



Goldring/Woldenberg
Institute of Southern Jewish Life

Education Program Overview

Goldring/Woldenberg Institute of Southern Jewish Life **Curriculum Overview**

Founded in 2000, the Goldring/Woldenberg Institute of Southern Jewish Life (ISJL) is dedicated to providing educational and rabbinic services to southern Jewish communities, documenting and preserving the rich history of the southern Jewish experience, and promoting a Jewish cultural presence and engagement with the larger community throughout a thirteen state region. Congregations in this area are committed to the education of their youth, realizing that it is essential to the development of a strong Jewish identity. However, Southern Jewish communities also face unique challenges: some of the communities in this region have the full-time professional support of a rabbi, Jewish educator, or other trained Jewish professional, but many do not. The religious schools that provide children with an education about their Jewish heritage are generally staffed by members of the congregation. These dedicated teachers, who typically have very busy lives, offer their time to teaching religious school. They come with enthusiasm and commitment, but sometimes limited Judaic background or pedagogical training of their own with no professional support. With that in mind, the ISJL created an education program designed specifically to address those issues, and to provide committed educators with the tools and background they need to create a meaningful Jewish educational experience for their students. The program consists of The Three C's: the Curriculum, an annual Education Conference, and regular Community Visits from ISJL Education Fellows.

The curriculum begins in Early Childhood and goes through High School. Each grade contains 30 fully scripted lesson plans, which allow a teacher to deliver a two-hour lesson right out of the book. For those who have more teaching experience or feel comfortable doing so, the curriculum can be used as a guide, and the teacher can vary from the script in whatever manner they choose. The grades are spiraled, meaning that different key content areas are covered in different years, and are repeated at increasing levels of sophistication.

Each summer, the ISJL Education Program kicks off the year with the annual conference designed to train and enrich Jewish teachers and directors, creating a Southern community of Jewish educators. The conference offers the best and the brightest speakers in the field of Jewish education as well as entertainment, vendors, and wonderful networking opportunities. The conference is led by the ISJL education staff.

During the school year, each community is visited several times by ISJL Educators and Education Fellows. While in the community, the ISJL staff provides a variety of services, including teacher enrichment programming, classroom activities, holiday celebrations, leading Shabbat or holiday services, text study sessions, and adult education programs.

The ISJL Education Program gives teachers a new confidence in their teaching abilities, a learning experience of their own, and the support and resources they have been waiting for. Students emerge from the ISJL educational experience with a strong sense of Jewish identity and the knowledge and skills to lead meaningful Jewish lives.

Curriculum Content Areas

- **Community**
By being part of the religious school experience, students will feel a particular pride for their heritage as Southern Jews and will come to identify with the larger American and global Jewish community.
- **Culture and Symbols**
The ISJL curriculum provides students with the opportunity to experience the colorful culture of Judaism and its symbols. Students will develop a deeper understanding of Jewish culture as their religious school education builds.
- **God**
Religious school is a place where students can openly discuss their thoughts and feelings about God. Students will learn that throughout history, Jews have had an important relationship with God.
- **Hebrew and Prayer**
Students will have the opportunity to participate in synagogue prayer services and find personal meaning in them, recognizing Jewish worship as an essential facet of Jewish life. They will have opportunity for self-discovery, self-assessment, and self-development.
- **Israel**
Throughout the curriculum, students learn to identify with Israel as the Jewish homeland, understanding its history and recognizing their obligation to visit and support the State of Israel, hopefully motivating them to participate in an educational program there.
- **Jewish History**
Students will develop a meaningful identification with Jews past and present through the study of Jewish history, culture, Hebrew language, liturgy, music, literature, arts, and texts.
- **Jewish Holidays**
Whether it is with the entire religious school at an All-School Program or in each grade, students will familiarize themselves with the many rituals and traditions that are celebrated during Jewish holidays.
- **Jewish Lifecycle Events**
The spiraled curriculum allows students to mark the passages of time and seasons through Jewish lifecycle ceremonies using the symbols, rituals, prayers and traditions of their Jewish heritage.
- **מצוות (Mitz'vot) and Jewish Values**
The ISJL curriculum provides students with a chance to view מצוות (mitz'vot) – both ritual and ethical – as opportunities to build a relationship with God.
- **תנ"ך (TaNaKh, Torah, Prophets, and Writings/Hebrew Bible)**
Students will gain literacy and understanding of the various stories and commandments contained in the תנ"ך (TaNaKh). They will have basic knowledge of the main characters and events, as well as a sense of the values conveyed through this material.

Educational Approaches

For the student

Just as all students are different, so too are their educational needs. The Book of Proverbs (22:6) recognizes that if you train a child according to his/her way, when the child is old, he/she will not depart from it.

Thus, the curriculum of the ISJL uses a developmental approach, using the curricular guidelines and materials to meet the needs of each student, ensuring that all students have a positive educational experience. In this way, we hope to spark and nurture every student's Jewish identity and give him/her the foundation for a committed and meaningful Jewish life.

The ISJL Jewish Studies curriculum is spiraled in such a way that students revisit key content areas with increasing sophistication as they progress through the entire curriculum. The content is developmentally appropriate, nurtures the students' Jewish identities, and equips students to live rich and meaningful Jewish lives.

The ISJL recognizes that needs vary not only from congregation to congregation, but also from classroom to classroom, and even from child to child. Therefore, the ISJL curriculum, along with its corresponding teacher lesson plans, may be modified by teachers as they see fit. While teachers should cover the prescribed material, they should also be mindful of their students' needs as well as their own abilities as teachers and adjust accordingly.

The lesson plans are designed to meet the diverse needs of many kinds of learners. Whenever possible learning is experiential, and teaching methods are varied to meet the needs of the three types of learners, V.A.K. - visual, auditory, and kinesthetic. Visual activities are for those students who learn best through reading and writing; auditory activities include listening to music and stories for those who learn best by hearing; the curriculum provides kinesthetic activities for students who learn best through games and other physical activities. The curriculum also includes quiet independent work, such as journaling, drawing, and quiet reading, for those who prefer this approach and games, discussions, and group projects to encourage cooperative and interactive relationships. The ISJL curriculum recognizes the fact that students learn in different ways and nurtures all of these students. Music, art, drama, cooking, and games, along with reading and worksheets, are all important educational activities included in the ISJL curriculum.

For the teacher

Religious school teachers devote their time during religious school to educating future Jewish adults. However, many religious school teachers are not professionally trained in this field. Because of this, the curriculum is designed to support volunteer teachers. The format of the curriculum begins with "Big Ideas" and "The students will be able to" which explain the topic of the lesson for that day and measurable outcomes the students will meet once the lesson is completed. Lesson plans are broken down into sections which allow teachers to easily find what they need.

Because the curriculum is set up to be a resource for teachers, the lessons are outlined to be easily accessible. For teachers who need it, the curriculum is scripted, so teachers are able to read from the lesson, word for word. To indicate what is scripted, there are large bolded quotation marks throughout the lessons. When there is a question to be asked to students, there is also a large bolded question mark. Teachers who do not require such detailed instruction are encouraged to use their own words and to add their own style.

Hebrew Studies Overview

The ISJL Hebrew program will serve students from every grade level, Kindergarten through **בַּר** (*bar*) and **בֵּית מִצְוָה** (*bat mitz'vah*) age. The core curriculum is based on materials designed and published by Behrman House Publishing Company. Consistency in materials will benefit the students and will systematically present Hebrew to them. In most instances, worksheets and materials are provided to be sent home with students. Encourage regular practice at home in order to reinforce the learning that happens in the classroom. Parents should also be encouraged to support learning.

In the early grades (Kindergarten-Third), the emphasis will be on learning Hebrew letters and becoming familiar and comfortable with the *Alef-Bet*. Initially, students will be expected to recognize the name of each letter and to identify the sound that the letter makes. When this is mastered, students will learn to print the Hebrew letters, and will be able to decode short sequences of letters that form words or sounds.

Beginning in fourth grade, there will be a transition from learning the foundations of Hebrew to concentrating on liturgy, the most practical use of Hebrew for these students. At times, certain Modern Hebrew skills will also be introduced. Students in grades four through seven will focus on a particular portion of the various prayer services (*Kabbalat Shabbat*, *Shabbat* morning, *Torah* service). In addition to being able to read and explain each prayer, students will gain an understanding of the overall design of Jewish worship.

Each Hebrew lesson is designed to be a 25-35 minute lesson, and there is a lesson for each week of religious school. The lessons are flexible and the length can be adapted.

This program can be taught by the classroom teacher or by a Hebrew specialist who would rotate through the different classrooms to teach Hebrew. Suggestions are made in the Hebrew program concerning methods of teaching, but lessons can be modified to better suit larger or smaller classes. Teachers will be equipped with CD recordings of the blessings and prayers (ISJL *B'rachot* & *T'filot* CDs). In this way, teachers can learn along with their students. In addition, teachers may use the recordings in a Hebrew learning center in their classroom.

Additional Resources

- **All-School Programs**

To foster a sense of community among grade levels, schools are encouraged to have all-school programs. The All-School Program Packet includes holiday lessons and קהילה (k'hilah) lessons. While Jewish holidays will be studied formally in the classroom, this study can be supplemented by school-wide holiday celebrations. The outline of the lesson plans are to be utilized like a menu, picking and choosing activities that will best suit the religious school. Parents are encouraged and can be invited to each of the all-school programs. There are suggested activities for families.

The קהילה (k'hilah) programs are lessons to teach קהילה (k'hilah) or community among the religious school community. The קהילה (k'hilah) lessons are designed to teach students Jewish values and have them be able to give back to the community. Also, during the קהילה (k'hilah) programs, students will have the opportunity to decide where their tz'dakah will go with the help of a Tz'dakah Council, made up of religious school students.

Each all-school program is recommended to be between 30-45 minutes. Guidelines for the all-school holiday and קהילה (k'hilah) programs are included in the ISJL All-School Programs Packet.

- **צדקה (Tz'dakah) and Tikun Olam**

At the beginning of the school year, a small group of students and a teacher can volunteer for a Tz'dakah Council. This Tz'dakah Council can research different organizations and causes, with emphasis given to local, Jewish, or Israel-related causes. The ISJL Rabbi (upon request) can also provide the religious schools with information about different organizations and causes. At the קהילה (k'hilah) meetings, the Tz'dakah Council presents to the rest of the school three potential recipients of their צדקה (tz'dakah). The entire school will then choose one by vote. In addition, schools will be encouraged to conduct all-school צדקה (tz'dakah) projects connected to Jewish holidays, such as conducting a canned food drive during סוכות (Sukkot), donating toys during Chanukah, or around Purim preparing משלוח מנות (mish'lo-ach manot, gifts to friends) baskets to be given to a home for the elderly, a hospital, or a similar facility.

- **Jewish Music**

Music will be integrated into the Hebrew and Jewish Studies curriculum and will also be part of All-School Programs. The goals of the Jewish music curriculum are to reinforce the goals of the ISJL curriculum and to connect students with Jewish people worldwide through a common repertoire of song. Most grades will use the ISJL Compilation CDs, *Eizeh Yofi!* Volumes 1 and 2, which are included in the curriculum and feature Jewish music recommended for use during specific lesson plans. In addition, some grades may require additional CDs; check the book list included in this overview for grade-by-grade specifics.

- **The State of Israel**

The State of Israel is covered as a content area in grades 2, 5, and 8. In each grade, connections are made to both historic and modern Israel. Israeli songs including the Israeli national anthem will be taught as part of the music curriculum, and a celebration of Israel's Independence Day is included in the All-School curriculum Programs Packet. For free posters of the State of Israel, contact the Israeli consulate in Atlanta at (404)-487-6500 or Houston at (832)-301-350.

- **Take 5 for Hebrew**

Each year, students will be encouraged to practice their Hebrew skills at home through the ISJL's "Take 5 for Hebrew" program.¹ Students will be given coupons that say, "I took 5 for Hebrew," encouraging students to spend five minutes, five days a week, to work on their Hebrew. Students may read their Hebrew out loud to their parents, or the parents may read out loud to their children. Afterwards, the parents and students can sign off on one of the coupons. When a student completes a page he/she can turn it in to the teacher. Classes that meet a quota determined by each school can be entered into a raffle at the קהילה (k'hilah) meeting for an ice-cream party or some other treat. In addition, at the end of each month the student in each class who turns in the most coupons can be awarded a prize of Hebrew stickers and a Hebrew pencil. At the end of the semester, all students who won the monthly "Take 5 for Hebrew" prize can have an opportunity to enter into a raffle. The winner may receive a Jewish music CD with Hebrew content. The raffles and awards provided by individual schools will be handed out at the קהילה (k'hilah) meetings.

¹ The ISJL would like to recognize Pat Lukens at Kerem Shalom in Concord, MA for the "Take 5 for Hebrew" program concept.

Early Childhood Education (ECE)

The ISJL Early Childhood Education Curriculum Unit focuses primarily on introducing children to the joys of Judaism in their everyday lives. By exploring Judaism through things that ECE-age children are naturally interested in—the seasons and animals, in particular—the unit provides a fun Jewish setting that is developmentally appropriate for our youngest learners. Through the course of the curriculum, learners will get to create, play, sing, eat, and build community together in a Jewish manner.

Content areas: Community, Culture, God, Hebrew

Big Ideas:

1. Judaism can bring meaning to our everyday lives.
2. Jewish life can be excitingly vibrant throughout the seasons of the year.
3. Hebrew is relevant to Jewish life.

Texts:

Books for Teacher:

Man Gave Names to All of the Animals by
Bob Dylan

No Rules for Michael by Sylvia Rouss

Boker Tov! Good Morning! by Rabbi Joe
Black

The Cricket and the Ant: A Shabbat Story
by Naomi Ben-Ger

Feivel's Flying Horses by Heidi Smith Hyde

Moti the Mitzvah Mouse by Vivian Newman

Is it Sukkot Yet? by Chris Barash

The Apple Tree's Discovery by Peninnah
Schram and Rachayl Eckstein Davis

The Vanishing Gourds by Susan Axe-Bronk

Rivka's First Thanksgiving by Elsa Rael

Dinosaurs on Shabbat by Diane
Rauchwerger

Gracie's Night: A Hanukkah Story by Lynn
Taylor Gordon

Meet the Latkes by Alan Silberg

Little Red Ruthie: A Hanukkah Tale by
Gloria Koster

I Can Help by David Hyde Costello

Lights Out Shabbat by Sarene Shulimson

The Chanukah Guest by Eric Kimmel

Cami Kangaroo Has Too Much Stuff by
Stacy C. Bauer

*Seeds, Bees, Butterflies, and More! Poems
for Two Voices* by Carole Gerber

Found by Salina Yoon

Why Dogs Have Wet Noses by Kenneth C.
Steven and Øyvind Torseter

Planting Parsley by Pamela Ehrenberg

Something from Nothing by Phoebe Gilman

The Colors of Israel by Rachel Raz

The Little, Little House by Jessica Souhami

I Love Camp! by Todd Parr

Joseph and the Shabbat Fish by Eric A.
Kimmel

Elephant in the Dark by Mina Javaherbin

Only Nine Chairs: A Tall Tale for Passover
by Deborah Uchill Miller

Sunrise, Sunset by Sheldon Harnick

Music:

There are a variety of recommended resources in the curriculum for Jewish music.

Kindergarten

Following the first Jewish experiences in Early Childhood, the Kindergarten portion of the curriculum focuses primarily on Jewish Holidays, stories from *Torah*, and Community. Using these three content areas as a backdrop, other areas like מצוות (*mitz'vot*) and Jewish values are introduced along with the main content areas. For the first time, students gain exposure both to what Jews do and why they do certain things. Kindergarten illuminates many Jewish rituals, customs, and traditions, while also giving them an introduction to religious school as a whole. We expect students to be familiar with, but not necessarily understand, the content they learn.

Content Areas: Community, Jewish Holidays, מצוות (*mitz'vot*) and Jewish Values, תנ"ך (*TaNakh*): Torah, Alef-Beit

Big Ideas:

1. Celebrating Jewish holidays is an essential aspect of Jewish identity.
2. The *Torah* contains stories that teach us how to live our lives.
3. Hebrew is the language of the Jewish people.

Texts:

Judaic Books for Teacher:

There are no required books for the teacher. Each lesson provides time for a storybook/picture book to be read to the students. Each lesson contains three options for books. You may acquire one of these options, or retain a book of your choosing on the topic of a particular lesson.

Judaic Books for Student:

There are no required books for students.

Hebrew Book for Teachers:

ISJL Kindergarten Hebrew Curriculum

Hebrew Media:

ISJL Compilation CD Volumes 1 and 2
Shabbat Shalom CD by Various Artists
ISJL *B'rachot & T'filot* CD
Celebrate with Cindy CD by Cindy Paley
Shabbat Shalom CD by Various Artists
The Very Best of Israel CD by Various Artists
The Lorax VHS/DVD (or book)
Shalom Sesame by Various Artists

First Grade

The First Grade portion of the ISJL Curriculum focuses primarily on Jewish Holidays and מצוות (*mitz'vot*, commandments). The curriculum illuminates how מצוות (*mitz'vot*) play a role in daily life and continues to build the knowledge of Jewish holidays established in Kindergarten. Using the two main content areas as a backdrop, the lessons touch on the concept of God as well. The activities are designed to be developmentally appropriate, enabling the students to begin recalling information about the content they learned. Most lessons use *Let's Discover Mitzvot* and *Let's Discover the Holidays* four-page folders. In First Grade Hebrew, letter recognition continues from where students left off in the Kindergarten curriculum.

Content Areas: Hebrew & Prayers, Jewish Holidays, מצוות (*mitz'vot*) & Jewish Values, God

Big Ideas:

1. מצוות (*mitz'vot*) are commandments that can be applied to our everyday lives.
2. God is a central part of Judaism and we all explore God in our own way.
3. Judaism is filled with many celebrations.
4. Hebrew is made up of letters that make different sounds.

Texts:

Judaic Books for Teacher:

There are no required books for the teacher. Each lesson provides time for a storybook/picture book to be read to the students. Each lesson contains three options for books. You may acquire one of these options, or retain a book of your choosing on the topic of a particular lesson.

Judaic Books for Students:

Let's Discover Mitzvot by Marlana Thompson
Let's Discover the Holidays by Sarah Feldman

Hebrew Book for Teacher:

ISJL First Grade Hebrew Curriculum

Hebrew Book for Students:

Let's Discover the Alef-Bet by Sarah Feldman

Media:

ISJL Compilation CD, Volumes 1 and 2
ISJL *B'rachot & T'filot* CD
Shiron L'Gan CD by Various Artists

Second Grade

The Second Grade ISJL Curriculum spiral focuses primarily on values, Israel, life cycle, and holidays. The values content focuses on elements of kindness and is the opening “unit” of content. The curriculum connects students to Israel by teaching about its people, places, and traditions. Students explore life cycle events from birth through death, and how these rituals can build a meaningful Jewish life. Students also review Jewish holidays as they would approximately occur in a calendar year (they can be moved as required). We designed the activities to be developmentally appropriate, enabling students to recall information about the content they learned in previous grades.

Content Areas: Jewish Holidays, מצוות (mitz'vot) & Jewish Values, Hebrew and Prayer, Israel, Jewish Lifecycle Events

Big Ideas:

1. Judaism gives us many values by which to practice kindness and live our lives.
2. Meaningful Jewish rituals enhance each part of the Jewish life cycle.
3. Israel is a special country for the Jewish people with its own customs, history, and places.
4. Hebrew is a language made of special characters that we can use to read, write, and pray.
5. Jewish holidays mark the passage of time in interesting and unique ways.

Texts:

Judaic Books for Students:

Let's Discover Kindness
Let's Explore Being Jewish

Hebrew Book for Teacher:

ISJL Second Grade Hebrew Curriculum

Hebrew Book for Students:

Ready, Set... Go Alef Bet by Dina Maiben

Third Grade

The Third Grade ISJL Curriculum Spiral focuses primarily on God, תּוֹרָה (*torah*, Torah [instruction/scroll of the five books of Moses]), מִצְוֹת (*mitz'vot*, commandments), Jewish values, and Jewish holidays. The curriculum explores Torah using *The Explorer's Bible Volume 1: From Creation to the Exodus*, and it investigates God through a different word or characteristic in several lessons. Every lesson connects students to a mitzvah or Jewish value of the week. Lastly, it familiarizes students with Jewish holidays using *Make, Create, Celebrate!: Jewish Holidays Through Art*. We designed the activities to be developmentally appropriate, enabling the students to recall information about the content they learned in previous grades.

Content Areas: Jewish Holidays, מִצְוֹת (*mitz'vot*) and Jewish Values, Hebrew and Prayer, God, Torah.

Big Ideas:

1. The Torah has many characters who can teach us an array of valuable lessons.
2. מִצְוֹת (*mitz'vot*, commandments) and Jewish values connect to Jewish Holidays.
3. Hebrew is a language made of special characters that we can use to read, write, and pray.
4. God can have a role in our everyday lives.

Texts:

Judaic Books for Students:

The Explorer's Bible Volume 1: From Creation to the Exodus by Scott E. Blumenthal
Make, Create, Celebrate!: Jewish Holidays Through Art by Julie Wohl

Hebrew Books for Teacher:

ISJL Third Grade Hebrew Curriculum
Shalom Uvracha: Teacher's Edition (Optional Hebrew text) by Pearl Tarnor

Hebrew Book for Students:

Alef Bet Quest by Dina Maiben

Fourth Grade

As students continue to develop and grow in their Judaism, they will be guided to think critically about concepts such as God and Jewish text. This curriculum focuses on prophets found in the **תנ"ך** (*TaNakh*) by giving an overview of their actions and impact on Judaism. Through the lens of different Jewish holidays, students will explore God and the role that God plays in their lives. Holidays will be studied with increased sophistication to build on knowledge from previous years, as students learn the history of different Jewish holidays and the values they express.

Content Areas: God, Hebrew, Holidays, and **תנ"ך** (*TaNakh*, Torah, Prophets, and Writings/Hebrew Bible).

Big Ideas:

1. Studying the prophets can teach many important lessons and Jewish values.
2. The Jewish people have a sacred partnership with God.
3. There are unique customs and values associated with each Jewish holiday.

Texts:

Judaic Books for Teacher:

- ISJL Fourth Grade Curriculum Spiral
- *The Explorer's Bible, Volume 2: From Sinai to the Nation of Israel, Teacher's Guide* by Ellen J. Rank
- *Sadie's Lag Ba'Omer Mystery* by Jamie Korngold

Judaic Books for Students:

- *The Explorer's Bible, Volume 2: From Sinai to the Nation of Israel* by Scott E. Blumenthal

Hebrew Books for Teacher:

- ISJL Fourth Grade Hebrew Curriculum
- *Kol Yisrael 1: The Prayers of Our People, Teachers' Edition* by Ellen J. Rank
- ISJL *B'rachot & T'filot* CD Volume 1

Hebrew Books for Students:

- *Kol Yisrael 1: The Prayers of Our People* by Anthea Canes

Media:

- ISJL Compilation CD Volume 2

Fifth Grade

During the fifth grade, we see a clear maturation in students; they are ready and able to explore concepts of an intellectual and emotional nature. This curriculum meets their abilities and developmental stage with discussions, games, crafts, and activities focused on their own lives as Jewish people.

The students are taken on a “Jewish Journey” through the lens of eight important Jewish values. Students develop an understanding of these values and are asked to explore them in order to apply them to their lives. Not only are these values the focus of their own unit, the lessons and guidance they provide are carried through to the units on the lifecycle and Israel.

The lifecycle unit concentrates on the entirety of the Jewish lifecycle, from birth to death. Students have the opportunity to discuss these milestones that link all Jews. Using a variety of sources, students continue to build a historic understanding of the land of Israel. By going on a remote tour of cities and regions in Israel, students are able to picture themselves there.

Content Areas: Hebrew and Prayer, Israel, Lifecycle, מצוות (Mitz'vot) and Jewish Values

Big Ideas:

1. Jewish values help guide our behavior and inform our choices.
2. Our lives are journeys marked with events from the Jewish lifecycle.
3. Every Jew should have a knowledge of the modern State of Israel and the history of the land.
4. Jewish values help us connect to every aspect of Judaism, including the lifecycle and the State of Israel.

Texts:

Judaic Books for Teachers:

- ISJL Fifth Grade Curriculum Spiral

Judaic Books for Students:

- *Experience Modern Israel*, Aviva Warner
- *The Time of Our Lives: A Teen Guide to the Jewish Lifecycle*, Nina Beth Cardin

Hebrew Books for Teachers:

- ISJL Fifth Grade Hebrew Spiral

Hebrew Books for Students:

- *Kol Yisrael 2*, Behrman House

Sixth Grade

As students continue to develop intellectually and spiritually, and as they begin to prepare to become בר (bar) or בַּת מִצְוָה (bat mitz'vah), they will delve deeply into Jewish sources to critically examine the Torah.

Every week, students will study either one or multiple Torah portions. The lessons follow the order of the Torah, beginning with Genesis and ending with Deuteronomy. As they read, students will use a worksheet to identify what we have established as five main themes in the Torah: Family Relations, Leadership, Miracles and Revelation, מִצְוֹת בֵּין אָדָם לְחֶבְרֹו (mitz'vot bein adam l'chaveiro, mitz'vot between people and people), and מִצְוֹת בֵּין אָדָם לְמָקוֹם (mitz'vot bein adam lamakom, mitz'vot between people and God).

Content Areas: God, תַּנ"ךְ (TaNaKh): Torah

Big Ideas:

1. The Torah is a sacred text that can speak to us today.
2. There are themes that recur throughout the Torah that help us understand patterns in our history.
3. We interpret Jewish texts to look for meaning in our modern lives.
4. מִצְוֹת (mitz'vot) are commandments.
5. God established a covenant with the Jewish people and we continue to work as partners with God today.

Texts:

Judaic Books for Teacher:

- תַּנ"ךְ (TaNaKh, Torah, Prophets, Writings/Hebrew Bible)
- ISJL Sixth Grade Curriculum Spiral
- ISJL Sixth Grade Student Workbook

Judaic Book for Students:

תַּנ"ךְ (TaNaKh, Torah, Prophets, Writings/Hebrew Bible)
ISJL Sixth Grade Student Workbook

Hebrew Book for Teacher:

ISJL Sixth Grade Hebrew Curriculum

Hebrew Book for Students:

Kol Yisrael 3 by Ellen J. Rank

Media:

ISJL Eizeh Yofi! CDs, Vols. 1 and 2
ISJL B'rachot & T'filot CD, Volume 2

Joseph and the Amazing Technicolor Dream Coat (optional) by Various Artists

Seventh Grade

With the students' increased maturity comes an ability to understand abstract concepts and to learn through processes of inquiry and discovery. The Seventh Grade curriculum responds to this intellectual, social, and emotional development. Through an in-depth exploration of the Prophets and Writings, the Seventh Grade Curriculum provides an opportunity for students to visualize their role in the greater community. As students prepare to become בְּנֵי מִצְוָה (*b'nei mitzvah*, children of the commandment) they explore how closely connected prayer and service were for the prophets found in the Hebrew Bible. This spiral contains an element of self-exploration in the form of several options for Long-Term Projects that allow students to become intimately connected to specific content areas. Students continue to develop their Hebrew reading skills and vocabulary, and learn to read and recite the Torah service and concluding prayers.

Content Areas: Community, Hebrew and Prayer, תנ"ך (*TaNakh*): Prophets and Writings

Big Ideas:

1. Judaism values learning and service.
2. The prophets spoke out against injustice in their time and can guide us in our own times.
3. We have an obligation to act justly in our community and the world.
4. The Writings contain a variety of wisdom literature.

Texts:

Judaic Books for Teacher:

- תנ"ך (*TaNakh*, Torah, Prophets, and Writings/Hebrew Bible)
- ISJL Seventh Grade Curriculum Spiral

Judaic Book for Students:

- תנ"ך (*TaNakh*, Torah, Prophets, and Writings/Hebrew Bible)

Hebrew Book for Teacher:

- ISJL Seventh Grade Hebrew Curriculum
- סידור (*sidur*, prayer book)

Hebrew Book for Students:

- סידור (*sidur*, prayer book)

Eighth Grade

Eighth grade is a pivotal year in Jewish education. Many students have just completed an intense year of בר (bar) or בת מצווה (bat mitz'vah) training. At their coming-of-age ceremonies, children become part of the adult Jewish community. Unfortunately, some people occasionally perceive בר (bar) and בת מצווה (bat mitz'vah) as the end of formal Jewish education, when it is in fact an exciting new beginning. Eighth grade, therefore, can and should serve as a springboard into a lifetime of future Jewish learning.

This year, your students will study three key concepts that shape Jewish life today: the Jewish diaspora, the Holocaust, and the State of Israel.

An understanding of all three of these topics is crucial as students become knowledgeable Jewish adults. Since we in the United States are a diaspora Jewish community, understanding what Jewish peoplehood means to a group spread all around the world is important. Because the Holocaust played a pivotal and devastating role in our collective history, engaging with it is similarly crucial. Finally, because Israel is the only Jewish state in the entire world, a comprehension of its history, politics, and culture is essential.

Content Areas: Israel, Jewish History, מצוות (mitz'vot) and Jewish Values

Big Ideas:

1. Jewish communities can be found all over the world.
2. The history of Jewish communities helps us understand our present-day communities.
3. The Holocaust was a major and tragic event in world history.
4. The world has a responsibility to remember what happened in the Holocaust to make sure that something similar does not happen again.
5. Every Jew should have knowledge of the modern State of Israel.
6. The State of Israel is a complex place, home to lots of different kinds of people, cultures, and beliefs.

Texts:

You will notice that the majority of the 8th grade lessons have quite a few appendices. The reason for this is because we have chosen not to use any core textbooks. There are, however, three books that we request you order (you only need to purchase one copy, and then use selected pages in the lesson).

- *Brundibar*, by Tony Kushner and Maurice Sendak (Hyperion Books for Children, 2003)
- *Night*, by Elie Wiesel (Bantam Books, 1982)
- *For the Sake of Zion*, by Tuvia Book (Board of Jewish Education of Greater New York, 2004) – available from the Jewish Agency for Israel at <http://www.eliner.co.il/product.asp?productid=226>

Ninth and Tenth Grade

The 9th & 10th ISJL Curriculum Spiral focuses primarily on culture, history, and community. It is designed to be developmentally appropriate, highly interactive, and learner-centered. With a much smaller population of students attending synagogue after their b'nei mitz'vah, it is critical for the content to be highly relevant and interesting. The way in which these lessons are designed allows the learners to make sense of a number of cultural offerings for themselves. There is time to absorb new information balanced with self-exploration and determination.

Content Areas: Culture, History, Community

Big Ideas:

1. Valuable expressions of Jewish identity can be found in and preserved through film.
2. The historical context, family upbringing, and Jewish heritage of artists can directly affect their stylistic and representational choices.
3. Developing emotional literacy and effective communication skills helps us navigate the diverse cultural landscape in which we live.
4. Music has been a part of Jewish tradition and prayer since its creation.
5. Jewish humor is its own unique brand of humor, with defining characteristics, themes, and subjects.
6. Food-making and meal consumption are an integral expression of Jewish cultures.

Texts:

We have chosen not to use any core textbooks for the ninth and tenth grade curriculum. There are, however, students watch clips from a number of movies and shows for the Film and Humor units. Some of these clips require a Netflix and Amazon Prime subscription to view, including:

- *Hart of Dixie* (Amazon.com)
- *Tel Aviv On Fire* (Amazon.com)
- *The Band's Visit* (Amazon.com)
- *Big Mouth* (Netflix.com)
- *tick, tick...BOOM!* (Netflix.com)

High School

In the high school curriculum, students explore some of the contemporary issues facing Jewish teens today. They will explore the role that Jews have in greater society as well as the responsibilities that come with being members of a larger community. A common responsibility of our students is that they are often the sole Jewish representative to many of their peers. Due to popular demand and programmatic requests, our high school program has grown and will continue to grow. These lessons are compiled and have a variety of topics that can be flexible in their use. They can be used for any of the high school grades or combination of grades. Teachers and students are free to explore those areas that are most interesting to them.

- They can be used as high school electives.
- They can be used for Confirmation class.
- They can be used for a youth group event.
- They can be used for a conclave.

If you would like to discuss high school programming, please don't hesitate to contact your Education Fellow.

Content Areas: Community, Culture and Symbols, מצוות (*mitz'vot*)

Katrina's Jewish Voices

Using clips collected by the Jewish Women's Archive and our very own ISJL History department, the Katrina's Jewish Voices curriculum takes a small sampling of stories from the survivors of Hurricane Katrina and turns their experiences into a meaningful learning opportunity for our students. By watching clips, high school students are able to relate the stories of these survivors to many of the *midot* (values) that our religion teaches.

Media:

Katrina's Jewish Voices Oral Histories

Anti-Semitism

This ISJL Anti-Semitism unit is designed to teach students about anti-Semitism in America. The unit begins with an introduction to stereotypes and prejudice and then moves into the history of anti-Semitism. It then explores modern incidents of anti-Semitism and asks students to reflect on their own experiences. The unit finishes with the students exploring what Judaism means to them, because we believe that in order for students to combat anti-Semitism, they must first feel confident in their own Jewish identities. Students then take what they have learned and have the opportunity to teach their peers about Judaism.

Media:

Video Clip from *Not In Our Town* (www.niot.org)

Video Clips from *Facing History and Ourselves* (www.facinghistory.org)

Sister Rose's Passion, a documentary directed by Oren Jacoby, 2004
For Optional Activity: *School Ties*, a film directed by Robert Mandel, 1992
Quotations from *I am Jewish: Personal Reflections Inspired by the Last Words of Daniel Pearl*,
edited by Judea and Ruth Pearl
For Optional Activity: *The Tribe*, directed by Tiffany Shlain, 2006

Judaism and Advocacy

It is impossible to teach about Judaism without teaching about our persistent commitment to social justice. Students will learn about the history of Jews as advocates, why advocacy is a Jewish value, and how today they can fight against injustices in the world. We provide a lesson about advocating for the environment, and another about advocating against genocide in Darfur. These are to be used as examples for a social justice project, and we also provide resources about advocating for other issues that your students may want to take on during the year.

Media:

PBS The Jewish Americans
"Big Yellow Taxi" video, www.youtube.com
Frontline video, www.pbs.org

Comparative Religions

The goal of this unit is to provide an understanding of the major religions of the world including theology, history, practice, and culture. Studying other religions can also provide the tools necessary to answer questions about one's own faith, and how it fits into other religions' worldviews. Understanding the differences between Judaism, Christianity, Islam, Hinduism, and Buddhism will help Jews communicate to others about their own Judaism.

Judaic Books for Teacher:

Apples and Oranges: Judaism and the World's Religions, Teacher's Guide by David S. Lieb
Comparative Religions for Dummies (Optional) by William P. Lazarus and Mark Sullivan

Judaic Book for Students:

Apples and Oranges: Judaism and the World's Religions by David S. Lieb

Media:

"How To Reconcile Evangelizing and Tolerance", www.5minutes.com
"What Americans Should Know About Islam", www.bigthink.com
"Qu'ran Recitation", www.youtube.com
Bollywood, www.youtube.com
"How to Obtain Liberation in Hinduism", www.youtube.com
Janmashtami, www.pbs.org
Breath Prayer, www.bnaiorpueblo.com
Siddharta Buddha Facebook page, www.facebook.com
Effect of Buddha on the world, www.bigthink.com



Crossing the Line Online

This is a unit designed to address the ever-growing problem of cyberbullying and online harassment. It is an eye-opening and informative unit that will encourage students to be aware of their actions and the implications that those actions have. Students will have the chance to discuss their own experiences with cyberbullying and develop the skills they need to combat bullies online. The unit also focuses on standing up for others through a combination of interactive and text based programs.

Media:

“Cyberbullying: You Can’t Take it Back,” www.youtube.com

Judaism and Relationships

As children grow into teens, relationships outside of the home become especially important to them. These are the years in which they hone different skills they will need to create connections to other people throughout their lifetime. The goal of this unit is to have students think about how their interactions with other people can be Jewish through the study of ancient Jewish texts and Jewish values. They will participate in lessons on a wide variety of human relationships and topics such as: Judaism and gender, the relationship with yourself, platonic relationships, romantic relationships and physical relationships.

SAMPLE LESSONS

Lesson 4

Grade: Sixth

Topic: *Parashat No-ach*



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Adult Education

The Adult Education ISJL Curriculum Spiral focuses on six topics that span different facets of Judaism that are interesting and relevant to Jewish adults. The programs focus on Culture, Social Gathering, Spirituality, Text Studies, Southern Jewry, and Societal Issues. An important distinction about this curriculum is that the lessons are not interconnected or sequential. These lessons are designed as 90-minute lessons (with a 30-minute extension) that can be done with different groups of people in any order based on interest.

Content Areas: מצוות (*mitz'vot*) and Jewish Values, Hebrew and Prayer, God, Torah, Community, History

Big Ideas:

1. The Torah is relevant and applicable to our daily lives.
2. Valuable Jewish learning can take place the entirety of our lifespan.
3. Jewish communities thrive when they continuously learn together.

Texts:

Judaic Books for Students:

The Explorer's Bible Volume 1: From Creation to the Exodus by Scott E. Blumenthal
Make, Create, Celebrate!: Jewish Holidays Through Art by Julie Wohl

Hebrew Books for Teacher:

ISJL Third Grade Hebrew Curriculum
Shalom Uvracha: Teacher's Edition (Optional Hebrew text) by Pearl Tarnor

Hebrew Book for Students:

Alef Bet Quest by Dina Maiben

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Big Ideas:

1. פְּרַשַׁת נֹחַ (*parashat no-ach*) is a פְּרַשָּׁה (*parashah*) in the Torah.
2. God saves Noah, his family, and certain animals from the destruction of the flood.
3. Before people build the Tower of Babel, everyone can understand each other.

Themes:

1. Leadership
2. Miracles and Revelation
3. מִצְוֹת בֵּין אָדָם לְמָקוֹם (*mitz'vot bein adam lamakom*, mitz'vot between people and God)

Students should be able to:

1. Retell the story of Noah and the flood.
2. Explain if and why they disagree or agree with God's decision to destroy the earth.
3. Retell the story of the Tower of Babel.

Texts:

- תַּנַּ"ךְ (*TaNakh*), Genesis 6:5-9:19
- תַּנַּ"ךְ (*TaNakh*), Genesis 11:1-9
- ISJL Sixth Grade Hebrew Curriculum
- ISJL Sixth Grade Student Workbook

Supplies:

- צְדָקָה (*tz'dakah*) box
- Pens/pencils
- Jenga® blocks, enough for each group of students to have 25 pieces
- Watercolor paint
- Paintbrushes
- Water
- Cups
- Sharpies
- Cardstock, one sheet per student

SAMPLE LESSONS

Lesson 4

Grade: Sixth

Topic: *Parashat No-ach*



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Other Things to Prepare:

- Copy Appendix A: Building Instructions, one per building director
- Copy Appendix B: New Language, one per student

Vocabulary:

- נח (*no-ach*, Noah)
- פְּרָשָׁה (*parashah*, portion)
- פְּרָשָׁת (*parashat*, portion)
- פְּרָשִׁיּוֹת (*parashiyot*, portions)
- זְמַן תּוֹרָה (*z'man torah*, Torah time)
- צְדָקָה (*tz'dakah*, righteous giving)
- Noahide Laws (A series of laws from Genesis that the rabbis say apply to all of humanity, not just Jews.)

For Optional Activities:

- Copy Appendix C: Match Questions, one per student
- Newspaper, one page for every three students
- A device that can connect to the internet and play videos
- A smartphone connected to a class Instagram or Facebook account

SAMPLE LESSONS

Lesson 4

Grade: Sixth

Topic: *Parashat No-ach*



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Set Induction:

(5 minutes)

Collect תְּזַדְּקָה (*tz'dakah*) and take attendance.

The students are going to do a complicated activity to simulate building the Tower of Babel (but do not let them know this beforehand). Either do the following activity as a whole class, or divide the students into pairs or small groups. Do not let individual students work alone. Pick one student to be the building director. Give that student a copy of Appendix A: Building Instructions, and give Jenga® blocks to the other students.

“ Today, we are going to build a structure out of Jenga® blocks. There are instructions that we have to follow, but only the director knows what they are. The director will give us the instructions, but here is the catch: No one can speak. We must do this without talking to one another.”

Allow time for the students to work together to attempt to build a structure following the instructions. Do not help them or give any guidance. Remind them not to speak.

? Was it hard to build this? Why?

? How did you communicate with each other?

? Was it frustrating?

“ You will understand better why we did this activity a little later.”

Activities:

VA

1. זְמַן תּוֹרָה (*Z'man Torah*): Noah's Ark

(15 minutes)

Pass out student workbooks and turn to page 3 to read the blessing for the study of Torah. After you read the blessing as a class, turn to page 7 in the workbook, the Theme Review Worksheet, so that students may fill in the sheet during class.

ברוך אתה, יי אלהינו, מלך העולם, אשר קדשנו במצותיו, וצונו לעסוק בדברי תורה.
Baruch atah, adonai eloheinu, melech ha-olam, asher kid'shanu b'mitz'votav, v'tzivanu la-asok b'div'rei torah.

Praised are you, *Adonai* our God, ruler of eternity,
who hallows us with *mitz'vot*,
commanding us to engage with words of Torah.

SAMPLE LESSONS

Lesson 4

Grade: Sixth

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“ Today we are going to learn about ways that God gives rules to the world, and ways that humanity can work together to build great things or evil things.”

Read **Genesis 6:5-9:19** from your תנ"ך (*TaNakh*). For a list of ways to read the section, see the Creative Reading Guide on page 9 of your curriculum spiral.

? Genesis 6:5-13 describes the wickedness of the Earth. How can people be “bad” if there are no rules or laws?

? Are certain actions or attitudes inherently bad?

? If it was so difficult to build a Jenga® structure without hearing the instructions, how could humanity build a society without rules?

? In Genesis 6:19, God tells Noah to take one pair of every animal into the ark. In Genesis 7, God tells Noah to take seven pairs of clean animals and just one pair of animals that are not pure. Why? Why would God create or save animals that are impure?

- Traditionally, it is explained that verses 6:19-20 refer to the minimum number of animals needed to make new animals, and the extra six pairs are for sacrificing after the flood.
- This might be because the text is from two different sources that were combined.

“ Because society became evil without rules before the flood, God gave laws for the generations after the flood. Later in the Torah, God gives a list of rules for all Jews to follow.”

? Who knows what that list of laws is called?

- The Ten Commandments

“ The laws given in this פְּרָשָׁה (*parashah*) have a different name. They are called the Noahide Laws, and they are for all humanity. They are:

- 1) Do not murder.
- 2) Do not steal.
- 3) Do not worship false gods.
- 4) Do not be sexually immoral.
- 5) Do not eat a limb removed from a live animal.
- 6) Do not curse God.
- 7) Set up courts and bring offenders to justice.”

Turn to page 8 in the ISJL Sixth Grade Student Workbook. See how many of the laws the students can find in the text itself. Also ask them to look for promises God makes to humanity and all living creatures. Have them highlight their findings in the workbook.

? Which of the Noahide Laws are still applicable in modern times? Why?

? Why do you think some of them are no longer applicable?

SAMPLE LESSONS

Lesson 4

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V

2. **Rainbow Blessing**

(15 minutes)

“ After the flood, God shows God’s covenant with all the creatures on earth through a rainbow. Whenever we see a rainbow, there is a special blessing that we say.”

Turn to page 10 in the ISJL Sixth Grade Student Workbook. Have all the students say the blessing for seeing a rainbow together.

“ Now you are going to have the chance to write your own blessing. Take a few minutes and brainstorm what you want to say, and write down what you come up with.”

Pass out watercolor paint, sharpies, paint brushes, water, and cardstock.

“ Once you’ve come up with your blessing, write it nicely on the cardstock in sharpie. Then, paint your cardstock in rainbow colors. It will be a beautiful piece of artwork for you to keep.”

K

3. **Where Do You Stand?** (5 minutes)

During this activity, you will read a series of statements to the class, and they will decide if they agree or disagree with it. Designate one spot in the room as “Strongly Agree” and designate another as “Strongly Disagree.” The students will listen to each statement and then arrange themselves in a line somewhere between these two spots. After each statement, allow the students to share their opinions.

“ I am about to read you a series of statements. Please show whether you agree or disagree by where you stand in the room. This is a silent activity. There is no need to talk.

- 1) All of the wicked people deserved to die in the flood.
- 2) It was OK that those innocent animals died.
- 3) It was fair for God to destroy the world because of its wickedness.
- 4) God should not have saved Noah, and should have created the whole world again from scratch.”

4. **Take a Break**

(5 minutes)

VA

5. **זְמַן תּוֹרָה (Z'man Torah): The Tower of Babel**

(20 minutes)

Read **Genesis 11:1-9** from your תַּנַּ"ךְ (TaNaKh). For a list of ways to read the section, see the Creative Reading Guide on page 9 of your curriculum spiral.

SAMPLE LESSONS

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- ❓ What was so wrong with the Tower the people built?
- They were not using their common language to do good, but instead to gain power.
 - They were not doing what God wanted them to do.
- ❓ How does our Jenga® activity relate to the Tower of Babel?
- It was very hard for us to build our structures because we could not speak to each other, but the people who built the Tower of Babel all spoke the same language.
- ❓ God creates these languages so that all of humanity will not be able to work together, and go against the will of God. However, with modern technology, a person in the USA can talk on-line with anyone around the world at any time. How is the internet like the Tower of Babel? How is the International Space Station like the Tower of Babel? How are the Olympics like the Tower of Babel?
- ❓ What do you think God thinks about these things?

6. **New Language**

AK
(10 minutes)

Break the students up into two teams. Give each student a copy of Appendix B: New Language.

“ I just handed you a piece of paper that contains a made-up new language. Many of the words and phrases have already been given to you, but it is your team’s job to make up a word in the new language for the remaining words and phrases.”

Give students time to work. Select a representative for each group. When students are done, call on the representative from each team to come to the front of the room.

“ Each of you will now have the chance to tell the other team the new words you made up. We will go back and forth between the two of you. When it is your turn, say a new word and try to act out what it means. Then the other team must guess.”

Give students time to present. If desired, you may switch representatives after each word.

❓ Were you able to figure out what the other team was trying to communicate to you?

❓ What are some of the challenges that you did not think about when trying to communicate with someone who does not understand your language?

❓ Was it frustrating?

“ The people who built the Tower of Babel could understand each other and then all of a sudden they could not. It must have felt something like that!”

SAMPLE LESSONS

Lesson 4

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Long-Term Project: (15 minutes)

Take this time to work on the long-term projects students have chosen. For a list of potential projects, see Lesson 1, Appendix D: Capstone Project.

Hebrew Lesson: (25-35 minutes)

See ISJL Sixth Grade Hebrew Curriculum, Lesson 4, for this week's Hebrew lesson.

Closure: (5-10 minutes)

Refer students to the Theme Review Sheet on page 7 in their ISJL Sixth Grade Student Workbook. As a group, go over their answers from class. Encourage students to comment and ask questions. Then, give your students a chance to add a leaf or flower to the class Tree of Life by writing a lesson or value they learned from the Torah portion this week. When they are done, ask each student to share something they liked about today and something they learned about today. Additional review games may be found on page 6.

Optional Activities:

1. **Match Game**

VAK
(10 minutes)

Pass out copies of Appendix C: Match Questions. These questions are based on The Noahide Laws found on page 8 of the Sixth Grade Student Workbook. Let the students answer the questions on this page. Once they have finished, collect the answer sheets. Tally up the answers to discover the most popular answer to each question. While you are tallying, encourage students to think about what they think other people answered. Call students up one by one, round-robin style, to try to guess the most popular answer to each question.

2. **Noahide Newspaper**

VK
(5 minutes)

Let students look in a copy of a newspaper to try to find examples of Noahide Laws being either broken or upheld.

3. **G-dcast**

VA
(5-10 minutes)

Show your students the corresponding G-dcast video(s) to the week's פָּרָשָׁה (*parashah*) or פְּרָשִׁיּוֹת (*parashiyot*). To do this, go to www.g-dcast.com. Hover your cursor over

SAMPLE LESSONS

Lesson 4

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“Our Films” at the top of the screen. Then hover your cursor over “Torah” in the drop-down menu and select the correct book of the Torah. Then you will be able to select for which פְּרָשָׁה (*parashah*) you would like to see a video.

4. Parshagram

VK
(5 minutes)

Have your class pick one scene, character, or law from today's lesson. Next have them create a pose to represent what they chose. Take a photo of them posing and post it to a class Instagram account or Facebook page.

5. TED-Ed

VA
(5 minutes)

Show your students the TED-Ed talk entitled “Are Elvish, Klingon, Dothraki and Na’vi real languages?” found here: <http://ed.ted.com/lessons/are-elvish-klingon-dothraki-and-na-vi-real-languages-john-mcwhorter>.

SAMPLE LESSONS

Lesson 4

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Appendix A: Building Instructions



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1. Only 25 Jenga® blocks can be used.
2. There must be 3 circles of 5 blocks laying down.
3. There must be 1 block standing up straight in the middle of each circle.
4. There must be a square with 4 blocks laying down.
5. There must be a triangle with 3 blocks standing.

SAMPLE LESSONS

Lesson 4

Grade: Sixth

Appendix B: New Language



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-
1. Hello – *Krispet*
 2. Goodbye – *Dingledorf*
 3. How are you? – *Rife iter pap?*
 4. What is your name? – *Slockmanhopper iter quinn?*
 5. Happy – *Julat*
 6. Sad – *Frigman*
 7. Walk – *Sklerp*
 8. Run – *Misropderm*
 9. Sleep – *Squamlit*
 10. Eat –
 11. Study –
 12. School –
 13. Synagogue –
 14. Mom –
 15. Dad –

SAMPLE LESSONS

Lesson 4

Grade: Sixth

Appendix C: Match Questions



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1. Which Noahide Law would you be most likely to break?
2. What is the strangest Noahide Law?
3. If a Noahide Law had to be broken, which one would you prefer it be?
4. Which Noahide Law do you think we still need the most today?
5. Which Noahide Law do you think we need the least today?

SAMPLE LESSONS

Lesson 18

Grade: Third Hebrew

Topic: שׁ (*sin*), ס (*samech*)



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Big Ideas:

1. It is important to understand the Hebrew words we learn.
2. Learning to read Hebrew words is fun.

Students will be able to:

1. Read words that use the letters שׁ (*sin*) and ס (*samech*).
2. Write the letters שׁ (*sin*) and ס (*samech*).

Texts:

- *Alef Bet Quest*

Supplies:

- Notecards, three per student
- Pencils
- Popsicle sticks
- Green and blue construction paper

Vocabulary:

- סַבָּא (sabah, grandfather)
- סַבָּתָא (sav'tah, grandmother)
- יִשְׂרָאֵל (yis'ra-eil, Israel)

Additional Notes:

For Activity 2, Reading Practice, you will make 'paddles' with popsicle sticks and construction paper. Cut out enough circles from the construction paper so that each student can get one in each color. The circles should be about the size of a baseball. Using hot glue, attach the circles to the ends of the Popsicle sticks. You will use these again in Lesson 23.

SAMPLE LESSONS

Lesson 18

Grade: Third Hebrew

Topic: ש (sin), ס (samech)



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Set Induction:

(5 minutes)

- “ I am going to read a list of words to you and I want you to listen carefully. When I am done, see if you can figure out what these words have in common, and what makes them different.”
- “ Simple, celebrate, super, circle, safe, cell, stretch, ceiling, scrub, celery.
- ? What do these words have in common?
- They all begin with an “s” sound.
- ? What makes these words different?
- Some words begin with the letter S while others begin with a C.
- “ Great job! In Hebrew, we also have different letters that share the same sound. Today, we will look at two of these letters: ש (sin) and ס (samech).”

Activities:

1. **Introduce New Letters**

(7 minutes)

- “ Let’s look at page 50 in your *Alef Bet* Quest workbooks. At the top of the page, there are three words. These words use two new letters: (samech) and ש (sin).”
- “ The ס (samech) looks similar to the ם (final mem).”
- ? How do we know when it is not a ם (final mem)?
- One thing to remember is that the ם (final mem) can only be at the end of the word. So, if we see something that looks like a ם (final mem), and it is in the middle of the word, we know it is a ס (samech). The ם (final mem) also looks like a box while the shape of the ס (samech) is rounded at the bottom.
- “ Two of our key words on page 50 use the letter ס (samech).”
- ? Which two words use the letter ס (samech)?
- סָבָא (Sabah), סַבְתָּא (sav’tah)
- “ ש (Sin) looks identical to another letter that you know, but there is one very small difference. The dot for the ש (sin) is on the LEFT side. Think about this trick – ‘a SIN is never right.’ Committing a SIN, or a bad deed, is never RIGHT, and the dot for the (sin) is never on the right. When you are reading, you will have to be careful to watch for the difference between ש (sin) and שׁ (shin).”

SAMPLE LESSONS

Lesson 18

Grade: Third Hebrew

Topic: ש (sin), ס (samech)



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“ Let’s find the ש (sin) in the third word together.”

Have everyone point to the letter ש (sin) in the word יִשְׂרָאֵל (yis’ra-eil).

“ Now that we know these three words, let’s make new flashcards.”

Pass out three notecards to each student and give the students a few minutes to create the new flashcards for these key words.

2. Reading Practice

(8 minutes)

“ Please turn to page 52 in your books.”

Pass out the Popsicle stick paddles so that each student gets two – one in each color.

“ I am going to read from the top of page 52. As I am reading, you should have your Popsicle stick paddles ready, because any time I read a word with a ש (sin), I want you to raise the Popsicle stick paddle with the blue circle way up high. Also, any time I read a word with the letter ס (samech), I want you to raise the Popsicle stick paddle with the green circle as high as you can.”

Transliteration:

- | | |
|---|--|
| 1. Sarah sim’lah sod siveig savah sov | 1. שָׂרָה שִׁמְלָה סוֹד סִוֵּיג סַוָּח סוֹב |
| 2. Ramas mas hadas gis aris tavas | 2. רָמַס מַס הָדַס גִּיס אָרִיס טָוַס |
| 3. Remes ma-as hideis gi-yeis eres tiras | 3. רֵמֶשׁ מַעַשׁ הִדַּס גִּיס עֵרֶשׁ תִּירַס |
| 4. Masorah masah heisit heisig esev hatasah | 4. מַסּוֹרָה מַשָּׂא הֵסִיט הֵסִיג עֶשֶׂב הַטָּסָה |

If you want to make this more challenging, you can read the words in a random order. Then give the students time to find the word on the page and select the correct color circle for the letter being used.

3. I Can Write Hebrew!

(8 minutes)

“ We will now practice writing our new letters.”

SAMPLE LESSONS

Lesson 18

Grade: Third Hebrew

Topic: ש (sin), ס (samech)



www.isjl.org

“ ס (samech) starts like a ר (reish), but then it continues as a curved line around the bottom and connects back up at the top. Practice writing just the ס (samech) on page 52. When you are done, give me a thumbs up and I will come up and mark the ס (samech) that I think looks the best on your page.”

Let students practice drawing this letter.

“ We already know how to write the letter ש (shin), so the letter ש (sin) will be very easy.”

? What is the one thing we must remember when writing ש (sin) so that it does not look like ש (shin)?

- The dot for a ש (sin) is on the left, not the right.

? How do you know?

- A ש (sin) is never right!

“ Practice writing the letter ש (sin) at the bottom of page 52. When you are done, give me thumbs up, and I will come around and mark the ש (sin) that I think looks the best on your page.”

Let students practice drawing this letter.

“ Let's use ש (sin) and ס (samech) to practice writing our key words. Our first word is סָבָא (sabah).”

? What do you think סָבָא (sabah) means? If you want a hint, look at the picture next to the word on page 50.

- סָבָא (sabah) means grandfather.

“ The next word is סָבְתָא (sav'tah). Look at page 50 for a hint to help you figure out what סָבְתָא (sav'tah) means.”

- סָבְתָא (sav'tah) means grandmother.

“ The last word on page 52 is יִשְׂרָאֵל (yis'ra-eil). Look at page 50 if you need help remembering this word. יִשְׂרָאֵל (yis'ra-eil) is the Hebrew name for the state of Israel. Practice writing these three words on page 52. When you are done, make a ש (shin) with your hands by holding up three fingers.”

SAMPLE LESSONS

Lesson 18

Grade: Third Hebrew

Topic: ש (sin), ס (samech)



www.isjl.org

- “ Let’s see how many sentences we can make using our three key words.”
- One day, I want to visit **יִשְׂרָאֵל** (*yis’ra-eil*).
 - My **סַבָּח** (*sabah*) lives in Texas.
 - My **סַבָּתָא** (*sav’tah*) makes the best spaghetti.
 - **יִשְׂרָאֵל** (*yis’ra-eil*) is home to many major religions, including Judaism.
 - Does your **סַבָּתָא** (*sav’tah*) walk in the park?

4. Clue to the Quest

(2 minutes)

- “ Complete the ‘Clue to the Quest’ on page 53 to score bonus points in the ‘Super Water Ski’ game in Lesson 11.”

Our Web Learning (O.W.L.):

- “ This week, please log in to the Behrman House Online Learning Center and play Lesson 11’s ‘Super Water Ski’ game which can be found in the game bar at the bottom of the contents screen.”



SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Topic: Cyberbullying

HIGH SCHOOL

Big Ideas:

1. Relationships are built on respect.
2. There are many ways to speak up against cyberbullying.
3. As Jews we are commanded to stand up for what we believe.

Students will be able to:

1. Identify and define the term cyberbullying.
2. Create personal steps on how to stop and prevent cyberbullying.
3. Select a Jewish text as it pertains to cyberbullying.

Supplies:

- Pencils
- Pens
- 7 pieces of butcher paper
- Markers
- Sticky-back foam sheets (available at your local craft store)
- Mod Podge
- Magazines
- Construction paper
- Paint brushes

Other Things to Prepare:

- Copy Appendix A, Are you a Cyberbully?, one per student.
- Copy Appendix B, Are you a Cyberbully? Results, one per student.
- Write quotes from Appendix C, “Silent Conversation Quotes,” on butcher paper, one quote on each.
- Copy of Appendix D, Kylie Kenney Article, one per group.
- Copy of Appendix E, Megan Meier Article, one per group.

Additional Notes:

Some classes may not be ready to read about Megan Meier’s story because it contains information about her tragic suicide. As an alternative teachers can replace Activity 2 by showing videos from <http://www.athinline.org/videos>. On this website there are interviews and public service announcements that students can discuss in groups.

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Topic: Cyberbullying

HIGH SCHOOL

Set Induction:

(15 minutes)

Give each student a copy of Appendix A, Are you a Cyberbully?

“ Fill out this quiz and be as honest as possible. No one will see the results but you, so it is okay to be completely honest.”

After everyone has completed the quiz hand out Appendix B, Are you a Cyberbully? Results and have the students add up their scores.

? Was anyone surprised by their results?

? What is cyberbullying?

- Cyberbullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones.
(http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html)

“ In today’s lesson we are going to talk about cyberbullying and how to prevent it. As we learn more about cyberbullying think about your score and what you can do to improve it.”

Activities:

1. **Cyberbullying: Silent Conversation**

(20 minutes)

Post the sheets of butcher paper with the quotes from Appendix C written on them around the room.

“ I have posted several quotes around the room. Please remain silent as you read them and write any reactions you might have to them on the same paper as the quotes. Remember, there should be no talking during this activity.”

After the students have rotated through all of the quotes have them stand by the quote that they connect with the most.

? Why did you choose this particular quote?

? Was there anything that someone else wrote on the quote that made you connect with it more?

“ All of the quotes you just responded to come from Jewish law and teachings. Jewish law is based around the Golden Rule: ‘Do unto others as you would have them do unto you.’”

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Topic: Cyberbullying

HIGH SCHOOL

“ When you are online it is even more important to treat others the way you would like to be treated because everyone can see what you have been doing on the internet. If you are speaking negatively about someone online it is permanent. The next time you are online and you are tempted to say something mean about or to someone else, remember these quotes and the teachings from Jewish law.”

2. Case Studies

(30 minutes)

“ Sometimes when we are online we do not think about the consequences of our actions. Cyberbullying has some serious consequences that you may not be aware of. Not only is the person being bullied changed for life, the bully may have to pay for their crimes.”

Split the students into two groups and give one group Appendix D, Kylie Kenney Article and the other Appendix E, Megan Meier Article.

“ Read the article I have given you as a group and then discuss it among yourselves. Be prepared to explain your article to the rest of the class and have some comments ready to share with your classmates about your group’s discussion.”

Once the students have read the articles and talked about them in their groups, bring the class together and have each group give a synopsis of their article. The students should also give some commentary about their group discussions as well.

? How are these stories similar? How are they different?

? Was there anything that really made you upset or confused?

“ Just remember that words on a screen can hurt someone. If you would not say it to someone’s face, you should not say it online. You have just read real life examples of what can happen when cyberbullying goes too far.”

3. Mouse Pads

(20 minutes)

? What are some ways that we can prevent cyberbullying?

“ In order to help us remember to watch what we say online we are going to make mouse pads that will sit next to our computers. Look through the magazines for pictures and words that remind you not to say or ignore mean comments online. Cut them out and use them for your collage.”

Steps:

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Topic: Cyberbullying

HIGH SCHOOL

-
1. Allow students to cut pictures out of magazines and write statements to remind them to stand up against cyber bullies.
 2. Have each student cut a piece of construction paper down to the same size as their sticky-back foam sheet.
 3. Make a collage of pictures and statements by gluing them onto the construction paper.
 4. Paint a thin layer of Mod Podge over each collage.
 5. Place the collage on the sticky side of the foam sheet to complete the mouse pad.

Closure: (10- 15 minutes)

“ In order to guarantee that we will continue to respect our peers and ourselves online, I would like us to come up with a *Brit Kehillah*, a community agreement. In our *Brit Kehillah* we should include rules that we will follow to make sure that cyberbullying does not continue in our community.”

Have the students come up with a list of rules to follow when they are online and ways to defend themselves against cyberbullying. Write all of the rules down on the last piece of butcher paper and have every student sign it. Hang the rules up in the classroom for the rest of the unit.

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Appendix A: Are You a Cyberbully?

HIGH SCHOOL

Are you a Cyberbully?

Often people who are victims are also bullies. Before you feel too bad for yourself, take the quiz below to find if you are part of the cyberbullying problem! Rate yourself on the following point scale according to if, and how many times, you have done the below activities. Give yourself 0 points if you have never done it, 1 point if you have done it 1 or 2 times, 2 points if you have done it 3-5 times, 3 points if you have done it more than 5 times.

Have you ever...

- Signed on with someone else's screen name to gather info?
- Sent an e-mail or online greeting card from someone else's account?
- Impersonated someone over IM or online?
- Teased or frightened someone over IM?
- Not told someone who you really are online, telling them to "guess"?
- Forwarded a private IM conversation or e-mail without the permission of the other person?
- Changed your profile or away message designed to embarrass or frighten someone?
- Posted pictures or information about someone on a Web site without their consent?
- Created an internet poll, either over IM or on a Web site, about someone without their consent?
- Used information found online to follow, tease, embarrass or harass someone in person?
- Sent rude or scary things to someone, even if you were just joking?
- Used bad language online?
- Signed someone else up for something online without their permission?
- Used an IM or e-mail address that looked like someone else's?
- Used someone else's password for any reason without their permission?
- Hacked into someone else's computer or sent a virus or Trojan horse to them?
- Insulted someone in an interactive game room?
- Posted rude things or lies about someone online?
- Voted at an online bashing poll or posted to a guestbook saying rude or mean things?

(From http://www.stopcyberbullying.org/kids/are_you_a_cyberbully.html)

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Appendix A: Are You a Cyberbully? Results

HIGH SCHOOL

Results for “Are you a Cyberbully?”

Now calculate your total score:

0-5 Points: Cyber Saint

Congratulations! You’re a cyber saint! Your online behavior is exemplary!

Keep up the good work!

6-10 Points: Cyber Risky

Well, you’re not perfect, but few people are. Chances are you haven’t done anything terrible and were just having fun, but try not to repeat your behaviors since they are all offenses. Keep in mind the pain that your fun might be causing others!

11-18 Points: Cyber Sinner

Your online behavior needs to be improved! You have done way too many cyber no-nos! Keep in mind that these practices are dangerous, wrong, and punishable and try to clean up that cyber record!

More than 18: Cyberbully

Put on the brakes and turn that PC/MAC/text-messaging device around!

You are headed in a very bad direction. You qualify, without doubt, as a cyberbully. You need to sign off and think about where that little mouse of yours has been clicking before you run into some serious trouble!

(From

http://www.stopcyberbullying.org/kids/are_you_a_cyberbully.html)

SAMPLE LESSONS

High School: Crossing the Line Online

Lesson 2

Appendix C: Silent Conversation Quotes



HIGH SCHOOL

“Hatred of one’s fellow human beings will ruin a person’s life.” –
Rabbi Yehoshua, Pirke Avot 2:6

“One who shames another in public is as one who sheds blood.” –
Baba Metzia 58a

“Do not judge your fellow human being until you stand in his
place.” –Hillel, Pirke Avot 2:5

“Where there are no worthy persons, strive to be a worthy
person.” –Hillel, Pirke Avot 2:6

“Do not stand idly by while your neighbor’s blood is shed.” –
Leviticus 19:16

“If I am not for myself, who is for me? And if I am only for myself,
what am I? And if not now, when?” –Pirke Avot, 1:14

SAMPLE LESSONS

High School: Crossing the Line Online

Lesson 2

Appendix D: Kylie Kenney Article



HIGH SCHOOL

Bullying Rampant in Cyberspace

By Nicholas Zifcak

***The Epoch Times*, Washington, DC**

August 21, 2006

Cyberbullying troubles twice as many youth as face-to-face bullying, announced "Fight Crime: Invest in Kids," an anti-crime organization made up of more than 2,500 law enforcement leaders (police chiefs, sheriffs, prosecutors) and violence survivors.

According to a new poll commissioned by "Fight Crime" of 1,000 kids, one in three teens and one in six preteens have been bullied in cyberspace. One in six teens is sometimes bullied face-to-face. "Fight Crime" estimates more than 13 million children ages 6 to 17 have been victims of cyberbullying. Cyberbullying is sending a cruel message or image about a child through electronic media such as e-mail, cell phones, instant messaging and websites.

To publicize this poll, cyberbullying victim, Kylie Kenney described what happened to her in the eighth grade.

"One morning when I arrived at school I was at my locker preparing for first period and two girls came up to me and asked me if I had seen the website. I was really confused and had no idea what they were talking about. They told me there was a website put up about me saying that I should die and it was titled, 'Kill Kylie Kenney'."

Vermont resident Kylie Kenney is 15 years old now and about to enter her sophomore year of high-school. She enjoys both ice and field hockey and excels in them. In eighth grade, cyberbullying reached her even on the field. It was embarrassing when a girl on her field hockey team asked her why she had sent instant messages asking the girl out. It turned out someone had stolen her ID and sent messages to other girls making Kylie out to be a lesbian.

For Kylie Kenney, cyberbullying wasn't something between only her and the bullies. "Everyone in school knew about the website." She even transferred schools to finish eighth grade, but the bullying followed her to the new school too. So instead she finished the year at home. As a freshman at a Rice

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Appendix D: Kylie Kenney Article

HIGH SCHOOL

Memorial Catholic High School last year, bullying was less though some face-to-face bullying continued. She will continue at Rice Memorial this fall happy to move on with her life.

"No one should have to go through this, it was awful, it ruined two years of my education. I lost a lot friends and I only had the support of my family," she said.

Utah Attorney General Mark Shurtleff also spoke to help publicize cyberbullying and called on every school to adopt a comprehensive anti-bullying program. He emphasized how pervasive cyberbullying can be.

"With three quarters of our children online or on cell phones, bullying goes beyond school, it happens on the way home, it happens at home," he said. He also told the story of 13-year-old Ryan Halligan who was consistently harassed through cell phone text messages for two years. The bullying eventually led him to commit suicide.

"I don't think people understand the real seriousness of being bullied and the impact that cyberbullying can have," said Darrel Stephens, Chief of Police, Charlotte-Mecklenburg, North Carolina.

"It is a problem that is emerging...laws have not caught up with this type of bullying in most parts of America."

Stephens presented ten steps families can take to stop cyberbullying. One step said to teach your kids to tell adults when they are bullied. More than 2 million of the 13+ million victims told no one about the attacks. Stephens encourages parents to communicate with their children about bullying and wants schools to be required to address the problem as well.

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Appendix E: Megan Meier Article

HIGH SCHOOL

Parents: Cyberbullying Led to Teen's Suicide

Good Morning America

November 19, 2007

The parents of a 13-year-old girl who believe their daughter's October 2006 suicide was the result of a cruel cyber hoax are pushing for measures to protect other children online.

Tina and Ron Meier, who are now separated and plan to divorce, have taken up the cause of Internet safety after a bizarre twist in their daughter Megan Meier's death. The mother of a former friend of Megan's allegedly created a fictitious profile in order to gain Megan's trust and learn what Megan was saying about her daughter. But the communication eventually turned hostile.

"There needs to be some sort of regulations out there to protect children. Parents can only be in so many places and so many times," Tina Meier said on "Good Morning America Weekend Edition" Sunday. "I wish there were regulations with these forums. There's got to be something."

The Meiers said they are unsure why someone would do such a thing.

"We don't know. How do you get in the mind of somebody? We just have no idea," Tina Meier said.

While the Meiers do not believe it was the woman's intent to have Megan commit suicide, they do hold her solely responsible for the death.

"I believe they are the ones who took her to the edge of the cliff and forced her to go over," Ron Meier said on "GMA." "Everything that we found out so far -- it was the sole idea of the mother."

He added that he did not believe the mother was acting on her daughter's behalf.

The Back Story

Megan Meier sometimes suffered from low self-esteem and was on medication at the time of her death. But her family said she looked forward to her 14th birthday and having her braces removed.

When a cute boy befriended Megan on the social networking site MySpace, the two formed a quick connection during their more than month-long relationship.

"She got this e-mail from this boy named Josh Evans," Tina Meier said.

Evans claimed to be a 16-year-old boy who lived nearby and was home schooled. But what began as a promising online friendship soon turned sour, as compliments turned to insults. Evans said he didn't have a phone and so Megan couldn't talk to him. But the two continued their communication online, despite some red flags Tina Meier said she saw.

"I was just that nervous mom," Tina Meier said. She called police to find out if they could determine if a MySpace account was real. They couldn't.

Still, all seemed to go well between Megan and Josh until an unsettling message started a tragic chain of events.

SAMPLE LESSONS

High School: Crossing the Line Online



Lesson 2

Appendix E: Megan Meier Article

HIGH SCHOOL

"Megan gets an e-mail, or a message from Josh on her MySpace on Oct. 15, 2006, saying, 'I don't know if I want to be friends with you any longer because I hear you're not nice to your friends,'" Tina Meier said.

Someone using Josh's account was sending cruel messages and Megan called her mother, saying electronic bulletins were being posted about her, saying things like, "Megan Meier is a slut. Megan Meier is fat," according to the Associated Press. The cyber exchange devastated Megan, who was unable to understand how and why her friendship unraveled. The stress and frustration was too much for Megan, who had a history of depression.

Tina Meier discovered her daughter's body in a bedroom closet on Oct. 16, 2006. Megan had hanged herself and died a day later.

But six weeks after Megan's death, the Meiers learned Josh Evans never existed. A mother, who had learned of the page from her own daughter, told the Meiers a neighborhood mom had created and monitored Evans' profile and page.

There was a connection between the Meiers and the family with the mother accused of running Evans' profile. In fact, the woman who created the profile had asked the Meiers if her family could store their foosball table.

Once they learned of the family's involvement, the Meiers destroyed the table, placed it in the woman's yard and encouraged the family to move, according to the AP.

"That's the biggest tragedy of this whole thing: An adult did it," Ron Meier said.

While the woman who created the fake profile has not been charged with a crime, residents have proposed a new ordinance related to child endangerment and Internet harassment. It could come before city leaders on Wednesday, according to the AP.

Cyberbullying Common Among Teens

In the information age, playground poundings have moved to online chat rooms and instant messages. Nearly half of all teenagers report they have been the victim of cyber attacks. Everything from text messaging to e-mail can be used to bully victims. Some people even create Web sites solely dedicated to harassment. It may be difficult for a well-meaning child to initially tell the difference between friend and foe online.

"When emotionally vulnerable young people get online, they can be very easily manipulated," said Nancy Willard, executive director of the Center for Safe and Responsible Internet Use.

Ron Meier said parents should be mindful of their children's online activities and relationships.

"Be as watchful as you can be," he said.