

Religious School
Curriculum and Youth
Community Program
Description

5771

2010-2011

Temple Shir Tikva Religious School and Youth Community Times and Days

Sundays

9:00-11:00 a.m. – Kindergarten through Grade 6

11:00-12:30 p.m. – Kef Lanu Chuggim

Wednesdays

3:45-5:45 p.m. – Grades 3 through 6

6:00-6:30 p.m. – Youth Community Dinner

6:30-8:00 pm – Classes

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

Religious School 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.

Tefillah Goals and Objectives

The Tefillah Initiative is an experimental Tefillah study program based on the prayer and liturgy of Shir Tikva. It is a comprehensive, holistic approach to Tefillah which integrates Wednesday Tefillah, Simchat Shabbat, Shabbat morning and classroom study with one another. Each aspect is related to the others through education and experience. All aspects of Tefillah are connected in a continuum or spiral. Skill sets are built from the ground up, consistent with how Temple Shir Tikva prays as a community in various settings. The overarching goals are for the spiritual and religious life of the Religious School to be in concert with that of the larger Shir Tikva community and to prepare our students to be Jews for life.

Comprehensive means: All of our resources at our disposal are being utilized to capacity. This means that teachers, tutors, Rabbis, Cantor, educators, parents, music, materials, space and time are all integrated to accomplish this vision.

Holistic means: It is Shir Tikva’s “brand” of prayer, our latent content and *minhag hamakom* is consistent for all prayer experiences.

As a partner in this experimental initiative we want Religious School Parents to:

1. Engage in Jewish ritual with their children at home and at Shir Tikva.
2. Attend Tefillah with their children.
3. Internalize Rabbi Gold’s message that how we celebrate reflects our values.
4. Participate in Adult Education.
5. Connect to the Shir Tikva community and especially to other parents.
6. Understand one’s own Jewish identity and how it relates to their children and family.
7. Feel respected, welcomed and informed.

As a partner in this experimental initiative Shir Tikva will:

1. Check in throughout the year with parents asking questions such as how do G-d and Tefillah play a role in their own lives? The purpose of this is to help us to be more effective in accomplishing our goals and in identifying and cultivating leaders who will help us improve the Jewish education Shir Tikva offers.

2. Create materials and identify resources that will help parents, students and teachers effectively accomplish the goals and objectives of the Tefillah program. Such resources will eventually include: creating a link on the Shir Tikva website to trope instruction, providing every family with books and literature on Jewish themes and practice, creating in-house grade by grade student Tefillah workbooks that will be tailored to the goals of each grade in our program, providing Hebrew language/reading assistance to parents in order to empower them to help their children.
3. Train teachers to be able to teach Tefillah effectively, providing them with resources, including access to technology, cds of the prayers, visual materials for home and class, access to the educators and clergy.
4. Check in with teachers at least two times a semester and during their end of the year interview.
5. Assess student progress in their study of Tefillah.
6. Revise and update the program, curriculum and materials as dictated by the outcomes of assessment.

Each Grade's Tefillah Curriculum is Based On The Following Building Blocks:

1. Holiday Study
2. Jewish Studies
3. Hebrew
4. Music
5. Tzedakah
6. Tefillah - The Tefillah components chosen for each grade were selected based on the compatibility of the existing Judaic Studies components of each grade's curriculum.
 - Brachot
 - Kabbalat Shabbat
 - Psukei D'zimra/Birchot HaShachar
 - Shma and her blessings
 - Amida
 - Torah Service
 - Concluding Prayers
 - G-d
 - Service participation
 - Trope

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 represent for the duration of the year. By engaging in hands-on projects and studying the mitzvot which each organization represents, our students learn about the mission and goals of their assigned organization and the importance of participating in the mitzvah of giving tzedakah.

The overarching goals of the program are to:

- Provide students with an opportunity to engage in the mitzvah of giving tzedekah 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.

The overall set of mitzvot studied in every grade that are connected to the Tzedakah Initiative are:

Tzedakah, *Doing Righteous Acts*

Every human being, as a person created in God's image, is entitled to have his or her basic needs met. If one cannot meet those needs, then it is the community's responsibility to help out. A person who has been blessed by God with more than enough to meet one's own needs is obligated to share that blessing with others.

Tikkun Olam, Repairing the World

Mitzvah goreret mitzvah; averah goreret averah": A mitzvah leads to another mitzvah; one transgression leads to another transgression (Pirke Avot 4:2)

Rabbi Tarfon taught: It is not your duty to complete the work, but neither are you free to desist from it." Pirke Avot 4:2)

Tzedek, Tzedek, Tirdof. . . justice, justice shall you pursue. . (Deuteronomy 16:20)

G'milut Hasadim, Acts of Love and Kindness

Jewish tradition singles out six particular acts as gemilut hasadim: providing clothes for the naked, visiting the sick, comforting mourners, accompanying the dead to the grave, providing for brides, and offering hospitality to strangers.(Sotah 14a, Eruvin 18a, Shabbat 127a-b). These deeds considered especially holy because, according to rabbinic legend God performed them for human beings. In the Midrash, God attended Eve at her wedding to Adam, comforted Isaac as mourned for his father, and buried Moses. (Sotah 14a)

Tzedek, Tzedek, Tirdof. . . justice, justice shall you pursue. . (Deuteronomy 16:20)

How the Tzedakah Initiative 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 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.
 - At the end of the year, classes conduct a Tzedakah fair for the entire congregation. Classes create educational booths about their organization so that people can learn about the organization and contribute Tzedakah.

Curriculum 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

Tefillah and G-d: Students will be able to recite the following Brachot (blessings) and understand the meaning of each bracha (blessing) in a developmentally appropriate manner:

- Hamotzi
- Borei pre hagagen
- She ha kol ni-h'yeh bid-va-ro
- Shehecheyanu
- The 2 Chanukah brachot

Students will be able to recite the Shema and Baruch Shem Kvod. They will understand the basic meaning of the prayer, in a developmentally appropriate manner and know that the Shema is contained in mezuzot and it is the prayer that is said before going to bed at night. Students will engage in making Shema bedtime pillowcases and will use the study of this prayer as a gateway to discuss and learn about G-d.

Service Participation: Students will participate in 2 designated Shabbatot Yeladim (children's Shabbat morning services) during the year and will lead the community in the Shema prayer.

Holiday Study: Students will learn about the mitzvot and activities associated with all of the major Jewish holidays, with a particular focus on Shabbat and Chanukah. Through classroom learning and projects, student will be able to participate in Jewish home rituals with their parents.

Jewish Studies: Students will recognize each of the following Jewish ritual objects – know its use and where it “lives” in the synagogue:

- Torah
- Mezuzah
- Ner Tamid
- Aron
- Menorah

Hebrew: Students will recognize the Hebrew alphabet in print (as different from English) and be able to sing Debbie Friedman's Aleph Bet song.

Music: Students will learn the following songs: Hinei Mah Tov (different melodies) and Hallelu (from Kabbalat Shabbat) in addition to other repertoire.

Tzedakah: Kindergarten will support Project Linus, <http://www.projectlinus.org/>, which is a non-profit organization with a two-fold mission. First, it is their mission to provide love, a sense of security, warmth and comfort to children who are seriously ill, traumatized, or otherwise in need through the gifts of new, handmade blankets and afghans, lovingly created by volunteer “blanketeers.” Second, it is their mission to provide a rewarding and fun service opportunity for interested individuals and groups in local communities, for the benefit of children.

Mitzvot: Students study these additional Mitzvot associated with the work of this organization:

Bikkur Holim, Visiting the Sick

The purpose for doing so is to alleviate suffering, evident from the rabbinic adage that the visitor relieves the ill person of one sixtieth of his suffering (Leviticus Rabba 34).

Bikkur holim is an obligation of all members of a community. Rather than relying on our own personal network of people who will “take care of their own,” it is time to reestablish the va'ad (committee) bikkur holim. It demonstrates that Judaism is not just for paid professionals and that the community, as a community, takes care of its members. One who visits the sick causes them to live (Talmud Nedarim 40A)

Texts for Kindergarten:

- Building Jewish Life: Beginning Series
- Building Jewish Life: Beginning Alef to Tav Activity Book
- Choveret Tefillah – The Tefillah Workbook

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 is to learn about and experience Shabbat with the goal of enhancing their home ritual.

Tefillah, G-d and Holiday Study: Students will learn about the mitzvot and activities associated with all of the major Jewish holidays, with a particular focus on Shabbat and Passover. Through classroom learning and projects, student will be able to participate in Jewish home rituals with their parents.

- a. **Shabbat:** Students will learn about and experience Shabbat with the goal of enhancing their Friday night home ritual. The study of Shabbat and Friday night rituals will be a gateway for students to discuss and learn about G-d. Students will be able to recite the following brachot, know their order and understand the meaning of each bracha, in a developmentally appropriate manner:
 - Candles
 - Kiddish (borer prei hagafen)
 - Hamotzi
 - Family blessings
- b. **Passover:** Students will examine the Haggadah in an age appropriate manner, with the goal of enhancing families' home ritual experience. Students will be able to:
 - Recite the 4 questions
 - Know the difference between motzi and matza
 - Identify and know the meaning of the different seder symbols
 - Recite the order of the seder

Service Participation:

- a. During Consecration (Friday evening), students will lead the community in the Barchu and Shema from the Bima. Additionally, students will actively participate in leading the communal Kiddish and Motzi at the end of the service.
- b. Students will participate in 1 designated Shabbat morning Family Service and will lead the community in Mah Tovv, Barchu and Shema.

Hebrew: Students will recognize each Hebrew letter, know its sound and be able to write the Hebrew alphabet.

Music: Through music students will learn the following songs: Review Hallelu (Kabbalat Shabbat), Learn Mizmor Shir(Kabbalat Shabbat), Mah Tovv (Psukei D'zimra/Birchot HaShachar), Additional repertoire

Tzedakah: Grade 1 supports the Israel Guide Dog Center for the Blind, www.israelguidedog.org, which helps blind people in Israel achieve independence and mobility through the use of guide dogs.

Mitzvot: Students study the following additional Mitzvot associated with the work of this organization:

Ahavat Tziyon, For the Love of Israel.

The Jewish People...forced to leave their ancient country, has never abandoned, never forsaken, the Holy Land: the Jewish People has never ceased to be passionate about Zion. It has always lived in a dialogue with the Holy Land. (Rabbi Abraham Joshua Heschel)

Rejoice with Jerusalem and be glad for her (Isaiah 66:10)

Tza'ar Ba'alay Chayim, Being Kind to Animals

The righteous are concerned for the life of the beasts. (Proverbs 12:10)

The Talmud reminds us that “the sign of a tzaddik (a person who is just and righteous) is concern for the welfare of animals” (It's a Mitzvah by Bradley Shavit Artson p.205)

Lo Titayn Michsol, Not Placing a Stumbling Block

Before the Blind

You shall not curse the deaf nor place a stumbling block before the blind. You shall fear your God. I am the Lord. (Leviticus 19:14)

Texts:

- Let's Discover Shabbat
- Let's Discover The Holidays
- Let's Discover the Aleph Bet
- Grade One Choveret Tefillah (Tefillah Workbook)

Grade Two

The curriculum of Grade Two expands 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.

Tefillah and G-d: Students will learn that Jewish tradition teaches us to say 100 blessings a day. The study of brachot and miracles will be a gateway for students to discuss and learn about G-d. In addition to learning the following brachot (see below), Cantor Schachner will work with students on developing creative prayers. This will also serve as a preparation for Tefillah in Grade 3.

- Lashev B'Sukkah
- Netilat Lulav
- Prayers associated with Tu B'Shevat: Borei Prei Hagafen, Borei Prei Haetz, Borei Prei Hadama, Borei Minei Bsamim

Service Participation: Grade 2 students will participate in 2 designated Shabbat morning services during the course of the year. They will be able to recite and lead the community in the following prayers in both Hebrew and English:

- Nisim B'chol Yom (Psukei D'zimra/Birchot HaShachar)
- Eilu Dvarim (Psukei D'zimra/Birchot HaShachar)
- Laasok Bdivrei Torah (Psukei D'zimra/Birchot HaShachar)

****** Grade 2 students are not expected to be able to read in Hebrew Eilu Dvarim and Nisim B'chol Yom. During the Shabbat morning service the students will participate, they will lead the Hebrew prayer (if they are able) and the English. It is most important that students understand the prayers and the connection that these two prayers have to the overall 2nd grade curriculum.*****

Holiday Study: The Grade 2 holiday focus is on Tu B'Shevat. However, students will review and be competent with the following, recitation of the 4 questions, all brachot associated with the Passover seder.

Jewish Studies:

- Children will learn about and experience ethical *mitzvot* between people– *Bayn Adam L'Chavero*. The mitzvah curriculum is connected directly with new Tefillah components.

The following topics will be covered:

- | | |
|-----------------------|-----------------------------|
| i. What is a mitzvah? | viii. Bal Taschit |
| ii. Tzedakah | ix. Aruch ha-shulchan |
| iii. Gemilut Hasadim | x. Kibud Zekanyanim |
| iv. Tikkun Olam | xi. Bikkur Holim |
| v. Rodef Shalom | xii. Hachnassat Orchim |
| vi. Derekh Eretz | xiii. Tza'ar Ba'alay Chayim |
| vii. Lashon Hara | xiv. Talmud Torah |

Hebrew: By the end of the year students will be able to decode Hebrew letters, vowels and begin to blend together letter and vowel combinations.

Music: Through music students will learn the following songs: Review music learned in past years (Hallelu, Mizmor Shir, -Kabbalat Shabbat & Mah Tovv Psukei D'zimra/Birchot HaShachar), Learn Romemu (Kabbalat Shabbat), Additional repertoire

Tzedakah: Grade 2 will support INTRA – Israel National Therapeutic Riding Association, www.intra.org.il, a non-profit organization committed to teaching equine skills and horseback riding to people with a wide variety of disabilities. The center is located in an idyllic setting on the Mediterranean coastline in the village of Neurim, North of Tel Aviv.

Mitzvot: Students study the following additional Mitzvot associated with the work of this organization:

Ahavat Tziyon, For the Love of Israel.

The Jewish People...forced to leave their ancient country, has never abandoned, never forsaken, the Holy Land: the Jewish People has never ceased to be passionate about Zion. It has always lived in a dialogue with the Holy Land.

(Rabbi Abraham Joshua Heschel)

Rejoice with Jerusalem and be glad for her (Isaiah 66:10)

Tza'ar Ba'alay Chayim, Being Kind to Animals

The righteous are concerned for the life of the beasts. (Proverbs 12:10)

The Talmud reminds us that “the sign of a tzaddik (a person who is just and righteous) is concern for the welfare of animals” (It's a Mitzvah by Bradley Shavit Artson p.205)

Lo Titayn Michsol, Not Placing a Stumbling Block Before the Blind

You shall not curse the deaf nor place a stumbling block before the blind. You shall fear your God. I am the Lord. (Leviticus 19:14)

Texts:

- Building Jewish Life Mitzvot Booklets
- Jewish Values from Alef to Tav Book
- Journeys Through the Alef-Bet: A Hebrew Pre-Primer
- Hebrew Flash cards
- Grade Two Choveret Tefillah (Tefillah Workbook)

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.

Tefillah and G-d: The focus of this unit is the Shema and her blessings.

Grade 3 students will gain competency in prayer by leading the Shema and her blessings during Wednesday afternoon Tefillah. The specific tefillot are:

- Barchu
- Yotzer Or
- Ahavat Raba
- Shema
- V'ahavta
- Michamocho

Studying the Shema and her blessings will be a gateway for students to discuss and learn about G-d. Cantor Schachner will work with students on writing creative prayers which will help them explore their relationship with G-d in addition to demonstrating understanding between keva and kavannah.

Service Participation: Grade 3 students will participate in 2 designated Shabbat morning services during the course of the year.

At Siyum Hasefer where they will lead the community in the tefillot listed above.

Grade 3 students will learn Beit Knesset etiquette. They will understand the meaning of the prayers and be able to do the choreography of the prayers they are learning.

By the end of the school year, each Grade 3 student will be able to stay on track within each prayer during an entire service.

Judaic Studies

Torah: the Book of Breishit: Grade 3 students focus on the stories in the book of Genesis – beginning with Creation and ending with Hayyei Sarah (Rebecca and Isaac meeting).

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.

Israel: Grade 3 students learn about the Land of Israel: its geography, culture, weather, food, language, cities and history.

Hebrew: Students will review what was taught in Grade 2 (decoding Hebrew letters, vowels and blending together of letter and vowel combinations).

Students will master the Hebrew alphabet and vowel system.

Students will continue to practice decoding by developing competency in the prayers listed above.

Students master the skill of sounding out the letters and vowels in combination of syllables and Hebrew words during the first semester of class.

From the second semester onward,

students practice sounding-decoding-reading in order to become proficient by the end of the year.

Music: Through music students will learn the following songs:

Review music learned in past years (Hallelu, Mizmor Shir,-Kabbalat Shabbat & Mah Tovu Psukei D'zimra/Birchot HaShachar)

Michamocha

Learn Elohei Neshama (Psukei D'zimra/Birchot HaShachar)

Hatikvah

Additional repertoire

Tzedakah: Grade 3 supports Birthday Angels – an organization that is based in Israel which supplies/creates birthday parties for underprivileged children in Israel.

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

Mitzvot: Students study the following additional Mitzvot associated with the work of this organization:

Ahavat Tziyon, *For the Love of Israel.*

The Jewish People...forced to leave their ancient country, has never abandoned, never forsaken, the Holy Land: the Jewish People has never ceased to be passionate about Zion. It has always lived in a dialogue with the Holy Land.

(Rabbi Abraham Joshua Heschel)

Rejoice with Jerusalem and be glad for her (Isaiah 66:10)

Texts:

- Being Torah
- Being Torah Student Commentary
- The Great Israel Scavenger Hunt
- The Alef-Bet of Blessing
- Grade 3 Choveret Tefillah (Tefillah Workbook)

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.

Tefillah and G-d: Grade 4 students will gain competency in prayer through the study of the following tefillot: Torah Blessings (the rationale for including this is that students are studying stories from Genesis and Exodus)

- Barchu
- Yotzer Or, Ma'ariv Aravim
- Ahavat Raba
- Shema
- V'ahavta
- Hashkiveynu
- Michamocha
- Kaddish (the rationale for including this is that it connects to the lifecycle study and their field trip to the cemetery)

Through their study of L'cha Dodi and Kabbalat Shabbat, Grade 4 students will discuss G-d's presence in their lives.

Grade 4 students will be able to understand and lead Havdallah. (This connects to the new 4th grade family group that has formed who are working with Rabbi Litcofsky on programs for next year). Grade 4 students will be proficient in at least 4 families of Trope. This will be taught by Cantor Schachner.

Service Participation:

Grade 4 students will participate in 2 designated Shabbat morning services during the course of the year. In addition to prayers which they would have mastered in Grade 3, they will be able to recite and lead the community in the following brachot:

- Torah Blessings (the rationale for including this is that students are studying stories from Genesis and Exodus)
- Kaddish (the rationale for including this is that it connects to the lifecycle study and their field trip to the cemetery)

Grade 4 students additionally will gain competency in prayer leading by leading the following brachot on Wednesday afternoon Tefillah: Maariv Aravim and Hashkeveinu.

Holiday Study: The art project for Grade 4 is paper mache Purim masks. Grade 4 students will learn about the Purim story and the rituals/mitzvot of the holiday. Additionally, they will take an active role in leading the TST community in its Purim celebration.

Judaic Studies:

Grade 4 students continue to focus on the stories in the book of Genesis. They will review the Genesis stories which they learned in Grade 3 and beginning new learning Toldot (the birth of Jacob and Esau) – through the Joseph stories and ending with the birth of Moses and stories related to his early life.

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.

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.

Hebrew:

Students will review what was taught in Grade 3 (decoding Hebrew letters, vowels and blending together of letter and vowel combinations).

Students will use the prayers listed above to practice and master decoding of Hebrew.

Music: Through music students will review the following songs and prayers:

- Review psalms and music of Kabbalat Shabbat
- Havdallah
- Purim specific songs

Additional repertoire.

Tzedakah: Grade 4 supports the McRoberts Elementary School in McRoberts, Kentucky which is sponsored by The **Good People Fund** which supports this school through monetary donations and by donating books to this school to support childhood literacy. <http://www.goodpeoplefund.org/>

Some Specific Information about McRoberts, Kentucky and the McRoberts Elementary School taken from the *Tzedakah Diaries* on the Good People Fund Website

November 18, 2009

A Real Sense of Community

Last week we returned from a three day trip to the tiny town of McRoberts, Kentucky, located in what is commonly referred to as Appalachia. McRoberts has a population of about 800 people, drastically reduced from the thousands who once populated this former coal mining community which thrived until the 1950's when coal production started to diminish.

McRoberts is rural America. "Downtown" has no traffic lights, only a handful of functioning storefronts, no banks, no movie theater, a small general store. Unemployment figures in the town are above the national average and the average per capita income stands at about \$23,500, well below the state average of about \$40,000. More than 55% of the population has less than a high school education and many families have little or no means of transportation.

As we traveled to McRoberts it was obvious that many factors helped to explain the region's unique problems. Driving west from Charlestown, West Virginia you get the sense that you are entering a physically beautiful region but most definitely one that is extraordinarily remote. It was as if we were driving into a cocoon with mountains towering over us on both sides. Town after small town came into view but concentrated commerce was almost non-existent. Sporadically, fast food restaurants and a Wal-Mart or K-Mart were the main attractions. With little difficulty one could see the effects of mountain top removal mining and when we spoke with residents there was much more that we learned about the devastating impact of coal mining in southeast Kentucky.

The purpose of our trip was to visit McRoberts Elementary School and deliver a 53' trailer of new merchandise; all donated by our friend Ranya Kelly and her Redistribution Center in Denver. McRoberts Elementary School is led by Ms. Kristie Collett and almost every child in the school comes from a lower socio-economic background. Ms Collett and her staff have worked hard, with sparse resources to produce a school that is both warm and welcoming. It is obvious that she and her staff care about the students (a few more than 70 now enrolled) as well as the building itself. Despite the age of the school, its leaking roof and very well-used furniture, the halls are welcoming, filled with bright colors and positive messages directed to the students.

Over the course of the two days it took to unload this huge trailer, sort the thousands of items it held, and then distribute them to the school families and elders in the community it quickly became apparent that there was something unique and positive about this little town. Despite its many problems and serious lack of resources, McRoberts' residents have developed a true sense of community. Members of the Community Center, who joined in as volunteers, proudly shared the successes they had achieved in finding grant money to build a community center, a playground, a new walking track and so much more. There was a spirit here that perhaps is common in very small towns...we don't know? Whatever its origins, we were so happy to offer what we could and look forward to the many other ways we will assist the school and the town as they struggle to provide for the community.

Shortly after we returned home, we received the following email from Ms. Collett.

First of all, thank you so much for blessing our small community. I have had such positive feedback from the event. Everyone really appreciated the items and was amazed at the quality of such items...

We are already thinking about a return to McRoberts. What can we do next?

Calculating Mitzvahs...

4/21/10

"The calculators are here. The teachers are very excited. They couldn't wait to get them. They are very appreciative! They were needed and will definitely be well used. Thank you so much. "

We continue to do very special work with the families and schools in McRoberts, Kentucky. (Described in this Diary on November 18, 2009) Situated in the Appalachians, McRoberts is a tiny, proud rural community that struggles to educate its youth and improve the lives of its citizens. Over the past year we have interacted with the schools in many different ways - providing individual early reader books for each child in kindergarten, field trips, school supplies and more.

The school staff is dedicated and constantly seeking ways to provide students with the right learning tools. When we learned that math students in the middle school did not have the proper calculators, we agreed to help and immediately ordered a set for one of the classes.

Judging by the picture, it looks as if the Good People Fund's investment was a wise one and the calculators are being put to good use!

Budding Artists

5/10/10

..We had the best time. They loved the museum and the art projects they got to do...We also toured the museum, visit the studio and spoke with an artist.

Before we left all the kids were using the words...awesome, fantastic, and cool. Those are 3 words that are hard to come by when you are working with kids. They loved the experience. Parents have contacted me over the weekend and at school to tell me when their kids got home all they wanted to do was paint, color, and draw. Thank you for opening up a door for these kids. You have given them a new opportunity and a way to express themselves. Thank you for all you do for our students...

This was an excerpt from an e-mail I received this morning from one of the staff at the McRoberts School in McRoberts, Kentucky. As part of our ongoing work with this tiny school tucked away in the

mountains of Appalachia, we agreed to provide funds for some field trips to museums and other venues which the kids might otherwise never see.

Mitzvot: Students study the following additional Mitzvot associated with the work of this organization:

Talmud Torah, Studying Torah

You shall teach them diligently to your children (Deuteronomy 6:7)

The world stand on three things: on Torah, worship, and loving deeds of kindness (Pirke Avot 1:2)

Do not say "When I have some free time, I'll study." You may never have that leisure. (Pirke Avot 2:5)

"A book is the most delightful companion... An inanimate thing yet it talks... There is in the world no friend more faithful and attentive, no teacher more proficient... It will join you in solitude, accompany you in exile, serve as a candle in the dark, and entertain you in your loneliness..."

(Moses ibn Ezra)

Texts:

- Being Torah
- Being Torah Student Commentary
- The Circle of Jewish Life
- Grade 4 Choveret Tefillah (Tefillah Workbook)

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.

Tefillah and G-d:

In addition to prayers which they would have mastered in Grade 4, students will study, be able to recite and lead the following prayers:

- Ashrei
- Amidah
- Haftarah Blessings (the rationale for including this is that students study the Prophets in Grade 5)
- Vshamru (as part of Kiddish)

Grade 5 students will be proficient in an additional 4 families of Trope. This will be taught by Cantor Schachner.

Service Participation:

Grade 5 students will participate in 2 designated Shabbat morning services during the course of the year.

Grade 5 students additionally will gain competency in prayer leading by leading the following prayer at Wednesday afternoon Tefillah: the entire Amidah

Hebrew:

Students will review what was taught in Grade 4 (decoding Hebrew letters, vowels and blending together of letter and vowel combinations).

Students will use the prayers listed above to practice and master decoding of Hebrew.

Holiday Study and G-d: Connected to the Grade 5 study of Prophets (see below), students will study the Book of Ruth and take an active role in the leading the TST community in Tikkun Leyl Shavuot. Grade 5 students will engage in a Shavuot based project – which will be part of Tikkun Leyl Shavuot and potentially partner with students from Youth Community on the creation and implementation of this endeavor. Studying the themes of Shavuot and revelation will be a gateway for students to discuss and explore their relationship with G-d.

Judaic Studies:

Prophets: 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. They will study the following prophets:

- Joshua
- Deborah
- Jonah
- Jeremiah
- Amos
- Isaiah
- Elijah

Israel: 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.

Ethiopian Jews: By engaging with the Grade Five Tzedakah Initiative project, ***Shiluvim***, students will learn about the history of the Ethiopian Jewish community and the current situation for Ethiopian Jews living in Israel. Learning about the Ethiopian Jewish community is a critical component of the learning for Grade 5 students.

Music: Through music students will review the following songs and prayers:

- Review psalms and music of Shabbat morning
- Vshamru
- Shavuot specific songs and prayers
- Additional repertoire

Tzedakah: Grade 5 supports ***Shiluvim*** (integration) which is a project that is run by the JCRC of Boston and is part of the partnership between the Haifa and Boston communities. The goal of ***Shiluvim*** is the empowerment of the Ethiopian community in Haifa and its complete integration

into the economic and social fabric of the larger society.

<http://www.jcrcboston.org/focus/strength/ethiopian-jewry/our-projects-in-haifa.html>

Mitzvot: Students study the following additional Mitzvot associated with the work of this organization:

Talmud Torah, Studying Torah

You shall teach them diligently to your children (Deuteronomy 6:7)

The world stand on three things: on Torah, worship, and loving deeds of kindness (Pirke Avot 1:2)

Do not say "When I have some free time, I'll study." You may never have that leisure. (Pirke Avot 2:5)

"A book is the most delightful companion... An inanimate thing yet it talks... There is in the world no friend more faithful and attentive, no teacher more proficient... It will join you in solitude, accompany you in exile, serve as a candle in the dark, and entertain you in your loneliness..."

(Moses ibn Ezra)

Texts:

- Chai Curriculum – Prophets
- Yachdav – School to School Curriculum
- Materials from the NACOEJ website – North American Conference on Ethiopian Jewry
- Grade 5 Choveret Tefillah (Tefillah Workbook)

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

Tefillah: The overarching theme of Grade 6 Tefillah is the exploration of how prayer leads to action. In addition to prayers which they would have mastered in Grade 5, they will be able to recite and lead the community in the following:

- Torah Service
- Adon Olam

In preparation for the Grade 6 Shabbaton, Grade 6 students will be able to recite the Friday night Kiddish and Birkat Hamazon.

Grade 6 students will be proficient in 4 families of Trope taught by Cantor Schachner.

Students will understand the mitzvah of wearing a Tallit and Kippah.

Students will explore their relationship with G-d and prayer.

Hebrew:

Students will review what was taught in Grade 5 (decoding Hebrew letters, vowels and blending together of letter and vowel combinations).

Students will use the prayers listed above to practice and master decoding of Hebrew.

Service Participation

In addition to participating in the Shabbat morning service at the Grade 6 Shabbaton, Grade 6 students will participate in 2 designated Shabbat morning services during the course of the year.

Grade 6 students additionally will gain competency in prayer leading by leading the community in Wednesday afternoon Tefillah.

Judaic Studies:

Students will understand the mitzvah of Talmud Torah by:

- Learning how to navigate Tanakh
- Gaining skills to write a drash.

Students will understand the history and meaning of becoming a Bar/Bat Mitzvah by:

- Exploring the history of Bar and Bat Mitzvah
- Understanding the elements of what becoming a Bar/Bat means (what does it actually mean to become a Bar/Bat Mitzvah)

Holocaust

- Through film, art-making, meeting with a survivor and class discussion students will begin a preliminary exploration of the Holocaust.

Jewish Identity and Community Building:

Through engaging with this curriculum, their peers, teachers and community, students will have the opportunity to explore and continue to develop their Jewish identity.

Through the study of what it means to become Bar/Bat Mitzvah and through the preparation for this important milestone, Grade 6 students will interact with one another, developing meaningful and lasting relationships and growing together as a community.

Tzedakah:

Students will learn about Tzedakah and Gemilut Hasadim by:

- Studying texts
- Focusing closely on one mitzvah during the course of the year – Ma'akhil *R'evim*/Feeding the Hungry.
- Engaging in projects that illuminate the learning from the texts.
- Understanding how to choose an appropriate “mitzvah project” by learning about and exploring mitzvot in which they find meaning.
- Exploring and learning about different Mitzvah Heroes.

At the Shabbaton, students will decide as a group which organization they would like to focus their Tzedakah efforts towards.

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

Through the work of the Youth Educator students in Kindergarten – Grade 6 have the opportunity to get together in an experiential, social context.

In addition: students in Grade 6 participates in a Shabbaton weekend at Eisner Camp; students in Grades 4 and 5 participate in a Shul-In (overnight) at Shir Tikva; students in Grades 2 and 3 participate in a pajama party from 6:00 -10:00 pm at Shir Tikva and students of Kindergarten and Grade 1 participate in a Get-To-Know-You Brunch.

By participation in these programs students can connect with each other in an informal, social environment in which they can be a community of learners and 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 Youth Educator.

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 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 Cantor and Rabbis lead *Tefillah*. Every Wednesday and Thursday at 3:45 p.m., all students in Grades 3 – 6 go directly to the sanctuary. Tefillah concludes at 4:15 p.m. when students and teachers return to class.

Creative Arts

Students of Grades 3-6 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.

Policies of the Religious School and Youth Community

Please refer to the website for the policies handbooks of the Religious School and Youth Community.

YOUTH COMMUNITY (GRADE 7 - 12)

Every member of Temple Shir Tikva in Grades 7-12 is **automatically** a member of our Youth Community. Youth Community emulates membership in the Temple, offering multiple entry points into activity and involvement: dinner with friends, social action activities, innovative learning experiences, creative program involvement, student teaching, trips, retreats and youth group activities; every teenager has a place in 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 of the opportunities available to you. Come and join in!

Wednesday Nights at TST

Shir Tikva Youth Community is the place to be on Wednesday nights. The Wednesday Night program is the centerpiece of the Youth Community program. Wednesday nights offer community, education, experiential activities and so much more.

Communal Dinner (6:00 – 6:30 pm)

Dinner is offered every Wednesday from 6-6:30 pm. Dinner is a time to socialize with friends or catch a breath after a long day. This is a casual dining experience with a rotating menu and an opportunity to shmooze with old friends and to make new friends.

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.

The Wednesday Night Program of Studies

7th Grade Program

First Semester Core Course

Core Course: In the first semester, September through December, students study the Shoah through the curriculum, “**Echoes and Reflections.**” Developed by Yad VaShem and The Anti-Defamation League, students will study the Holocaust as a lesson in what can happen when prejudice and discrimination are allowed to flourish and when individuals and governments fail to take a stand against injustice. Through the use of survivor testimony and primary documents, students will come away from this course with a personal understanding of the statement, “Never Again.” The course is designed to be interactive and experiential with the material so that students are engaged.

JSTIFTY Shul-In

JStifty is the name of our 7th/8th grade teen leadership and community building program. As part of the 7th/8th grade programming, teens will participate in a Shabbat Shul-in. We will meet at Shir Tikva at 6:15 pm on Friday, participate in Simchat Shabbat with the Shir Tikva community, have our own Shabbat celebration dinner, and spend a Shabbat night together like no other. Teens will be begging to do this weekly!

Experiential Programming

Every 5 weeks, Grades 7 and 8 come together for novel experiential programming. The first experiential program will include the entire Youth Community and focus on the topic of the High Holy Days. The second experiential program will focus on Israel experiences for teens. The three remaining experiences will focus on identity, sexuality and gender. Developed and coordinated by the Youth Educator and implemented with the faculty, these programs provide an opportunity for students to mingle and enjoy each other while learning in a novel format. Parent sessions will parallel some of the experiential programs.

Second Semester Electives

Elective classes provide students to choose their own course of study. There are two rounds of electives. Each elective round is 6 weeks in duration. Students in Grades 7, 8, 9 select from a variety of courses including our TELEM Social Justice projects which focus on the issues of Literacy and Hunger and Homelessness. Electives offered in 5770 were Body Ethics, Boys' Campaign, Literature and Film of the Shoah, Jewish Humor, Hunger and Homelessness, Jewish Hot Topics, Doing Jewish Life.

7th Grade Core Course Outline - "Echoes and Reflections."

Unit 1 - Studying the Holocaust - This unit of study provides an opportunity for students to:

- Discuss the value and importance of studying human catastrophes, in general, and the Holocaust, in particular.
- Consider the importance of examining both primary and secondary source materials when studying historical events.
- Review vocabulary that is used throughout this curriculum.

Unit 2 - Anti-Semitism - This unit of study provide an opportunity for students to:

- Learn about the origins of Anti-Semitism in Europe.
- Learn about prewar Jewish life in Germany, Anti-Semitism in Nazi ideology and its similarities and differences from pre-Nazi Anti-Semitism.
- Examine propaganda methods that were used to exploit Anti-Semitic attitudes among the German people and to create an atmosphere of terror.

Unit 3 – Nazi Germany - The purpose of this unit of study is for students to:

- Learn about the Weimar Republic's fragile democracy between the years 1918—1933
- Examine historical events that allowed for the complete breakdown of democracy in Germany between 1933 and 1939.
- Investigate primary source materials in order to understand how legislation, terror, and propaganda isolated German Jewry from German society.
- Consider the role and responsibility of the individual in interrupting hate and the escalation of violence.

Unit 4 - Jewish Resistance - The purpose of this unit of study is to provide students with:

- An overview of Jewish resistance efforts during the Holocaust.
- An opportunity to learn about the risks of resisting Nazi domination and the means, scope, and intensity of resistance efforts.
- An understanding that these efforts ranged from cultural and spiritual resistance in the ghettos to armed resistance of partisans and ghetto and camp prisoners.

Unit 5 – Rescuers and Non-Jewish Resistance - The purpose of this unit of study is to provide students with:

- An understanding and overview of resistance and rescue efforts by non-Jews that took place during the Holocaust.
- An opportunity to learn about the types of rescue that occurred in Nazi-occupied Europe.

Unit 6 - Survivors and Liberators - The purpose of this unit of study is to provide students with:

- An understanding of the political, legal, social, and emotional status of the Jewish survivors.
- An examination of the role of the liberators following the defeat of the Nazis at the end of World War.

Unit 7 - Perpetrators, Collaborators, and Bystanders - The purpose of this unit provides an opportunity to:

- Critically examine the complex issue of relative guilt within the context of the Nazi occupation of Europe.
- Learn about the war crimes trials following World War II.
- Consider the responsibility of the free world to provide a safe haven for refugees attempting to escape Europe.

Unit 8 – The Children - The purpose of this unit of study is for students to:

- Understand the effects of the Holocaust on its most innocent victims — children — since targeting babies and children was an important step in the attempt of the Nazis to erase the Jews and their future.
- Research post-Holocaust genocides and analyze children’s rights violations.
- Provide an opportunity to develop a position on whether an event the magnitude of the Holocaust could happen again.
- Consider the role and responsibility of the individual in seeing that it does not.

8th Grade Program First Semester Core Course

Core Course: In the first semester, September through December, students will study “**The Modern History of Israel.**” 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. In addition to the ideological roots of Israel, students explore not only the history but the contemporary character of this modern country. Students will leave this course having developed a personal understanding of the connection of Israel to the Jewish people. The course is designed to be interactive and experiential with the material so that students are engaged. A course outline is provided on the back of this sheet.

JSTIFTY Shul-In

JStifty is the name of our 7th/8th grade teen leadership and community building program. As part of the 7th/8th grade programming, teens will participate in a Shabbat Shul-in. We will meet at Shir Tikva at 6:15 pm on Friday, participate in Simchat Shabbat with the Shir Tikva community, have our own Shabbat celebration dinner, and spend a Shabbat night together like no other. Teens will be begging to do this weekly!

Experiential Programming

Every 5 weeks, Grades 7 and 8 come together for novel experiential programming. The first experiential program will include the entire Youth Community and focus on the topic of the High Holy Days. The second experiential program will focus on Israel experiences for teens. The three remaining experiences will focus on identity, sexuality and gender. Developed and coordinated by the Youth Educator and implemented with the faculty, these programs provide an opportunity for students to mingle and enjoy each other while learning in a novel format. Parent sessions will parallel some of the experiential programs.

Second Semester Electives

Elective classes provide students to choose their own course of study. There are two rounds of electives. Each elective round is 6 weeks in duration. Students in Grades 7, 8, 9 select from a variety of courses including our TELEM Social Justice projects which focus on the issues of Literacy and Hunger and Homelessness. Electives offered in 5770 were Body Ethics, Boys’ Campaign, Literature and Film of the Shoah, Jewish Humor, Hunger and Homelessness, Jewish Hot Topics, Doing Jewish Life.

8th Grade Core Course Outline - “The Modern History of Israel”

Unit 1 – Our Biblical Relationship to the Land of Israel - Through the study of this unit students will:

- Trace the biblical origins of the Jewish connection to the land of Israel.
- Understand the historical moments as described in the bible of the land of Israel.
- Draw conclusions about the Land and our connection to it that they derive from this study.

Unit 2 – Zionism, Two Schools of Thought - Through the study of this unit students will:

- Explore the historical roots of Zionism.
- Analyze the different philosophies of Zionism.
- Reenact the 6th Zionist Congress to understand the determination to establish the state of Israel.
- Learn about the personality of Theodore Herzl and his dream of Israel.

Unit 3 – Setting the Stage for Independence - Through the study of this unit students will:

- Trace the early historical events which lead to independence.
- Analyze the primary documents – the Balfour Declaration, the White Papers, UN Resolution 181, Epstein Letter.
- Learn about the importance of land purchase.
- Study the situation of Jews and Arabs living in the land at that time while the land is ruled by others.

Unit 4 – Setting the Stage for Independence and the Establishment of the State of Israel - Through the study of this unit students will:

- Analyze the text of Israel’s Declaration of Independence.
- Learn about the events which lead up to the declaration of the State of Israel.
- Study the events which follow the declaration of the State.
- Learn about the personality of David Ben Gurion.

Unit 5 – 61 Years of Existence: the first 31, 1948-1979. - Through the study of this unit students will:

- Trace the history of the various wars Israel has fought.
- Understand the reasons for those wars.
- Learn about the developments and accomplishments of the State during this period.
- Listen to the music and the story that music tells of the Land.

Unit 6 – 61 Years of Existence: the second 30, 1979-2009. - Through the study of this unit students will:

- Trace the most recent history of Israel.
- Learn the meaning of Antifada and the history of the different Antifadas which have occurred.
- Learn about Israel’s government structure.
- Study key Israeli figures who shape the future of Israel.
- Learn about the developments and accomplishments of the State during this period.
- Listen to the music and the story that music tells of the Land.

Unit 7 – Israel Among its Neighbors - Through the study of this unit students will:

- Engage in opportunities to analyze Israel’s relationship with its neighbors, Lebanon, Syria, Jordan, and Egypt
- Study the Israel-Palestinian situation – its history through to today.
- Struggle with the question, “How do I stand up for Israel even when I disagree with what it carries out in regards to the Palestinians?”

Unit 8 – Israel’s National Interest - Through the study of this unit students will:

- Compare the national interests of the United States with the national interests of Israel.
- Analyze these interests: security, economy, democracy, peace, religion...
- Understand the challenges that face Israel to protect its national interests.
- Learn about POWER - People, Oil, Water, Economy, Recognition

Unit 9 - Israel’s Resources - Through the study of this unit students will:

- Learn about Israel’s resources and the ingenuity it took to make a swamp and desert bloom.
- Study the water shortage Israel is experiencing and the ways it is dealing with that shortage.
- Understand the areas of technology at which Israel excels.
- Learn about Israel’s armed forces.

Unit 10 – Life and Culture in Israel - Through the study of this unit students will:

- Experience the modern culture of Israel through literature, art and music.
- Study the conflict between Jews about religion and respond to the question of whether Israel is a religious state or a secular state.
- Learn about the wide variety of people and beliefs that lives and exists in Israel.
- Study the moments in modern history when Israel has come to the aid of others in need.

Grade 9 Program Description

Core Course: In the first semester, September through December, students will study “**American Jewish History.**” Through both a personal lens and a historical lens, students study the factors which brought the Jewish people to America. Students will explore the reasons the early Jewish pioneers had for coming; the situations they found themselves in once they arrived and how these people, determined to make a home in the “Goldeneh Medinah,” overcame great odds to develop and become a vibrant community in the melting pot that is the United States of America. Students will end this course knowing their own personal family’s journey. The course is designed to be interactive and experiential with the material so that students are engaged. A course outline is provided on the back of this sheet.

Grade 9 Attends NFTY Northeast Regional Fall Conclavette

Experience a weekend with over 100 Jewish teens as students of 9th grade participate in NFTY’s Fall Conclavette., We’ll travel by bus with members of STIFTY to spend a weekend filled with Jewish value, social events, service learning, dancing, singing, and lots of fun. Once you experience NFTY’s Fall Conclavette, you’ll demand to go to everything NFTY!

Experiential Programming

Four times throughout the year, Grade 9 will participate in some exciting and unique experiential programming. The first experiential program will include the entire Youth Community and focus on the topic of the High Holy Days. The second experiential program will focus on Israel experiences for teens. The two remaining experiences will focus on identity, sexuality and gender. Developed and coordinated by the Youth Educator and implemented with the faculty, these programs provide an opportunity for students to mingle and enjoy each other while learning in a novel format. Parent sessions will parallel some of the experiential programs.

Second Semester Electives

Elective classes provide students to choose their own course of study. There are two rounds of electives. Each elective round is 6 weeks in duration. Students in Grades 7, 8, 9 select from a variety of courses including our TELEM Social Justice projects which focus on the issues of Literacy and Hunger and Homelessness. Electives offered in 5770 were Body Ethics, Boys’ Campaign, Literature and Film of the Shoah, Jewish Humor, Hunger and Homelessness, Jewish Hot Topics, Doing Jewish Life.

STIFTY / Youth Community Board (Grades 9-12)

STIFTY (Shir Tikva Federation of Temple Youth), welcomes participation from any teen in grades 9 - 12. The STIFTY Board is composed of outstanding teen leaders who oversee and coordinate the various activities for high school grades. Take part in social action, both long-running programs and individual projects. Participate in local activities together as a group or with other teens from neighboring temples. Engage in the programs and activities offered by NFTY North East which afford you the opportunity to attend a variety of regional events and to make friends with teens all over the Northeast region.

9th Grade Core Course Outline - “American Jewish History”

Unit 1 – Jews in the New World: The First Jews in America, Battling for Rights, The Power of Religion

Students will be able to:

- Summarize the events that brought the Jews to the New World.
- Explain how life in the open society of the American colonies affected the settlers’ practice of Judaism.

Unit 2 – The Revolutionary War and the New Republic: Fighting and Financing the War, Building a Nation, Changes in Jews and Judaism

Students will be able to:

- Explain why the Revolutionary War was important to the Jews of the American colonies.
- Discuss the important changes that affected the American Jewish community in the late 1700s and early 1800s

Unit 3 – Central European Jews Come to America: Becoming Americans, Westward Ho!

Students will be able to:

- Describe the impact that the new immigrants had on Jewish communal life in the United States.
- List ways in which Jews took part in the migration to the great American West.

Unit 4 - Central European Jews Come to America: Americanizing Reform Judaism

Students will be able to:

- Describe the challenges that faced the American Jewish community of the mid-nineteenth century.
- Discuss the ways in which the Jewish community reacted to these challenges.

Unit 5 – The Civil War and the Jews: On the Brink of War, Jews on both Sides, The Impact of the War

Students will be able to:

- Discuss the various positions that Jews took in the debate on slavery.
- Describe the roles Jews played in supporting the North and the South.

Unit 6 – Immigration and Labor: Coming to America, Life in America, Jews in the Ranks of Labor

Students will be able to:

- Summarize the events and conditions that motivated Jews to immigrate to the United States from Eastern Europe.
- Describe how the life of Eastern European Jewish immigrants changed when they reached the United States.

Unit 7 – American Jews and Zionism: The Beginning

Students will be able to:

- Describe how events around the world affected the growth of Zionism in the United States.
- Discuss some of the challenges facing Zionism as it began to develop and expand its influence in the United States.

Unit 8 – American Jews and Zionism: American Zionism Grows, Toward Statehood

Students will be able to:

- Explain how each of the movements changed during the interwar years in reaction to life in America.
- Explain the effects of World War II on Jews in America.

Unit 9 – American Jews Enter the Twentieth Century: The Great War and its Aftermath, Developments in the Movements, America, American Jews and WW2

Students will be able to:

- Discuss how and why Jews were able to move into mainstream America.
- Explain some of the changes that took place in the Jewish community, both religiously and socially, as Jews moved to the suburbs.

Unit 10 – Jews in Postwar America and Beyond: Building the American Jewish Community, American Jews and Israel, Mending the World

Students will be able to:

- Discuss how the relationship between American Jews and Israel has grown and developed since the founding of the state.
- Discuss how Jews in America helped Jews in the Soviet Union and Ethiopia.

Unit 11 – Being Jewish in America Today: Mending the Jewish World, Strengthening the Community, Challenges in the 21st Century

Students will be able to:

- State several ways in which Jews contributed to the good of the entire American community.
- State what, in their opinion, the most critical issue is facing American Jews in the twenty-first century and why.
- Describe how they see themselves affected by this issue and how they see themselves acting on it.

Confirmation 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.

The 10th grade year is about building a foundation for the students so that they can begin to articulate:

- Where they find themselves on the chain of Jewish tradition
- How their Judaism and Jewish values is relevant in their lives
- That their Jewish tradition and values inform their decisions on how to live their lives
- The historical context and its relevance as to where we find ourselves as a Jewish community in the 21st century
- The role of *tikkun olam* in their lives as Reform Jews.

Course Overview

I History: the goal is to be able to place themselves in an historical context

1. Overview of Jewish history from Bible to modernity
2. The context of Reform Judaism and the role Reform Judaism has played in the history of American social justice
3. The history of Temple Shir Tikva

II Social Justice: the goal is to be able to understand what role *tikkun olam* plays in their lives

1. What is *Tikkum Olam* and different ways in which our community can engage in “*tikkun olam*”
2. RAC prep
3. RAC trip
4. RAC follow up
5. The class mitzvah project

III Texts and Making Jewish choices: Students will study what the tradition has to teach us about the topics below and articulate how the tradition can help them to make healthy and smart choices in their lives. The goal is to be able to study a variety of Jewish texts, understand how Judaism has developed over time and internalize the learning so that it can inform who they are as individuals.

1. Sexuality and relationships
2. My Body and soul – making smart choices
3. Shabbat and the holidays
4. My prayer life
5. Israel

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.” Our preparatory program for the trip to Habitat for Humanity in South Carolina, “Social Justice: From Words to Action” will take place several weeks prior to the trip. Cantor Schachner will teach, “Judaism and the Supernatural”. The year of study will culminate with Rabbi Gold.

11th/12th Grade Program Description

11th and 12th graders engage in study and dialogue with our Rabbis and Educators in order to prepare themselves for the next major move in their lives, the transition from high school to college. **Jewish Life Skills** is the name of the curriculum in Grades 11 and 12. Students will study what it means to be Jewish for them personally, once they leave their homes. How to do Jewish life? How to interact in the world as a Jew? How to dialogue on religion and Israel with those who are not Jewish and even those who are Jewish, are some of the topics students will explore. Students will come away from this course with a sense that they are prepared to lead Jewish lives in a larger context. The course is designed to be interactive and experiential with the material so that students are engaged. A course outline is provided on the back of this sheet.

Packing For College-A preparatory study for teens with two sessions for parents.

As a part of our course offerings this year, we include a four-week program on preparing ourselves (teens and parents) for college. Grades 11 and 12 will separate for this program. There are two parent sessions for each grade when parents are asked to be present.

11th/12th Grade Trip: NOLA (New Orleans Louisiana) Service Learning Trip

This year we are flying to New Orleans, Louisiana and partnering with Volunteer Expeditions

(www.volunteerexpeditions.org). Since the catastrophic flooding of Hurricane Katrina, volunteers have come to New Orleans every year, to provide indispensable help in a wide range of fields and specialties. Numerous programs work hard to help bring people back home, repopulate the city's neighborhoods, and ensure that New Orleans stays New Orleans, even as it rebuilds.

Temple Shir Tikva has designed a program where we will work directly with families to help renovate their homes. Our volunteer efforts can get an elderly or disabled person home again. And, the family members you meet will be thrilled to work with you. Our trip, of course, will be set in a Jewish context of learning, with a Shabbat culmination at the end of the week. It will be a remarkable opportunity.

STIFTY / Youth Community Board (Grades 9-12)

STIFTY (Shir Tikva Federation of Temple Youth), welcomes participation from any teen in grades 9 - 12. The STIFTY Board is composed of outstanding teen leaders who oversee and coordinate the various activities for high school grades.

Participate in local activities together as a group or with other teens from neighboring temples. Engage in the programs and activities offered by NFTY North East which afford you the opportunity to attend a variety of regional events and to make friends with teens all over the Northeast region.

11th/12th Grade Course Outline – Jewish Life Skills

Unit 1 – Me – In this unit of study students will address the following:

- How I became me - My story until now
- Where Am I Going
- How Do I Define Myself
- The Importance of Judaism in My Life

Unit 2 – The World – In this unit of study students will address the following:

- The Jewish World: The Labels Used-Reform, Conservative, Orthodox
- The Jewish World: What Makes Jews Different from Each Other
- The Larger World: Christianity and Islam

Unit 3 – Packing for College – for this unit Grade 11 will study with Rabbi Litcofsky and Grade 12 will study with Deena Bloomstone. There are 2 sessions, the first and last of this unit at which parents are expected to attend.

As teens get ready for college, where does Judaism fit? Once students get to college they will come into contact and interact with peers from all racial, ethnic, and religious backgrounds. We hope that our students will live a Jewish life, but what Jewish basics do we pack when the time comes -- a Tanach, a Kiddush cup, a mezuzah – are they in the suitcase? This program, developed by the Union for Reform Judaism aims to equip our teens and parents with many of the answers to questions we have.

Unit 4 – Religion - In this unit of study students will address the following:

- Knowing the Basics of Christianity
- Knowing the Basics of Islam

- Navigating conversations of Religion
- Interacting with the World - feeling Challenged by Questions
- Interacting with the World - Productive Dialogue with Jews and Non-Jews

Unit 5 – Israel - In this unit of study students will address the following:

- My Connection to Israel
- The Jewish People Jewish Land Connection
- Talking About Israel to Others
- Israel and its Arab Neighbors
- Israel Needs Me

Unit 6 – Decisions - In this unit of study students will address the following:

- Making Personal Decisions: Love
- Making Personal Decisions: Death
- A Personal Jewish Action Plan for Leaving Home

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)

Madrichim Training Program

The Madrichim (Student Teacher) Training Program is for students in Grades 8-12 and it is a full year commitment. The program trains teens to be assistants in a classroom and teaching partners with the teachers. The program requires Madrichim to attend once-a-month training sessions from 11:00-12:30 p.m. and teacher training sessions during the year with the Religious School Teachers with whom they work.

The Madrichim, are the most significant Jewish role models for our students. Madrichim have studied in the school program and their return as a Madrich or Madrichah, signifies their commitment to this community and the importance they place on Judaism. The Madrichim training program is of utmost importance to the Religious School. The teachers have shared their joy at having Madrichim partner with them in the classroom.

Madrichim receive a stipend for their work at the end of every month, from October through June. A first year Madrich or Madrichah will make \$5.00 an hour for a 2 hour session (\$10.00 a session.) There is a 50 cent increase for each year you have worked as a Madrich or Madrichah.

The commitment a Madrich or Madrichah makes when s/he join the Madrichim Training program is:

1. To be present in class on Sunday mornings and/or Wednesday afternoons.
2. To prepare for the class.
3. *To communicate in advance with the Teacher should the Madrich or Madrichah need to be absent.
4. Attend all Madrichim training meetings scheduled above, which are required in the Madrichim program.