

Temple Adat Elohim Religious School

4th Grade Judaica Curriculum

“My Jewish Life”

Theme: Jewish Life Cycles

Objectives: By the end of the school year students will be able to:

(Concepts)

- a) Relate the seasons of the year to stages of our lives
- b) Relate to Jewish attitudes towards giving Tzedakah
- c) Compare and contrast Ashkenazic and Sephardic customs and celebrations of life cycle events
- d) Compare and contrast the lives of bystanders, rescuers and resisters of the Holocaust period with their own personal experiences today
- e) Explore ways to connect with the Jewish Middot in order to live an intentional Jewish life

(Basic facts)

- a) Utilize key Hebrew words associated with life cycle occasions
- b) Practice Tzedakah in their own lives
- c) Give examples of Gemilut Hasadim (deeds of loving kindness)
- d) Describe life cycle customs in various Jewish communities world wide

(Rituals)

- a) Identify moments in the lifetime of a Jew and associate specific rituals and blessings with each of them
- b) Explore the origin of their names and participate in the naming ceremony
- c) Understand the components of a Jewish wedding and participate in the ceremony

Temple Adat Elohim Religious School

5th Grade Judaica Curriculum

“My Jewish History”

Theme: Lessons from Torah

Objectives: By the end of the school year students will become literate in the primary text of the Jewish people and will be able to:

(Concepts)

- a) Distinguish between Torah and Midrashim
- b) Describe the contributions to Jewish life made by leaders studied in the Torah
- c) Gain perspective on Biblical leaders’ problems, values and human nature and connect them to episodes in their own life
- d) Study the Torah to describe such attributes as caring, loyalty and support within a family
- e) Explore ways in which we as Jews are partners with God
- f) Identify B’tzelm Elohim and discover the connection in their daily life
- g) Compare and contrast Torah stories of scapegoats and survival to stories of the Holocaust
- h) Explore ways to connect with the Jewish Middot in order to live an intentional Jewish life

(Basic facts)

- a) List the five books of the Torah
- b) Identify the ancient leaders of our people
- c) Compare the biblical geography of Israel with today’s map of Israel in relationship to the stories from the Torah as they are studied in class
- d) Identify the three sections of the Tanakh; Torah, Prophets and Writings

(Rituals)

- a) Make personal meaning and master the blessing for studying Torah
- b) Explore the blessings surrounding the Torah service

Temple Adat Elohim Religious School

6th Grade Judaica Curriculum

“My Jewish Identity”

Theme: Jewish Identity, God, Prayer and Mitzvot

Objectives: By the end of the school year students will be able to:

(Concepts)

- a) Explore and gain an understanding of the order of the Shabbat Morning Tefillah
- b) List the reasons why we pray as a community
- c) Develop personal connections through the meaning and values of each prayer
- d) Continue to build a personal relationship with God rooted in the kavannah of our prayers
- e) Identify that it is the responsibility of every Jew to do Mitzvot in order to live as partners with God
- f) Describe the importance of standing up for ourselves and others through stories of the Holocaust
- g) Explore ways to connect with the Jewish Middot in order to live an intentional Jewish life

(Basic facts)

- a) Be familiar with the order of the Shabbat Morning Tefillah
- b) Define the meaning of each Shabbat Morning prayer
- c) Develop a personal understanding of each prayer and God's place in each prayer
- d) Connect an understanding of prayer and God with the importance of doing Mitzvot
- e) Apply the understanding of Middot to everyday life
- f) Compare and contrast becoming Bar/Bat Mitzvah in Israel and the United States

(Rituals)

- a) Master the blessings that are associated with the Mitzvot of Shabbat