

# TEMPLE BETH ORR

## ROSENBERG RELIGIOUS SCHOOL CURRICULUM OUTLINE

### KINDERGARTEN

Introduction to basic Jewish symbols, values and concepts through play, song, art, stories, and drama. Learn basic blessings and songs orally. Begin to identify major items in the synagogue, learn their names and functions. Learn to identify letters of the Alef-Bet and their sounds. Achieve familiarity with the fundamental symbols, themes, and practices of the major holidays. Basic Bible stories as they relate to holidays, weekly *parasha*, or as appropriate to generate interest and recognition of major personalities.

*From 1<sup>st</sup> thru 7<sup>th</sup> Grade, the core Judaics curriculum follows the Chai model. Structured lessons fall under the categories of Torah, Avoda (worship), and G'milut Chasadim (ethics and thought). The lessons increase in sophistication and depth with each year. The summaries of the annual themes for each category below come from the Chai website, [www.chai.urj.org](http://www.chai.urj.org). Teachers will supplement the provided material with age appropriate lessons in Tefila (specific prayer repertoire and skills – see the Tefilla Timeline), Hebrew reading and recognition, holiday symbols and practice, and special mini units. In addition, each grade has weekly music, and one opportunity weekly for an enrichment activity/club (chugim), where they learn about Judaism while participating actively in physical activities. Such subjects might include drama, cooking, dance, sports tied to Israel or associated with Hebrew vocabulary games, calligraphy, etc.*

### FIRST GRADE

*Chai Curriculum:*

#### TORAH

*I am part of the ongoing story of Torah and the Jewish people.*

#### AVODA

*My Jewish acts help me discover the beauty and order of sacred time and my place in the Jewish story.*

#### GMILUT CHASADIM

*I am a part of the ongoing story of the Jewish people when I perform acts of g'milut chasadim.*

Students learn basic Hebrew decoding. By the end of the year, they should be able to read and write simple Hebrew words using print letters and should have a basic vocabulary of simple words as they relate to the classroom, family, and synagogue. Tefila will continue to be taught orally, through rote practice, and aided by transliteration as appropriate.

## **SECOND GRADE**

*Chai Curriculum:*

**TORAH**

*The Torah teaches me how to be part of the Jewish people.*

**AVODA**

*Jewish stories, celebrations and rituals help me understand and express my relationship with God.*

**GMILUT CHASADIM**

*We make the world a better place by performing acts of g'milut chasadim in our everyday lives.*

Students will be able to read multisyllabic words in Hebrew and will start to recognize words and concepts in prayer. Over the course of the year, they will develop the ability to follow along in the Hebrew for familiar texts. Tefila will be presented in transliteration accompanied by Hebrew text.

## **THIRD GRADE**

*Chai Curriculum:*

**TORAH**

*The laws and rules found in the Torah can help us to live a life filled with holy moments.*

**AVODA**

*Through avodah we can make our lives and the world more kadosh (holy).*

**GMILUT CHASADIM**

*Each individual act of g'milut chasadim can make the world more kadosh (holy).*

Over the course of the year, students will become more adept at decoding Hebrew, and begin to transition away from transliteration. By the end of the year, simple prayers and texts will be presented only in Hebrew. More complicated or longer ones will still be accompanied by transliteration.

## **FOURTH GRADE**

*Chai Curriculum:*

**TORAH**

*With the promise of a holy land (Eretz Yisrael), we as a holy people (Am Yisrael) have a responsibility to work towards becoming holy by observing the brit (covenant).*

**AVODA**

*Keva and kavanah , the fixed order of worship and the personal intention we bring to prayer, are complementary aspects of Jewish worship, combining to help us make sacred connections.*

#### **GMILUT CHASADIM**

*We have a responsibility to perform acts of g'milut chasadim for the people we encounter in our daily lives.*

Students are presented with their siddur, Mishkan Tefila, which becomes their primary Tefila text moving forward. As students continue learning prayers, they begin to learn the simple concepts behind them, and how they fit into the service. Students begin studying about Israeli culture and basic geography.

#### **FIFTH GRADE**

*Chai Curriculum:*

##### **TORAH**

*The prophets were focused on reminding the Jewish people how God wants us to live, and their messages are at the heart of Reform Judaism.*

##### **AVODA**

*The practice of prayer can help me grow through personal reflection, can increase my connection to the Jewish people, and can strengthen my relationship with God.*

#### **GMILUT CHASADIM**

*We are all part of K'lal Yisrael and have a responsibility to actively support and sustain the Jewish community through acts of g'milut chasadim.*

Tefila continues to be taught exclusively from the Siddur. Students become, over the course of the year, proficient in reading and writing Hebrew script. Study of prayers begins to include more conceptual discussions of the text. Students continue learning about Israeli history, from antiquity to today.

#### **SIXTH GRADE**

*Chai Curriculum:*

##### **TORAH**

*Studying Jewish texts allows us to explore our relationship with God and reflect on the ways God is continuously revealed to others and to ourselves.*

##### **AVODA**

*Avodah is the work we do, by exploring our personal and communal role in Revelation, to find sacred connections to God, community and self.*

#### **GMILUT CHASADIM**

*We can experience God in our world, in others and within ourselves by engaging in acts of g'milut chasadim.*

Proficiency in prayer texts which are a vital part of both Erev Shabbat and Shabbat morning services is stressed, with the goal of increasing participation, recognition, and the ability to lead them as students approach bar/bat mitzvah age and adulthood. Increased sophistication in the concepts and structure of prayers and services is stressed. A unit on the Holocaust teaches students about the causes, story, and aftermath of the Shoah. Students are able to recognize words and phrases in Hebrew as they occur in prayer texts, and can decode their meaning.

## **SEVENTH GRADE**

*Chai Curriculum:*

**TORAH**

*My life is reflected in and reflects Torah.*

**AVODA**

*The message and power of Jewish prayer can help me understand and define myself as an individual and as an authentic member of the Jewish community.*

**GMILUT CHASADIM**

*Our development as emerging Reform Jewish adults and authentic members of the Jewish community is closely linked to our ethical behavior (middot) and the performance of acts of g'milut chasadim.*

Mastery of all prayer texts in the Tefila Timeline is achieved, with special emphasis on those which will be part of b'nai mitzvah services. All students should be comfortable reading and writing vowelized Hebrew. The year includes a unit on comparative Judaism, learning the similarities and differences between Reform Judaism and the other major denominations.

## TEFILA TIMELINE

APPROXIMATE GRADE	PRAYER TEXT
K-2	Blessings for wine, bread, candles
	Blessings for fruit, vegetables
	First line of Shema
	Shehecheyanu
	Raising the Torah (V'zot Hatorah)
	V'shamru (chorus)
	Blessing for studying Torah
	Blessings for Chanukah
	Aleinu (first part – Aleinu L'shabeiach)
	V'ahavta/L'ma'an Tizkeru
3-7	Blessings before and after reading Torah
	L'cha Dodi (first and last verses, chorus)
	Returning the Torah to the Ark (Etz Chayim Hi)
	Aleinu (conclusion – V'ne'emar)
	Shalom Aleichem
	Psalm 150 (Halelu el b'kodsho)
	Taking the Torah out of the Ark
	Aleinu (second part – Shehu Notei Shamayim)
	Returning the Torah to the Ark (Y'halelu)
	Avot/Imahot
	G'vurot
	Ahavat Olam
	L'cha Dodi (all)
	Yismechu V'malchut'cha
	Ma Tovu
	Kedusha
	Mi Chamocha (evening)
Reader's Kaddish	
Ahava Raba	
Mi Chamocha (morning)	
Blessing for putting on a Tallit	
Ashrei	