

2021-2022 ACADEMY CURRICULUM CHART, GRADE 7

(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	Exploration of Ancestry/Family Tree

ETGAR YESODI	OUR STORY
	For Details and Objectives, See Pages 3 - 8
	Unit 1: Kehilla Kedosha: Developing Our Classroom Community
	Unit 2: Mikdash Me'at: Creating our Sacred Spaces
	Unit 3: Arakhim: Living Our Values Together
	Unit 4: Piyyutim: Connecting Our Communities Through Poetry and Song
	Unit 5: Yisrael: A Modern Look at Our Ancient Home
	Unit 6: Ahrayut: Our Responsibility Toward Others
	Unit 7: Mi Dor l'Dor: Our Dinner Party Across Time

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

CONVERSATIONAL HEBREW	By student interest.
PRAYER HEBREW	Prayer Review
	B'nai Mitzvah Preparation
	Chanting the Shabbat Morning Service, or additional service components.

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 will 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 SEVENTH GRADE CURRICULUM ETGAR YESODI CORE COMPONENT

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.

Etgar Yesodi Overview

Objectives: The students will be introduced to the concepts of:

- Creating a classroom community - *Kehillat Kedoshah*
- Creating sacred spaces - *V'asu Li Mikdas*
- Connecting communities through poetry and song
- A modern look at our ancient land
 - Our responsibility towards others
 - From generation to generation - *Mi D'or L'Dor*

Goals:

The students will be able to understand:

- Interpersonal relationships
- How we treat members of our classroom with respect and caring
- They are proud to part of a caring community
- They need to continue to work on being a caring and giving community

Etgar Yesodi

Unit 1: Kehillah Kedoshah

Objectives:

- In an effort to enable students to work collaboratively with one another, the unit intentionally employs the use of both תַּכְרוּתָא (havruta), paired learning, and cooperative learning groups, which our class will call קְבוּצוֹת (kvutzot; lit., "groups").
- Cooperative learning is a teaching and learning strategy in which students work in groups and are responsible for both individual and communal learning.
- This is a practice that is used in secular settings to which your child may be accustomed to

Values and Mitzvot:

דָּן לִכְפֹּי זָכוֹת (dan l'khaf z'khut), giving the benefit of the doubt;

הַלְבָּנַת פָּנִים (halbanat panim), not embarrassing others; and

לִשְׁוֹן הָרָע (lashon hara), not speaking ill of others

Goals:

- Through the study of these mitzvot and the values:
- The student will be able to understand what the mitzvot and values represent,
- The student will be able to consider their own behavior and reflect on where they might wish to grow in each area
- The student will be able to learn to work with small groups and integrate the small group into a larger one

Unit 2: V'Asu Li Mikdash: Creating our sacred spaces

Objectives:

- In this unit, the class will be tasked with the same instructions that God gave to Moshe when the Israelites traveled in the desert: וַעֲשׂוּ לִי מִקְדָּשׁ (V'asu li mikdash—Make for me a sanctuary; שמות [Shemot] 25:8). In order to act upon this instruction, students will be introduced to a variety of sacred spaces that have played roles in Jewish life, including the מִשְׁכָּן (Mishkan—Tabernacle), בֵּית הַמִּקְדָּשׁ (Beit Hamikdash—Temple), and several synagogues.
- Because the synagogue has historically served as an important sacred space in Jewish life, this unit invites students to think about the role that the synagogue plays in their own lives and the aspects of synagogue life that are most personally meaningful to them.
- At the heart of this unit are questions about why it is that they receive their Jewish education in a congregational setting.
- What is the significance of *this* space in their lives and the lives of their ancestors?
- How can they use this space as a point of connection with God and their Jewish community?

Goals:

- The student will be able to create blueprints for sacred spaces that would provide special meaning in their lives
- The student will be able to present their blueprints before a "Building Committee" for final approval before having an opportunity to create models of their blueprints for display.

Unit 3: Arakhim: Living our Values Together

Objectives:

- The students have been learning about the Jewish values that have undergirded and connected Jewish communities across time and geography.
- These values are:
 - (*arakhim*), - include *avodah*, prayer
 - *kehillah kedoshah* - the creation of sacred community
 - *shmirat haguf*, - taking care of one's body, soul, and mind
 - *Talmud Torah* - a dedication to lifelong learning
 - *tzedakah* and *gemilut chasadim* - philanthropy and acts of loving-kindness.

Goals:

The student will be able to examine how communities as diverse as fifth-century Babylonia and the Lower East Side of the 1930s shared and practiced these Jewish values

The student will be able to research how our own local Jewish community lives out these Jewish values

Unit 4: Piyyutim: Connecting our Communities Through Poetry and Song

Objectives:

- The students will be introduced to poetry and music as a way of connecting to each other and the Jewish Community. *Piyyutim* is a collection of Jewish liturgical poems and songs with Jewish themes

Goals:

The student will be able to understand that a Piyyutim - is a poem of self expression

- The student will be able to:
 - Add lines to the poem "*The Celestial*"
 - Discuss what *Shalom Alechem* and *L'Cha Dodi* means to them

Unit 5: Yisrael: A Modern Look at Our Ancient Land

Objectives:

- The students will be introduced to Israel and its national anthem, "Hatikvah," meaning "The Hope."
- The students will learn about diverse groups of people—both in Israel and around the world—who have found significance in the words of "Hatikvah," and we will
- The students will create presentations that focus on our own personal hopes for Israel.

Goals:

- The student will be able to understand that Israel is a central part of our religious and cultural heritage
- The student will be able to understand the historical connection between the Jewish people and the Land of Israel.
- The student will be able to understand connections to Israel through prayers, texts, cultural activities, holiday celebrations, the people and the land.
- The student will begin to understand the complexities of Israel

Unit 6: Ahrayut - Our Responsibility

Objectives:

- The students will be introduced to the concept of *תְּצַדִּיק* (tzedakah)

Goals

- The student will be able to understand the tools that they are given in order to make informed decisions about giving
- The students will be able to make life long commitments to giving Tzedakah
- The student will be able to reflect on the concept of giving as an individual and as a family

Unit 7: Mi Dor L'Dor - Gathering Across Z'Man and Makon (time and space)

Objectives:

- The students will explore the concept of generation to generation.
- The students will be introduced to people from history

Goals:

- The student will be able to learn how different individuals approached Jewish living
- The student will be able to understand Jewish social and historical events
- The students will be able to grapple with Hillel's quote: If I am not for myself, who will be? If I am only for myself, what am I? and If not now, when
- • The students will be able to understand why these historical figures made the choices they did
- The student will be able to understand how to be a leader in the modern world