

2021-2022 ACADEMY CURRICULUM CHART, GRADE 5

(EXPLANATIONS OF COMPONENTS CAN BE FOUND BELOW THE CHART, BY COLOR)

JEWISH LIFE VOCABULARY	Integrated into classes and school programs.
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TIKKUN OLAM	Class Social Justice Mission
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CLASS PROJECT, FALL	Moving Traditions Pre-B'nai Mitzvah Family & Student Sessions
CLASS PROJECT, WINTER	Leading a Seder

ETGAR YESODI	MY STORY
	See page 3 for essential questions and objectives.
	Unit 1: Zikaron: My Roots, My Memories
	Unit 2: Brit: My Beginning, My Name
	Unit 3: Berakhot: My Blessings
	Unit 4: Tokhehah: Improving My Friendships
	Unit 5: Ma'akhil Re'evim: Sharing My Talents with Others
	Unit 6: Devekut: Developing My Relationship with God

COMMUNITY CELEBRATIONS	JEWISH HOLIDAY LAB:
	Hanukkah
	Purim
	Yom Ha'atzmaut

PRAYER HEBREW	Torah Blessings
	Service for Taking out the Torah
	Adon Olam
	Key Sections & Songs from the Hagaddah
CONVERSATIONAL HEBREW	30 More Hebrew Phrases and Sentences

EXPLANATIONS	
JEWISH LIFE VOCABULARY	CLASS PROJECTS
<p>Jewish Life Vocabulary (JLV) is a collection of Hebrew words or phrases that increase one's connections to the Jewish people, traditions, culture and life. Chances are that you already sprinkle Jewish Life Vocabulary into your speech - "Mazal tov! What a great accomplishment!" or "We're heading to t'fillah. Jaime, could you grab the siddurim?"</p> <p>Greetings & exclamations, value words, ritual objects, prayer & worship terminology, life cycle, synagogue, community. This is a way of building depth and tradition into the general environment on a weekly basis, with words of the day and week, and referring to these items in Hebrew in classes and school programs.</p>	<p>Each class will have two key projects, one in the fall and one in the winter. Each class project will have a culminating program to which parents are invited. (The fifth and sixth grade fall project will incorporate several family sessions, as students learning about becoming a B'nai Mitzvah.)</p>
ETGAR YESODI	COMMUNITY CELEBRATIONS
<p>The Etgar Yesodi curriculum links Jewish values, moral development, and spirituality with experiential learning, technology and family involvement. The curriculum seeks to connect children with the textual, ritual and artistic sources of Jewish life, while encouraging their curiosity, imagination and expression. The goal is for children to emerge with a "vocabulary" of Jewish life that goes beyond words, and which informs their sense of what Judaism contributes to their lives, and what they can contribute to the world around them.</p>	<p>Preparations for the Community Celebrations will be done in the Jewish Holiday Lab. Some groups will use theater to explore the content and rituals of the celebration. Other groups will use music, circus, art, cooking, and other approaches that will vary based on available faculty. The entire congregation will be invited to the culminating events. The students in the younger grades participate also, by contributing dances, songs, and skits. These are delightful ways of incorporating and entertaining the community, both families and congregational members. It also serves as a vehicle for bolstering student learning and the quality of their experience, and for demonstrating what they have learned.</p>

CONVERSATIONAL HEBREW AND TEFILLAH
<p>Hebrew decoding and skill building for prayer and conversation will be taught one on one and in pairs, scheduled directly with instructors, at a convenient time. There is a core Hebrew curriculum and a personalized Hebrew curriculum.</p> <p>For the personal curriculum, students can focus on components that meet with their individual and family priorities, and that match their levels of interest, learning styles, and comfort.</p>

BHBE ACADEMY FIFTH & SIXTH GRADE CURRICULUM

ETGAR YESODI CORE COMPONENT: MY STORY

The *Etgar Yesodi* curriculum links Jewish values, moral development and spirituality with experiential learning, technology and family involvement. The curriculum seeks to connect children with the textual, ritual and artistic sources of Jewish life, while encouraging their curiosity, imagination and expression. The goal is for children to emerge with a “vocabulary” of Jewish life that goes beyond words, and which informs their sense of what Judaism contributes to their lives, and what they can contribute to the world around them.

Subject	Essential Questions	Objectives	Content/Resources
Torah *Mitzvot *Emet *Eminah	How do I develop my relationship with God? How do I relate to God in my own individual way and as a member of a larger community?	Students will be able to: Demonstrate knowledge that asking and exploring questions is an important step in developing relationships, even when those questions remain unanswered. Demonstrate the knowledge that developing a relationship with God takes attention, appreciation, and action.	Students will study biblical accounts of their earliest ancestors and will apply the lessons of these ancestors' legacies to their modern lives; they will create artistic renditions of a blessing said on Shabbat eve that refers to our biblical ancestors.
Jewish Identity *Eminah	What does it mean to be part of the larger Jewish family? How does my family connect me to a Jewish past and present? How can I honor my family's memories?	Students will be able to: Demonstrate knowledge that sharing family stories builds connections among family members and across families. See that the Jewish people find connections with a common genealogy. List some ways that Jewish tradition provides many ways to remember those who have lived before us.	Family stories as starting points for deepened connections to their Jewish ancestors, family trees that depict their immediate families as part of a larger Jewish family that date back to matriarchs and patriarchs, they will consider the symbolism behind common Jewish remembrances, and creating a remembrance to celebrate a family story of their own.
Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek *Mishpat	How do communal needs such as hunger and food insecurity affect me? What guidance can I take from Jewish texts in developing a proper response to specific communal needs such as hunger and food insecurity? How can I address a communal need using my unique talents and abilities?	Students will be able to: Understand the importance of incorporating acts (tzedakah) into their personal narratives. Practice <i>ma'akhil re'evim</i> - —feeding the hungry—by learning about the plight of the food-insecure in America	Empty Bowls Project, a program in which individuals arrange a minimal meal, create empty bowls for guests to take home as a reminder of those who are lacking in food, and donate the proceeds to a local charity.