manot on Purim, and searching for chametz, as well as participating in a model Passover seder. The units follow the Jewish calendar. In the weeks between holidays, the curriculum focuses on topics such as tzedakah, the Jewish lifecycle, from birth to death, tallit, and tefillin.

Learning Objectives/Goals

To review

- customs and ceremonies

- Hebrew prayers associated with customs and ceremonies
- customs at home
- customs at synagogue

Siddur & Hebrew

Vav 6th Siddur & Hebrew curriculum focuses on mastery, fluency, translation, and meaning of prayers, with specific regard to the Saturday-morning service. Students gain mastery through class work, regular homework, reciting prayers during school tefillah, and participation in Shabbat services.

Learning Objectives/Goals

Students will

- read proficiently in Hebrew Ein Kamocha and Av Harachamim, Vayhi insoah Haaron, Shema, Echad, Gadlu, Ki mitzion, L'cha Adonai, Aleinu/V-ne'emar, Kaddish (3 versions), Ein Keloheinu, Adon Olam
- be able to chant prayers
- be able to translate vocabulary, prefixes, and suffixes within the lesson
- be introduced to the Torah Service
- recognize Aramaic and Hebrew parts of prayers

Hebrew Vocabulary

Key words, terms, and meanings related to

- Torah portions
- Holidays
- Prayers and blessings

Students' Hebrew names

Tefillah - Prayer Skills and Rituals

Text: *Hineni: The New Hebrew through Prayer & workbook*

Holiday blessings

Torah service

Taking Torah out of Ark
 Blessings before and after Torah reading
 V'zot HaTorah, Etz Chaim He
 Hagbah, Gelilah
 Blessings before and after Haftarah reading
 Returning Torah to Ark

Shabbat-morning service

Meaning of prayer

Additional Prayers & Blessings

- Aliya Blessing (reinforced)
- Torah trope (reinforced)
- Haftarah trope (introduced)
- Kedusha
- Mizmor (introduced)

- Vezot Hatorah

Core Judaics

God & Torah

Torah = symbol of our connections with our ancestors and descendants

Anatomy of a Torah Service

Genesis: mitzvot, ethical behavior, commandments

Exodus: Jews in Egypt, slavery and freedom

God

- is, was, and always will be
- is merciful and compassionate
- is in whom we place our trust

Tanach: Identify three parts

Jewish Ethics and Values (Text: *You Be the Judge 2*)

Holidays: origins, story, meaning, ritual, objects, brachot, foods

Jewish Life Cycles

Tallis and Tefillin

Israel: 2,000 of dispersion, modern Zionism, pioneers, War of Independence, Proclamation of Independence