



# *Jewish Studies*

## **KINDERGARTEN**

*Students will be able to....*

- Know that the Torah tells the stories of the Jewish people.
- Be familiar with the Torah.
- Identify the holy items associated with the Torah.
- Demonstrate and articulate the need for respectful behaviors toward the Torah.
- Retell learned biblical narratives.
- Participate in conversations in response to learned biblical narratives.
- Demonstrate knowledge of the stories of Abraham, Sarah, Isaac, Rebecca, Jacob, Rachel, Leah, Joseph, Moses, Miriam and Aaron.
- Distinguish between Jewish secular and holy days.
- Demonstrate mastery of basic prayer melodies including *Kabbalat Shabbat*.
- Describe several Jewish customs and traditions.
- Identify basic holiday symbols.
- Recognize basic symbols of a Jewish home.
- Perform the various rituals associated with holidays.

# GRADE ONE

*Students will be able to....*

- Be familiar with the narratives of the weekly Torah portions.
- Participate in conversations in response to learned biblical narratives.
- Retell the biblical narrative using key Hebrew places, words and names.
- Identify main events of the central Torah narratives.
- Identify good and bad choices in selected bible stories containing examples of people making good and bad choices in their treatment of others and the consequences of those choices.
- Draw comparisons between their own life and situations and the stories in Torah.
- Recite *brachot* (blessings) associated with each holiday.
- Identify key symbols relating to specific holidays.
- Discuss the concept of neighborhood as it relates to the land and people of Israel.
- Identify *Yom Ha'Atzma'ut* (Independence Day) with the founding of the state of Israel.
- Follow the service in the Siddur.
- Participate in morning *tefillah* and *Kabbalat Shabbat*.

## GRADE TWO

*Students will be able to....*

- Raise questions about the stories of the Torah.
- Define and discuss the concept of *Bal Tashchit* – not destroying the earth.
- Describe various ways we show kindness to animals.
- Explain that *midrash* helps learners recognize lessons taught in Torah.
- Identify central themes of the Torah narratives as they relate to our ethical behavior.
- Identify behaviors associated with the recitation of biblical story.
- Identify people in our community who have had the courage to make ethical choices grounded in Torah.
- Connect biblical narrative to the holidays.
- Identify specific *mitzvot* associated with each holiday.
- Articulate the ethical behaviors associated with holiday *mitzvot*.
- Recite the *Eilu D'Varim* prayer in Hebrew.
- Demonstrate mastery of *Birkot Ha'Shachar* (morning blessings).

## GRADE THREE

*Students will be able to....*

- Recognize that observance of holidays and Shabbat originates in TaNaKH.
- Recognize central themes of the Torah narratives.
- Explain that *midrashim* help interpret the biblical text at a deeper level.
- Explain that some questions have more than one answer.
- Know basic holiday *mitzvot*.
- Use different holiday greetings.
- Describe the concept of melting pot as it relates to the people of Israel.
- Describe various ways we show hospitality to strangers.
- Identify where the holidays fall on the lunar and solar calendars.
- Know the months in the Jewish calendar.
- Identify *Rosh Hodesh* and explain its significance.
- Use the *siddur* to participate in *tefillah*.
- Demonstrate mastery of the *Shema* and Her blessings.

## GRADE FOUR

*Students will be able to....*

- Make connections between biblical themes of covenant, land of Israel, people of Israel, and God in *Sefer Bereishit*.
- Examine various art media as a form of textual *midrash*.
- Explain that there are commentaries that provide interpretation of the Torah.
- Make text-to-text connections within *Sefer Bereishit*.
- Differentiate between sections, books, chapters and verses within the TaNaKH.
- Demonstrate basic understanding of the rubric of prayer within the prayer service.
- Demonstrate beginning leadership skills in *tefillah*.
- Explain the implication of various biblical narratives; empathize with the biblical characters involved.
- Explain how the Jewish holidays relate to our covenantal relationship with God.
- Distinguish between rabbinic holidays and those originating in Torah.

## GRADE FIVE

*Students will be able to....*

- Navigate text according to chapter and verse in Hebrew.
- Translate biblical text/vocabulary from *Sefer Shmot*.
- Comprehend verses and short blocks of text in Hebrew from *Sefer Shmot*.
- Contribute opinions about the narrative to class discussion.
- Recognize biblical grammar: roots and verbs.
- Recognize biblical grammar: prefixes and suffixes.
- Understand vocabulary, customs and symbols related to the Jewish holidays.
- Use specific text skills learned to relate Torah to holiday observances.
- Have basic knowledge of the *Amidah* (silent prayer) and its role in *tefillah*.

## GRADE SIX

*Students will be able to....*

- Explain the process of commentary on the Torah as a literary tradition.
- Employ additional access skills when reading blocks of text independently.
- Discuss holiness in its various context in the Tanakh.
- Explain how the holidays connect to the text.
- Articulate rabbinic influences on modern holidays and their observances.
- Trace events of the narrative focusing on details and complex themes.
- Recognize special literary characteristics of the Books of *Vayikkra* and *Bamidbar*.
- Draw text connections between the books of *Vayikkra* and *Bamidbar* and their lives.

## GRADE SEVEN

*Students will be able to....*

- Recognize literary characteristics of the books of Deuteronomy and Joshua by their identifying literary devices.
- Draw text connections between the book of Deuteronomy and their lives.
- Draw connections between text and personal experience.
- Compare and contrast Torah texts that present divergent ideas about the same issue.
- Describe the *mitzvah* of burying the dead with respect.
- Identify how the Mishna informs our holiday observances.
- Identify mishnaic sources for holiday observances.
- Identify the *megillot* and their relationship to themes and practices of the holiday.

## GRADE EIGHT

*Students will be able to....*

- Explain how biblical stories respond to issues of ultimate concern.
- Identify rabbinic sources for Jewish ethical behavior.
- Identify Torah sources for Jewish ethical behavior.
- Use a concordance when exploring the significance of a particular word or phrase in TaNaKH.
- Read and comprehend blocks of verses from the TaNaKH in Hebrew.
- Understand the Reform movement and its evolution in terms of *halachic* practice.
- Differentiate among the different movements in Judaism and their practices.
- Differentiate between secular and religious practice in Israel.
- Differentiate between different aspects of Jewish life as impacted by living inside Israel and outside Israel.