

Religious School
Curriculum and Youth
Community Program
Description

5769

2008-2009

Shir Tikva School
Religious School and Youth Community Times and Days

Sundays

9:00-11:00 a.m. – First Session (Kindergarten through Grade 6)

11:15-1:15 p.m. – Grades 2, 5 & 6

Wednesdays

3:45-5:45 p.m. – Grades 3 through 6

6:00-8:00 p.m. – Youth Community

Thursdays

3:45-5:45 p.m. – Grades 5 & 6

Philosophy of Education

Talmud Torah: Becoming a Jew is a life-long process. Students begin this process by achieving competency in certain skill areas and by tangibly experiencing Judaism. Jewish education must provide encouragement, tools, and critical thinking skills to students so that they can direct their own future paths of Jewish learning.

Life as a Holy Endeavor: Traditions, texts, prayers, holidays and ideas must be made meaningful both in their own terms and in terms that correlate and give meaning to the realities of students' lives.

Intellectual Openness: The prevailing atmosphere is one of warmth and acceptance of all questions students have regarding Judaism and their own Jewishness and encouragement to explore new thoughts and ideas.

Creating Caring Community: Judaism emphasizes the supreme importance of decent, caring interactions between people. This sub-text is included in all areas of study. Relationships with others, our world and with God are intimately embedded in the educational program. At Shir Tikva, we always care for each other and our surroundings.

Tikkun Olam: Acknowledging the necessity for Tikkun Olam (repair of the world) is part of the Jewish concern with justice. The world is not whole, and individuals cannot attain a full sense of spiritual peace, when there is not tzedek (justice). Young people are part of and help create, a community which strives toward ethical behavior, Jewish tradition and a sense of responsibility to the larger community.

Family learning: A child or young adult only learns what it means to be a Jew within the broader context of a family and a community. For this reason, parents should expect to participate in their child's Jewish learning. Holiday enhancement workshops, adult study and family study, and holiday celebrations are all designed to enhance Jewish family learning. Homework assignments often require parental input, and teacher homework sheets encourage parent/child discussions.

Jewishness and Joy: Jewish life is one filled with the joy of music, celebration and connection. Teachers strive to create learning experiences that enable joyful participation and pride. Jewish music is part of each grade's curriculum and holidays are celebrated within the school and synagogue. Parents are encouraged to deepen the connection between their children's school learning and experiences and their family life.

*To educate a child without educating and involving the parents
and the entire family system can be compared to heating a house while leaving
the windows open.*
Mordecai Kaplan

Program Description

Kindergarten – Grade 2 — community— is Shir Tikva’s educational model for Kindergarten, First and Second Grade. The process of learning and understanding is dependent upon partnerships between home, synagogue and school — teachers, parents and students —practice, observance and on-going Jewish learning. Through Shir Tikva’s primary program parents and children actively learn about Judaism together, both at Temple and at home. Each grade has its own curriculum, yet follows a similar model of education.

Grades 3-5 – The basic tenets of the primary grades are continued through the program of study for grades 3-5. Learning and understanding is dependent upon the partnerships developed between home, synagogue and school — teachers, parents and students —practice, observance and on-going Jewish learning. Parents and children continue to actively learn about Judaism together, both at Temple Shir Tikva and at home.

Grade 6 – Shir Tikva places great emphasis on the home-school partnership. As Grade 6 students make their journey towards becoming Bar/Bat Mitzvah, the meaning of “Jewish Coming of Age” is explored both in the class and through the family education program, the “Mitzvah Awareness Workshops.

Hebrew Language Studies

Hebrew is the key that unlocks the treasure contained within our Jewish texts and Torah. It is the language we use to communicate with God. It is the mutual language that connects us with any Jewish person in the world. The Hebrew curriculum of the Religious School includes Tefillah (prayer), Hebrew reading skills, Jewish Life vocabulary, and Modern Hebrew vocabulary.

The overall goal of the Tefillah curriculum is to develop in our students an understanding of prayer in our lives and the ability to engage actively in Tefillah (be able to read and chant prayers and blessing with understanding).

Hebrew reading skills are emphasized throughout the Grades 3-6 program. This year, we expand the learning of the Hebrew alphabet and developing reading skills to Grade 2, so that as these students enter Grade 3 the following year, they will only need a review of alphabet.

Modern Hebrew and Jewish Life vocabulary is taught at every level of the school program. Jewish Life vocabulary includes: mitzvot, middot (ethical behavior), synagogue, Shabbat and holiday language.

The major goal of Modern Hebrew is to enable our students to develop a connection with Hebrew as a living language. Students in Kindergarten through grade 2 are taught 30 minutes of Hebrew in every session of class. Hebrew in grades 3-6 is taught twice a week and includes homework. Homework in Hebrew provides students with additional opportunities to engage in language practice which is vital to a successful language learning experience.

Temple Shir Tikva Religious School's Tzedakah Initiative

Through the school's Tzedakah Initiative, our students will participate in a variety of mitzvot on a weekly basis – Tzedakah, Talmud Torah, and G'milut Hasadim – to name a few. At the beginning of the school year each grade will be assigned to an organization which they will represent for the duration of the year. By engaging in hands-on projects and by studying the mitzvot which each organization represents, our students will learn about the mission and goals of their assigned organization and the importance of participating in the mitzvah of giving tzedakah.

Overarching goals of the program are to:

- Provide students with an opportunity to engage in the mitzvah of giving tzedakah on a regular basis.
- Empower students with the knowledge that they have the ability to repair the world – to do the important work of Tikkun Olam.
- Teach students about the mitzvot which their assigned organizations represent.
- Allow students the creative freedom to design unique and innovative ways to raise money for and awareness of the issues which their organization represents.

How it works:

- Students are encouraged to bring tzedakah to class each session.
- During the course of the year, each class or grade, will develop creative ways of teaching the Temple Shir Tikva community about their assigned organization by:
 - Highlighting and teaching the community about the mitzvot their organization represents
 - Presenting the organization's mission and goals to the community
 - Developing age-appropriate strategies and methods for collecting tzedakah for their assigned organization.

Please refer to the website for the Temple Shir Tikva Religious School Policies Handbook.

Jewish Studies and Hebrew Language

Curricular Descriptions for Kindergarten through Grade 6

Kindergarten

Kindergarten is considered the beginning of a child's formal Jewish education. The overall theme of the Kindergarten curriculum is, "Getting to know my Jewish world." Children learn about and experience particular Jewish home rituals. Students begin to develop a Jewish life vocabulary and are exposed to the Hebrew Aleph Bet. As each letter is introduced, specific Hebrew words beginning with that letter are taught. Basic blessings for Shabbat and holidays are taught through singing and recitation

Students develop a Jewish life vocabulary and are introduced to Hebrew through a whole language experience. Students will learn the picture of Hebrew words as they learn every-day vocabulary. The goal of the whole language approach is to experience the Hebrew language in the same way children experience the English language, by becoming familiar with words, orally, visually and experientially. Students will learn greetings, very basic dialogue (how are you, what's your name, colors, the contents of a class, my family...) Basic blessings for Shabbat and holidays are taught through singing and recitation. Modern Hebrew is introduced through the students' environment. The use of Hebrew words to describe items in the classroom (ex. Chair = kee-say, כִּסֵּא) in the students' presence exposes them to the use of Hebrew as a living language.

Tzedakah Project - Shoes that Fit - provides new shoes and/or clothes to children in need so that they can attend school in comfort and with dignity. The organization does this by matching a sponsoring group, like Temple Shir Tikva, with schools that have children in need. The Kindergarten will be matched with a local school and will participate in the mitzvah of *Gemilut Hasadim*, Acts of Love and Kindness by purchasing shoes for children in need and by enabling them to attend school in dignity. www.shoesthatfit.org

Grade One

The goals of Grade One are similar to those of Kindergarten. Children are introduced to the Aleph Bet and additionally learn basic Jewish concepts such as: the synagogue and the people who work in the synagogue, mitzvot, holidays and blessings. A main focus of the class will be to learn about and experience Shabbat with the goal of enhancing their home ritual. Jewish Life Vocabulary is continued in Grade 1. Students review the letters of the Aleph Bet as well as the vocabulary introduced in Kindergarten. Additional vocabulary focused on Jewish holidays and basic Jewish concepts is learned with each letter. Basic blessings taught in Kindergarten are reviewed and added to throughout the Grade 1 year.

Students develop a Jewish life vocabulary and are introduced to Hebrew through a whole language experience. Students will learn the picture of Hebrew words as they learn every-day vocabulary. The goal of the whole language approach is to experience the Hebrew language in the same way children experience the English language, by becoming familiar with words, orally, visually and experientially. Students will learn greetings, very basic dialogue (how are you, what's your name, colors, the contents of a class, my family...) Basic blessings for Shabbat and holidays are taught through singing and recitation. Modern Hebrew is introduced through the students' environment. The use of Hebrew words to describe items in the classroom (ex. Chair = kee-say, כִּסֵּא) in the students' presence exposes them to the use of Hebrew as a living language.

Tzedakah Project – Israel Guide Dog Center for the Blind -- www.israelguidedog.org

The mission of the Israel Guide Dog Center for the Blind is to improve the quality of life of blind people by providing them with safe mobility, independence and self-confidence through the faithful assistance of guide dogs.

Grade Two

The curriculum of Grade Two shifts its emphasis slightly from holiday celebration to the study of Mitzvot between people. Children learn about and experience ethical *mitzvot* between people– *Bayn Adam L'Chavero*. Students will learn the definition of Mitzvah and apply mitzvot to everyday life. Specific Mitzvot that will be studied include: Tzedakah, Gemilut Chasadim, Bal Tashchit (concern for the environment), Kibud Av v'Aym (honoring parents), Tikkun Olam (repairing the world), Rodef Shalom (pursuing peace), Lashon HaRah (an evil tongue/gossip) and a variety of others. In addition, holiday practice and celebration will be reviewed throughout the year. Students begin their Hebrew reading journey. Students learn the sounds of each letter and vowel. They begin to be able to put letter-vowel sounds together in order to sound out simple syllables which ultimately lead to word pronunciation. Shabbat and Holiday blessings as well as the Jewish Life vocabulary are reviewed.

Students begin their Hebrew reading journey. Students learn the sounds of each letter and vowel. They begin to be able to put letter-vowel sounds together in order to sound out simple syllables which ultimately lead to word pronunciation. Shabbat and Holiday blessings as well as the Jewish Life vocabulary are reviewed. Modern Hebrew continues to be introduced through the students' environment. The use of Hebrew words to describe items in the classroom (ex. Chair=kee-say, כִּסֵּא) in the students' presence continues to expose them to the use of Hebrew as a living language.

Tzedakah Project - The Israel National Therapeutic Riding Association - (INTRA) is a non-profit organization committed to teaching equine skills and horseback riding to people with a wide variety of disabilities. They welcome anyone both from Israel and abroad who can benefit from horseback riding including mentally and physically challenged adults, children, survivors of terror attacks, injured soldiers, their families and friends. Students receive individualized, hands-on training from a team of dedicated and highly skilled staff. The Second Grade will participate in the mitzvot of *Ahavat Zion*, For the Love of Israel and *Tza'ar Ba'alay Chayim*, Being Kind to Animals by using its tzedakah collective to support those in need in Israel.

www.intra.org.il

Grade Three

Grade Three focuses on the stories in the Torah with the study of the books of Genesis and Exodus. Students will learn how to read the Torah text and understand how the Torah conveys its messages both through the story and the manner in which the stories are told. This will require students to begin to identify common patterns found in the Torah text. Through this discovery, students will understand the lessons of the Torah and will begin to develop their own personal understanding and meaning of Torah. In addition to studying the Torah text, third graders will learn about the Land of Israel: its geography, culture, weather, food, language, cities and history.

Students master the Hebrew alphabet and vowel system, sounding of syllables and Hebrew words during the first semester of class. From the second semester onward, students work to go from sounding to reading and mastery of reading proficiency by the end of the year. Students continue to develop a vocabulary of Jewish Life they began in Kindergarten, and study a variety of blessings and prayers.

The goals of the Grade Three Hebrew program are:

- to review students' recognition of the sound of letters, vowels, syllable sounding that they learned in Grade 2.
- to combine the sounds in order to read words. (decoding and sounding which lead to reading)
- to practice the skills of reading Hebrew.
- to build a Jewish Life Hebrew vocabulary.
- to build a modern Hebrew vocabulary by use of language and vocabulary in the classroom.
- to build a modern Hebrew vocabulary through the use of simple Hebrew stories.
- to master reading the following Hebrew prayers and blessings:
 - the three Hanukkah blessings
 - Shabbat blessings (candles, Kiddush, wine, Birkat Hamazon)
 - Passover Seder blessings (wine, candles, greens, matzah, four questions)
 - Hiney Mah Tov
 - Bar'chu
 - Sh'ma and V'ahavta
 - Mi Chamocho
 - Adonai S'fatai

Tzedakah Project - Birthday Angels –

http://www.birthday-angels.org/site/index.asp?depart_id=70698&lat=en

The Birthday Angels Birthday Party Project, a non-profit organization, has set a goal to provide every child in Israel with his or her own birthday party. In 2006-2007, over **3000** underprivileged children celebrated their birthdays thanks to the Birthday Angels volunteers AND to your donations.

In 2008 our goal is to help **5000** more children to celebrate their birthdays!

It's hard to believe that in our day and age, many children don't celebrate their birthday because of financial hardships (even in a modern country like Israel). Most of these underprivileged children don't even know what day their birthday is on!

It's amazing how little it takes to become a Birthday Angel yourself, and make a dream of a birthday come true for those kids who've never even allowed themselves to dream of such an event.

Grade Four

Grade Four continues with a focus on stories in the Torah in books of Genesis and Exodus. Students will continue to develop their skills and deepen their understanding in how to navigate the intricacies of reading the text of the Torah. Additionally, fourth grade students will learn about the Jewish lifecycle by taking a year-long journey through the most significant milestones in a Jewish life, including Brit Milah and Brit Bat, Baby Naming, Consecration, Bar and Bat Mitzvah, Confirmation, the Marriage Ceremony, the Funeral and Rituals of Mourning.

Students study the liturgy of Erev Shabbat (Friday night), focusing on the core themes of the prayers and key vocabulary in order to better understand the meaning and significance of each prayer as well as the purpose of the prayer. Students continue to review the Jewish life and modern Hebrew vocabulary they have been studying over the years.

The goals of the Grade 4 Hebrew program are:

- to review their knowledge of the alphabet and grammar learned in Grade 3.
- to master reading the following Hebrew prayers and blessings:
 - Barchu, Ma'ariv and Yotzer
 - Ahavat Olam and Ahavah Rabbah
 - Shema and V'ahavta
 - Mi Chamocha
 - Ein Keloheyenu and L'cha Dodi
 - Shabbat Brachot: Hadlakat Nerot , Kiddush, Hamotzie/Hazan Et Hakol, Birkat Hamazon
- to analyze basic grammar principles: identify syllables, prefixes/suffixes, root letters, vowel rules, the definite article, masculine/feminine forms, singular/plural forms.
- to comprehend and explain the concept of each prayer and blessing (what it's about, why we say it)
- to identify and translate key words found in each of the prayers and blessings.
- to understand the meaning of the prayer or blessing through the use of stories.

Modern Hebrew

- to continue to build a Jewish Life Hebrew vocabulary.
- to continue to build a modern Hebrew vocabulary by use of language and vocabulary in the classroom.
- to build a modern Hebrew vocabulary through the use of simple Hebrew stories.
- to practice Hebrew reading skills by reading simple modern Hebrew stories.

Tzedakah Project - Dream Reading - was started by a young woman from Michigan when she was in fourth grade to help raise money to give to needy schools to put books in their libraries. Through supporting this program, the Fourth Grade will learn about and participate in the mitzvot of *Talmud Torah*, the Study of Torah and *Tikkun Olam*, Repairing the World. www.dreamreading.org

Grade Five

Students in Grade Five study the Book of Prophets, *N'vi-im*. Through the study of the Prophets students will extrapolate their learning from the text and apply it to their everyday lives to help them examine and correct the injustices that exist in our world today. In addition, students will participate in a specialized program of Israel study created by the Lokey International Academy of Jewish Studies, through the Leo Baeck Education Center in Haifa, Israel. Our fifth grade class will be paired with a fifth grade class in Israel. Both here and in Israel, classes will study a specifically designed course on Jewish identity, and its meaning for them as individuals. The course is divided into four units: Personal Identity; City/Local Identity; National/Country identity and Jewish Peoplehood Identity. Student work will be shared with our partner class in Israel and vice-versa, through snail-mail, email and a video conference.

Students review the liturgy of Erev Shabbat and add to that, the study of the first half of the liturgy for Shabbat morning, from Bar'chu through the conclusion of the Shabbat morning Amidah.

The goals of the Grade 5 Hebrew program are:

- to review their knowledge of the alphabet and grammar learned in Grade 4 year.
- to learn the sequence of the Shabbat evening and morning service, with particular attention paid to the prayers of the Amidah.
- to review the following prayers: Barchu, Ma-ariv Aravim and Yotzer, Ahavat Olam and Ahavah Rabbah, Shema and v'ahavtah, Ge-ulah (Mi Chamocho).
- to read the following prayers:
 - Hashkivenu
 - V'shamru
- All of the Amidah for weekdays and Shabbat, including Avot v'Imahot, Gevurot, Kedusha, Birkat Shalom.
 - Havdallah
 - Ein Keloheyenu and L'cha Dodi
- to comprehend and explain the concept of each prayer and blessing (what it's about, why we say it)
- to identify and translate key words found in each of the prayers and blessings.
- to understand the meaning of the prayer or blessing through the use of stories.

Modern Hebrew

- to continue to build a Jewish Life Hebrew vocabulary.
- to continue to build a modern Hebrew vocabulary by use of language and vocabulary in the classroom.
- to build a modern Hebrew vocabulary through the use of simple Hebrew stories.
- to practice Hebrew reading skills by reading simple modern Hebrew stories.

Tzedakah Project - Songs of Love - is an organization that creates one of a kind songs for sick children as a way of providing them with a source of inspiration, joy, and possibly even healing, The Fifth Grade will participate and learn about the mitzvah of *Bikkur Holim*, Visiting the Sick, by using its tzedakah collective to raise money for this fantastic organization. <http://www.sonsoflove.org/>

Grade 6 – Bar/Bat Mitzvah Awareness – Coming of Age

The Grade 6 program of study integrates the experiences of the classroom with the blossoming awareness that soon, the student (and his/her family) will celebrate becoming a Bar/Bat Mitzvah. There are 5 modules of Jewish study in the grade 6 program.

In the first module, students will focus on Jewish Identity – how they see themselves and their families as members of the Jewish community – and begin to define for themselves their personal understanding of what it means to be Jewish as they become a Bar/Bat Mitzvah.

The second area of focus is Theology. Students will study different types of God beliefs and have the opportunity to meet and study theology with Rabbi Gold. The goal of the theology module is for the students to begin to develop their own personal theology.

In the Torah module, students will have the opportunity to study a section of Torah and its corresponding commentaries. Students will practice writing their very first D'rash (commentary) in order to better understand how they can apply Torah to their own lives and better understand the idea of Torah study as a mitzvah.

In the Avodah module students will probe the ritual of the Torah service to find meaning and significance beyond the words of the prayers. Each student will attempt to find personal meaning in the idea that the Torah service is as if, he/she were standing at Mt. Sinai. Students will also have the opportunity to study ritual mitzvot both in their ancient context and modern interpretation. Mitzvot such as kippah, tallit, tzi-tzit and tefillin will be studied.

The fifth module, Gemilut Chasadim, provides students with the opportunity to study and engage in mitzvot that help to bring about Tikkun Olam.

Towards the end of the year around Yom HaShoah, (Holocaust Memorial Day, Thursday, May 1) students will spend 3 class sessions viewing and discussing the movie, The Devil's Arithmetic.

Building on their experience last year with their Sister class in Haifa, Israel, grade 6 students will continue to learn about Israel, through a parallel information exchange program with the students they corresponded with last year. Through joint projects, classroom lessons and videoconferences, sixth grade students will discover Israel with the help of Israeli children their own age. Using Israel's Declaration of Independence as a framework, students will study the history of the Jewish people's relationship with Israel and the founding of the state from biblical times to modern day. Students will participate in a Hebrew language program which will tie their Hebrew studies to their Israel studies.

The Jewish studies curriculum is closely connected to the Mitzvah Awareness workshops that families will take part in. Their course of study will provide students with the jumping off point, as they engage in the Mitzvah awareness project they will do for Bar/Bat Mitzvah.

Regarding their Hebrew Language studies, the goals of the Grade 6 year are:

- to review the basic vocabulary, grammar, prayers and blessings of previous years.
- to complete learning of the sequence of the prayer service. Prayers to be studied are:
 - Prayers and blessings which make up the Torah Service, including the opening of the Ark, taking the Torah out, Torah blessings, Haftarah blessings, returning the Torah to the ark
 - Ashrei
 - Kaddish
 - Birkat HaMazon
- to comprehend and explain the concept of each prayer and blessing (what it's about, why we say it)
- to identify and translate key words found in each of the prayers and blessings.

- to understand the meaning of the prayer or blessing through the use of stories.

Modern Hebrew

- to continue to build a Jewish Life Hebrew vocabulary.
- to continue to build a modern Hebrew vocabulary by use of language and vocabulary in the classroom.
- to build a modern Hebrew vocabulary through the use of simple Hebrew stories which are based on the Yachdav Israel curriculum.
- to practice Hebrew reading skills by reading simple modern Hebrew stories.

In the second semester, Cantor Schachner will teach Introduction to Trope during class on Sunday mornings.

Tzedakah Project - Project Bread's - mission is to alleviate, prevent, and ultimately end hunger in Massachusetts. Throughout the course of the year, the Sixth Grade will learn about the mitzvah of *Ma'akhil R'evim*, Feeding the Hungry, by participating in the Walk for Hunger on May 6th and by using the grade's tzedakah collective to support this cause. www.projectbread.org

Grade 6 Family Mitzvah Awareness Workshop Program

The Mitzvah Awareness Workshop program is an integrated family education component of the Grade 6 year. The Mitzvah Awareness Family programs will take place 4 times throughout the year. The subject matter of these programs will relate directly with the content of the Grade 6 program. These programs will take place on four Thursdays throughout the year from 6:00-8:00 p.m. The week that a Mitzvah Awareness program is scheduled, there are no grade 6 classes on Wednesday or Thursday afternoon. At least one parent should plan to attend each Mitzvah Awareness Workshop with their child. Please see the school calendar for dates. The topics of the Mitzvah Awareness Programs are:

Program 1 – Freedom and Responsibility – Why Be Jewish? – Defining Mitzvah.

Program 2 – Biblical sources of Mitzvot

Program 3 – Mitzvah Boutique

Program 4 – Putting Mitzvot into Action

Social Programming For Students In Kindergarten – Grade 6

Approximately every 6 weeks students in Grades 3-6 have the opportunity to get together in a social context. In addition: Grade 6 holds a Shabbaton at Eisner Camp (weekend), Grade 5 holds a Shul-In at TST (overnight), Grades 3 & 4 hold a pajama party from 6:00 -10:00 pm at TST.

Social programs for students and families in Kindergarten - Grade 2 are held three times a year.

Through these programs students can connect with each other in an informal, social environment in which they can be not only a community of learners, but a community of friends.

Dates for all programs are listed in the Temple's Program Book and in the Religious School calendar. Notices of upcoming events will be emailed to families and hard copies of fliers will be distributed in class. For more information, please speak with the Director of Elementary and Family Education.

Rosh Hodesh: It's a Girl Thing!

Rosh Hodesh: It's a Girl Thing! is a program based on the Jewish tradition of women's New Moon celebrations to build the self-esteem, Jewish identity, leadership skills, and friendship networks of adolescent girls. This program is for girls entering sixth and seventh grade and participation is

entirely optional. This year there will be two separate groups – one for girls in sixth grade and another group for girls in seventh grade. The monthly meetings will provide an empowering setting where girls can explore the social and cultural issues they encounter as they become adults – and derive their own authentic Jewish values in response to the challenges they face. The group will meet at the Temple from 4 - 6 p.m. one Sunday afternoon each month. Participation will be limited to the target group size, between 10 and 14 girls.

For more information, please contact Rachel Kest, Director of Elementary and Family Education, at familyed@shirtikva.org or call 508-358-9992 ext. 203.

Family Education

The Family Education program at Temple Shir Tikva is part of the curriculum of the Religious School program. All programs are grade specific and are taught in conjunction with what children are learning in class. Please refer the Religious School calendar for dates of your children's family education programs.

Goals of Family Education:

1. To increase parent involvement in their child's Jewish learning process through:
 - parent and child home study
 - increased parent and child interaction at Shir Tikva
 - parent-only learning sessions
2. To facilitate a sense of community among families, the Shir Tikva educational staff and clergy.
3. To provide parents with opportunities to reflect on their own Jewish identity.
4. To provide parents with a framework for Jewish parenting – for seeing the world through a “Jewish lens”.
5. To engage parent's Jewish learning needs.
6. To enable families to enhance their Jewish home rituals.

Curriculum Enrichment

Music

We all know the power of music. Music reinforces what we learn. It provides yet another learning strategy to our studies. Music conveys an emotion, an idea, a story or teaching in a way that is artistic and affective so that not only our minds are influenced by what we study, but our hearts and souls as well.

Our students have the opportunity to extend their Jewish learning through music. Our music teacher meets weekly on a regular schedule (Sundays) with each grade, teaching songs in Hebrew and English that correlate to the holidays we are celebrating and the curriculum we are studying.

In the second semester of the year, beginning in January, the Grade 6 class has Trope class with the Cantor, instead of music class. Should the Cantor be unavailable to teach trope on a given Sunday, the Grade 6 classes will have music.

Tefillah

In grades 3-6, we come together in the sanctuary or Beit Midrash for a weekly half hour of community and *Tefillah* (prayer). Our *Tefillah* experience provides the students and faculty of our school a time to put into practice the prayers and blessings they study in class, to experiment with the concept of prayer in a variety of ways, to practice the chanting and singing of prayer melodies and songs.

The Director of Congregational Learning leads Grade 5/6 *Tefillah* while the Cantor leads Grade 3/4 *Tefillah*. Every Wednesday and Thursday at 3:45 p.m., Grades 5 and 6 go directly to the sanctuary and Grades 3 and 4 go to the Beit Midrash. *Tefillah* concludes at 4:15 p.m. when students and teachers return to class.

Creative Arts

In conjunction with the Jewish Community Centers traveling arts program, each grade will participate in a unique arts project created specifically for that grade. Creative Judaica Workshops, Innovative Arts Programming for the Community provides quality Judaic fine arts programming based on the holidays and other Judaic themes. Combining Jewish history and culture with hands-on art studio experience, Creative Judaica gives students a unique program that compliments their studies.

YOUTH COMMUNITY (GRADE 7 - 12)

Every member of Temple Shir Tikva in Grades 7-12 is **automatically** a member of our Youth Community.

Some components of the program require advance registration, but we make every effort to have an open door policy throughout the year. We invite you to explore all the opportunities available to you. Come and join in!

Wednesday Nights at TST

Whether we are learning about Israel through an arts seminar, grappling with issues around Jewish history, laughing with Urban Improv, involving ourselves in an AIDS awareness program, working with the elderly and Jewish war veterans, or approaching issues of hunger and homelessness -- our Wednesday night program offers interesting and challenging topics for everyone. We are excited about building on our current format, a renewed curriculum, and some new, excellent program opportunities for the coming year.

Communal Dinner (6:00 – 6:30 pm)

Every Wednesday our program begins by eating dinner together. **Every** 7th-12th grader is invited to join us for a casual dining experience with a rotating menu of pizza, Chinese, and pasta, (although we are always open to suggestions).

Innovative Learning (6:30 – 8:00 pm)

After dinner, we turn towards study. Our program is designed to include a variety of learning styles and formats. Our goal is to provide a substantive program that truly integrates formal and informal teaching styles. On any given Wednesday, students are either in class by grade, or are participating in a larger-scale program that incorporates several grades.

General Overview of Grade Specific Learning

Grade 7 — How Mitzvot Affect Our Identity. We build on the 6th grade mitzvah awareness curriculum and bring the discussion a step further. How does our knowledge and understanding of commandments instruct who we are?

Grades 7 & 8 Overnight at Thompson's Island – Shortly after the year begins we travel to Thompson's Island for an overnight team building retreat on Saturday, October 25 – Sunday, October 26, 2008. Lead by Adam, Deena, and Youth Community teachers, the retreat seeks to build social relationships among students of grades 7 and 8 through Jewish experiences and team building exercises at the Island's ropes course center.

Grades 8 & 9 — The first part of the year for the 8th & 9th grade is core grade level courses. In the second half of the year 8th and 9th grade students choose their elective studies from a varied option of course offerings such as, Making Jewish Choices, Comparative Religions, Jewish literature and others.

Grade 8 - the core course of study is “**Understanding Israel by Understanding History.**” Students study the history of Israel from the factors and historical moments which precipitated the development of Israel as a country through to the current day.

Grade 9 - the core course is “**Responses to the Holocaust.**” Students will choose to study one of

three aspects of the Holocaust Studies course. The course explores the factors which lead to the Holocaust and the significance of the statement “Never Again” as a watchword for the present and future of humanity and the people who remind us of the true meaning – Never Again.

Grade 9 Trip to New York City - This will be the second year in which we take our 9th grade students on a trip to New York City, designed specifically for them. The trip will focus on the Jewish history and heritage of New York. Our trip is scheduled for Friday, November 30 through Saturday, December 1. See the education Start of Year Mailing for the application materials.

Grade 10 — Confirmation is a special year of study with the Rabbis and Director of Congregational Learning. The Highlight of the Confirmation year is the trip to the Religious Action Center for its L’taken Seminar in Washington DC. This intensive four-day study focuses on Jewish values and social justice. Every year more than 100 congregations from across the country bring their high school students to participate in this exciting event. This unique Washington opportunity enables students to hear from experts both inside and outside the Jewish community on several different issue areas in a variety of interactive formats.

At the end of the year, students Jewish identities are “confirmed” in a special Confirmation service which will take place around Shavuot.

Grades 11 & 12 — Courses of Study. We offer a year-long course of study on a variety of topics. The faculty of our 11th&12th grade program are the Rabbis, Cantor and educators of Shir Tikva. Rabbi Litcofsky will begin the course year with a module on “Ethics of the Internet.” Deena Bloomstone will teach “My Body, My Self.” Rachel Kest will teach “Prepping for College.” Rabbi Gold will facilitate the students’ involvement in our annual Interfaith seminar, this year focused on “The Sacred Texts of Our People.” Adam will teach “Social Justice: From Words to Action” in preparation for the trip to Habitat for Humanity in South Carolina. Cantor Schachner will teach, “Judaism and the Supernatural”. The year of study will culminate with Rabbi Gold.

Grades 11 & 12 — Social Justice in Our World Trip to. Centered on a week-long Habitat for Humanity volunteer experience in South Carolina over February break, our class will explore issues of world community, civil rights, equality, and our responsibility to act.

Study Hebrew on Sunday Mornings

Youth Community, in partnership with the Adult Learning Committee, now offers a Modern Hebrew Language class on Sunday mornings from 11:00 am – 1:00 pm. Please see the advertisement in the program book for further details and information on how you can take advantage of this class.

Tikkun Olam

Participate in some of our one-day opportunities run by the teen leaders of our Youth Community:

Tzedakah projects (Walk for Hunger, bagel drives, fundraising basketball tournament, etc.)
Service projects (working with food banks and soup kitchens, community work for the elderly, and more)

Join us for ongoing Tikkun Olam projects:

We partner with an elementary school in the area, bringing our 9th—12th grade teens to some of the school’s first and second graders to help promote literacy. The tutoring program is part of a larger initiative through TELEM and the JCRC.

Shir Tikva will be taking part in a new Boston initiative for 7th and 8th grade students called “Heart Action”. The program connects our students with an assisted living facility in the area, and

involves learning as well as service.

Commit to a series of visits to the Greater Boston Food Bank as we sort and package food donations.

Trips and Events

Grade 7 and 8

Throughout the year, a variety of both local and regional programs are available to the 7th and 8th graders.

We begin the year with an overnight team building retreat at Thompson's Island October 25 - 26, 2008. Lead by Adam and Deena, the retreat seeks to build social relationships among students of grades 7 and 8 through Jewish experiences and team building exercises at the Island's ropes course center.

In February, there is a regional overnight at temple Ohabei Shalom in Brookline.

Join us for the middle school division of our annual 3-on-3 charity basketball tournament in the spring. Other local events include seeing a show in Boston, going to a professional sports event, watching movies, snow tubing, indoor rock climbing, or something new!

Grades 9 through 12

In grades 9 - 12 we welcome participation in STIFTY (our senior youth group). We have a board of outstanding youth leaders who oversee and coordinate the various activities for the high school grades.

Take part in social action, both long-running programs and individual projects.

Participate in local social activities that have included ice skating on the Boston Common, disco bowling, pool tournaments, charity basketball events, and much more.

Engage in ongoing leadership training.

Attend a variety of regional events including dances, shul-ins, conclavettes, week-long retreats, and board training weekends.

Student Teaching

Our student teacher program offers invaluable aid to our lower grade classes. In addition to the aid in the classroom, this program provides a unique and powerful learning opportunity for our teens.

Choose from Sunday or weekday class options.

Take part in our full orientation and continued learning opportunities.

Be a positive Jewish role model for younger students.

Deepen your awareness of the significance of Jewish education and community in your own lives and in the lives of the students.

Student teacher rates start at \$5.00 an hour for your first year.