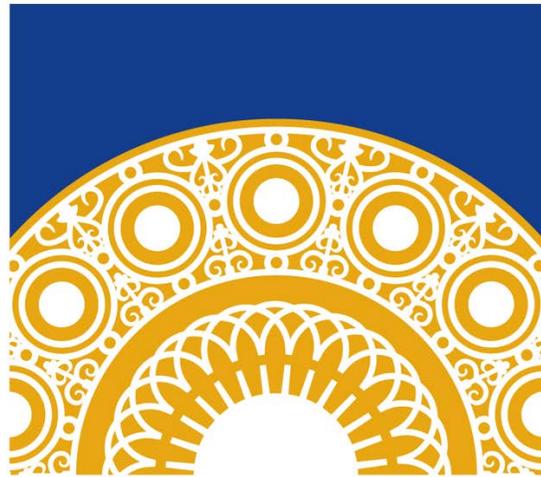


CONGREGATION RODEPH SHALOM
MERCAZ LIMUD
PARENT HANDBOOK



CONGREGATION
**RODEPH
SHALOM**



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THE BIG PICTURE

As a part of revamping the Mercaz Limud curriculum, we began to think about the big picture. We grappled with questions of purpose and vision. The conversation steered clear from a focus on the Bar Mitzvah as the end goal. We thought bigger! In discussions with parents, teachers, and clergy, we asked: “what kind of Jews do you want your children and students to become when they are adults?” To help answer this prompt, we thought about the things that we want our students and children to know, to be able to do, to believe in, and to feel a sense of belonging to. We also reflected upon the Jewish legacy that we want to impart to the next generation. The answers that we received have helped us think more critically about the curriculum of Mercaz Limud. These answers will be the basis of the direction in which Mercaz Limud is heading this year and for years to come

The Jewish Adults that We Envision

<p><u>Knowing</u></p> <ul style="list-style-type: none"> - The history of the Jewish tradition so as to understand our roots - The prayers fundamental to Jewish worship - The complete cycle of Jewish holidays - What makes Reform Judaism unique 	<p><u>Doing</u></p> <ul style="list-style-type: none"> - Celebrate Jewish holidays in ways meaningful to them - Make educated Jewish choices - Pray within a Reform synagogue setting
<p><u>Believing</u></p> <ul style="list-style-type: none"> - The Jewish tradition is worth keeping - Reform Judaism is an authentic Jewish voice - Each Jew possesses his/her own individually authentic Jewish voice - The link to the Jewish past sustains us in the present and future 	<p><u>Belonging</u></p> <ul style="list-style-type: none"> - to K'lal Yisrael (the fellowship with the Jewish community at large) - to L'dor Vador (the chain of generations past and future) - Feel comfortable praying or participating in any synagogue or Jewish setting

The Jewish Legacy

- Judaism is a part of our core identity and essence
- Living as Jews has value and enriches our lives
 - Judaism is a life journey
 - Jewish values dictate our life decisions

CLASS SCHEDULES

****STUDENTS SHOULD ARRIVE NO LATER THAN 9:25AM****

1st Trimester 9/9/12-11/18/12								
	9:30 - 10:05	10:10 - 10:40	10:45 - 10:55	11:00 - 11:30	11:35 - 12:10	12:15 - 12:30		
Pre-K	T'filah (Services) [Sanctuary]	Bible (Torah) [309]	Snack/Kvutzah	Pre-K [BELC]	Pre-K [BELC]	Dismissal/Cantor Time [Sanctuary]		
KA		Jewish Home (HaBayit) [300-301]		Hebrew (Ivrit) [305]	Music (Z'mirot) & Social Action (Gemilut Chasadim) [302]			
KB		Israel (Yisrael) [303-304]		Hebrew (Ivrit) [310]				
1A		Hebrew (Ivrit) [402]		Music (Z'mirot) [Sanctuary]	Bible (Torah) [309]			
1B		Hebrew (Ivrit) [403]		Art (Omanut) [306-307]	Prayer (Avodah) [Chapel]			
2A		Hebrew (Ivrit) [400]			Israel (Yisrael) [303-304]			
2B		Hebrew (Ivrit) [401]			Jewish Home (HaBayit) [300-301]			
		9:30 - 10:05		10:10 - 10:40			11:00 - 11:30	11:35 - 12:10
3A	Bible (T orah) [309]	T'filah (Services) [Sanctuary]			Prayer (Avodah) [Chapel]		Hebrew (Ivrit) [402]	
3B	Prayer (Avodah) [Chapel]				Bible (T orah) [309]		Hebrew (Ivrit) [403]	
4A	Social Action (Gemilut Chasadim) [302]				Israel (Yisrael) [303-304]		Hebrew (Ivrit) [400]	
4B	Israel (Yisrael) [303-304]				Social Action (Gemilut Chasadim) [302]		Hebrew (Ivrit) [401]	
	9:30 - 10:05						11:00 - 11:45	11:50 - 12:10
5A	Hebrew (Ivrit) [402]				Jewish Values (Mitzot & Middot) [Guttman 1]		Life Cycle (Orech Chayim) [Guttman 1]	Dismissal/Rabbi Time [Chapel]
5B	Hebrew (Ivrit) [403]				Jewish Values (Mitzot & Middot) [Guttman 2]		Life Cycle (Orech Chayim) [Guttman 2]	
6	Hebrew (Ivrit) [400]			History (Historiah) [Groom's Room]	Trope (T'e'amim) [Groom's Room]			
7	Hebrew (Ivrit) [401]			Holocaust (Shoah) [Bride's Room]	Y.B.T.J (Mishpat) [Bride's Room]			
Confirmation Academy 5th Floor	9:30-10:05	10:05-10:30	10:30-11:30	11:30-12:15	12:15-12:30	12:30-1:30		
	8	Optional:	Optional:	Rabbis	Electives	Lunch (5th Floor)		
	9	Tefilah	Help as a Madrich in	Electives	Electives			
	10	(Sanctuary)	our younger grades	Electives	Rabbis			
Adults	9:30 - 10:05	10:05-10:15	10:15-11:15	11:15-12:15		12:15 - 12:30		
	Tefilah (Sanctuary)	Ten Minutes of Torah (Rabbi Fuchs Office)	Adult Ed (Wice Study)	Fam Ed (Teller) ML Connections (Wice Study)	Adult Hebrew Class A -Fuchs Class B - T hal Lobby	Dismissal & Music		

2nd Trimester 12/2/12-2/24/13						
	9:30 - 10:05	10:10 - 10:40	10:45 - 10:55	11:00 - 11:30	11:35 - 12:10	12:15 -12:30
Pre-K	T'filah (Services) [Sanctuary]	Jewish Home (HaBayit) [300-301]	Snack/K'vutzah	Pre-K [BELC]	Pre-K [BELC]	Dismissal/Cantor Time [Sanctuary]
KA		Israel (Yisrael) [303-304]		Hebrew (Ivrit) [305]	Music (Z'mirot) & Social Action (Gemilut Chasadim)	
KB		Bible (T'orah) [309]		Hebrew (Ivrit) [310]	[302]	
1A		Hebrew (Ivrit) [402]		Israel (Yisrael) [303-304]	Bible (T'orah) [309]	
1B		Hebrew (Ivrit) [403]		Social Action (Gemilut Chasadim) [302]	Prayer (Avodah) [Chapel]	
2A		Hebrew (Ivrit) [400]		Music (Zemirot) [Sanctuary]	Jewish Home (HaBayit) [300-301]	
2B		Hebrew (Ivrit) [401]			Israel (Yisrael) [303-304]	
		9:30 - 10:05		10:10 - 10:40		
3A	Jewish Home (HaBayit) [300-301]	T'filah (Services) [Sanctuary]	Snack/K'vutzah	Art (Omanut) [306-307]	Hebrew (Ivrit) [402]	Dismissal/Rabbi Time [Chapel]
3B	Art (Omanut) [306-307]			Jewish Home (HaBayit) [300-301]	Hebrew (Ivrit) [403]	
4A	Bible (T'orah) [309]			Prayer (Avodah) [Chapel]	Hebrew (Ivrit) [400]	
4B	Prayer (Avodah) [Chapel]			Bible (T'orah) [309]	Hebrew (Ivrit) [401]	
	9:30 - 10:05			10:10 - 10:40		
5A	Hebrew (Ivrit) [402]	T'filah (Services) [Sanctuary]	Snack/K'vutzah	Jewish Values/Prophets (Mitzvot & Middot)/(Nevi'im) [Guttman 1]	Life Cycle (Orech Chayim) [Guttman 1]	Dismissal/Rabbi Time [Chapel]
5B	Hebrew (Ivrit) [403]			Jewish Values/Prophets (Mitzvot & Middot)/(Nevi'im) [Guttman 2]	Life Cycle (Orech Chayim) [Guttman 2]	
6	Hebrew (Ivrit) [400]			History/Reform Judaism (Historiah) [Groom's Room]	T'rope (Te'amim) [Groom's Room]	
7	Hebrew (Ivrit) [401]			Holocaust (Shoah) [Bride's Room]	Y.B.T.J (Mishpat) [Bride's Room]	
Confirmation Academy 5th Floor	9:30-10:05	10:05-10:30	10:30-11:30	11:30-12:15	12:15-12:30	12:30-1:30
8	Optional: T'filah (Sanctuary)	Optional: Help as a Madrich in our younger grades	Rabbis	Electives	T'filah (Services)	Lunch (5th Floor)
9			Electives	Electives		
10			Electives	Rabbis		
Adults	9:30 - 10:05	10:05-10:15	10:15-11:15	11:15-12:15		12:15 -12:30
	T'filah (Sanctuary)	Ten Minutes of T'orah (Rabbi Fuchs Office)	Adult Ed (Wice Study)	Fam Ed (Teller) ML Connections (Wice Study)	Adult Hebrew Class A -Fuchs Class B - Thal Lobby	Dismissal & Music

3rd Trimester 3/3/13-5/19/13								
	9:30 - 10:05	10:10 - 10:40	10:45 - 10:55	11:00 - 11:30	11:35 - 12:10	12:15 - 12:30		
Pre-K	T'filah (Services) [Sanctuary]	Israel (Yisrael) [303-304]	Snack/K'vutzah	Pre-K [BELC]	Pre-K [BELC]	Dismissal/Cantor Time [Sanctuary]		
KA		Bible (Torah) [309]		Hebrew (Ivrit) [305]	Art (Omanut) [306-307]			
KB		Jewish Home (HaBayit) [300-301]		Hebrew (Ivrit) [310]				
1A		Hebrew (Ivrit) [402]		Art (Omanut) [306-307]	Social Action (Gemilut Chasadim) [302]			
1B		Hebrew (Ivrit) [403]			Israel (Yisrael) [303-304]			
2A		Hebrew (Ivrit) [400]		Bible (Torah) [309]	Prayer (Avodah) [Chapel]			
2B		Hebrew (Ivrit) [401]		Prayer (Avodah) [Chapel]	Bible (Torah) [309]			
		9:30 - 10:05		10:10 - 10:40			11:00 - 11:30	11:35 - 12:10
3A	Israel (Yisrael) [303-304]	T'filah (Services) [Sanctuary]	Snack/K'vutzah	Social Action (Gemilut Chasadim) [302]	Hebrew (Ivrit) [402]	Dismissal/Cantor Time [Sanctuary]		
3B	Social Action (Gemilut Chasadim) [302]			Israel (Yisrael) [303-304]	Hebrew (Ivrit) [403]			
4A	Art (Omanut) [306-307]			Jewish Home (HaBayit) [300-301]	Hebrew (Ivrit) [400]			
4B	Jewish Home (HaBayit) [300-301]			Music (Zemirot) [Chapel]	Hebrew (Ivrit) [401]			
	9:30 - 10:05				11:00 - 11:45		11:50 - 12:10	12:15 - 12:30
5A	Hebrew (Ivrit) [402]	T'filah (Services) [Sanctuary]		Snack/K'vutzah	Prophets (Nevi'im) [Guttman 1]		Life Cycle (Orech Chayim) [Guttman 1]	Dismissal/Rabbi Time [Chapel]
5B	Hebrew (Ivrit) [403]				Prophets (Nevi'im) [Guttman 2]		Life Cycle (Orech Chayim) [Guttman 2]	
6	Hebrew (Ivrit) [400]				Reform Judaism [Groom's Room]		Trope (Te'amim) [Groom's Room]	
7	Hebrew (Ivrit) [401]		Holocaust (Shoah) [Bride's Room]		Y.B.T.J (Mishpat) [Bride's Room]			
Confirmation Academy 5th Floor	9:30-10:05	10:05-10:30	10:30-11:30		11:30-12:15	12:15-12:30	12:30-1:30	
8	Optional: Tefilah (Sanctuary)	Optional: Help as a Madrich in our younger grades	Rabbis		Electives	T'filah (Services)	Lunch (5th Floor)	
9			Electives		Electives			
10			Electives		Rabbis			
Adults	9:30 - 10:05	10:05-10:15	10:15-11:15	11:15-12:15		12:15 - 12:30		
	Tefilah (Sanctuary)	Ten Minutes of Torah (Rabbi Fuchs Office)	Adult Ed (Wice Study)	Fam Ed (Teller) ML Connections (Wice Study)	Adult Hebrew Class A - Fuchs Class B - Thal Lobby	Dismissal & Music		

CLASSROOM LAYOUT

Fourth Floor - Hebrew		Stairs	403			402			RR	401		400		
			RR	RR				E						
Third Floor - Specialists		Stairs	RR RR		Jewish Home 300-301			Social Action 302		Israel 303-304		Kindergarten 305		
			E			Bible 309			308		Art 306-307			
			Kindergarten 310											
Lower Level		7th Grade Bride's Room			5th Grade A Gutman 1			5th Grade B Gutman 2		6th Grade Groom's Room				

COMMUNICATIONS & CONTACT INFORMATION

CONTACT INFORMATION



Rabbi Eli C. Freedman
Director of Youth Learning
215-627-6747 x19
rabbifreedman@rodephshalom.org

Assistant Principal
Abby Wolf
ampm882004@hotmail.com

Education Administrator
Manya Monson
215-627-6747 x22
edu@rodephshalom.org

TELEPHONE MESSAGES

Messages left for Mercaz Limud may be left 24 hours/day. However, messages are not checked from Friday at 3:00pm until Sunday morning at 8:30am. The Education Office telephone line is answered Sunday mornings from 8:30am - 1:30pm. In the case of special events, we make every attempt to update Mercaz Limud telephone line as necessary. If there is one general rule, it is "When in doubt, please call us!"



Educational Office Hours

Sunday: 8:30am-1:30pm

Monday – Thursday: 9:00am-5:00pm

Friday: 9:00am-3:00pm

ADDITIONAL COMMUNICATIONS

For additional information about Rodeph Shalom, Mercaz Limud, and any Events we are hosting, please visit our website: www.rodephshalom.org.

You will receive weekly emails from your child's Unit Head with updates on class progress and special **classroom** moments.

You will also receive weekly **Constant Contact** emails from the Education Administrator with updates on **Mercaz Limud**, family oriented congregational events, and Mercaz Limud Connection Group Events.

ARRIVAL/DISMISSAL

Mercaz Limud begins promptly every Sunday morning at 9:30. STUDENTS SHOULD ARRIVE NO LATER THAN 9:25. Classes are in session from 9:30am – 12:30pm. We encourage parents whenever possible to attend adult education classes on Sunday morning and to join their children (grades Pre-K-2) for services. Older students (grades 3-7) begin their day by going directly to their first period learning center. Pre-K and K will be dismissed early at 12:20pm.



If a child needs to leave early, a parent must come to the Education Office to sign the child out of school. If the child is being signed out by someone other than the parents, a note must be written by the parents and given to the Education Office. Once a child has been signed out in the Education Office, the parent will be given a dismissal card to be taken to the classroom and presented to the teacher. The dismissal card lets teachers know that security procedures have been followed, and it is safe to allow the child to leave. Children must be picked up and escorted from the classroom by a parent when leaving early. Children are not allowed to wait in the lobby or outside the Mt. Vernon Street entrance or to meet parents in the parking lot to be picked up.

Children in grades Pre-K through 4th leaving at the regular time will meet their parents/guardians in the sanctuary while children in grades 5-7 can meet their parents/guardians in the Chapel.

ATTENDANCE

Students should attend Mercaz Limud at least 90% of classes. Encouraging regular attendance at Mercaz Limud makes a positive statement to your child about the importance of Jewish education. If your child must be absent, please notify the Education Office and Unit Head in advance. Teachers will call families when a student misses two consecutive sessions. If a student misses a third consecutive absence, we require written notification to the Director of Youth Learning.

TARDINESS

The Talmud teaches that one of the most important habits we should form is arriving early to the house of study (Babylonian Talmud, Shabbat 127a). With this in mind, we request that STUDENTS SHOULD ARRIVE NO LATER THAN 9:25 FOR THEIR 9:30 CLASSES. When students arrive on time, they show respect to the teacher, the program, and the other students. When they arrive late, they disrupt the entire class' learning process. Please help your child to arrive on time. Time is short and precious in a religious school setting. Therefore, when a student misses even 5 minutes of a session, he/she will miss instructions, and important introductory material.





EMERGENCY CLOSING POLICY

Certain weather and emergency conditions make it unsafe for Mercaz Limud to operate. These emergencies include, but are not limited to: snow, flooding, severe storms, and power failure. **The Mercaz Limud closing number is 1003.** Closing decisions are announced on KYW 1060AM radio. Parents have the option of checking the KYW internet web site at www.kyw1060.com or calling the KYW School Closing Hotline at 1-215-224-1060 to find out immediately if *Mercaz Limud* is closed. Closings are also posted on NBC Channel 10. Postings and

announcements will be made for both Mid-week Hebrew and Sunday *Mercaz Limud* & Confirmation Academy programs. We will also communicate closings by sending out an emergency alert on our email newsletter.



EMERGENCY EVACUATION DRILLS

On occasion, there may be drills in the *Mercaz Limud* to better prepare students in case of an emergency. Please **DO NOT** pick your child up from school in the middle of a drill. Teachers must count their students upon their return to the building. All students must be accounted for at all times. For this reason, ANY student who is picked up early **MUST BE** signed out.

POLICIES



DRESS

School appropriate attire is expected for all regular class sessions. Students are free to wear clothing that expresses who they are, so long as the clothing does not prove distracting for other students or pose a safety concern. No clothing promoting or suggesting the usage of alcohol, weapons, drugs, etc. is permitted. No cleats or shoes with wheels are permitted. Students' clothing must cover their underwear, stomachs, chests, and their upper thighs.

BEHAVIOR

Though we expect excellent behavior from all of our students, we recognize that, on occasion, we may have students who need redirection in our classrooms. If a teacher has a discipline challenge with a child, that child will be sent to the Assistant Principal. If the Assistant Principal deems it necessary, a conference will be arranged with the DYL, the parents/guardians, and the teacher. Often a teacher will call a parent directly in order to communicate such issues with the parent before the situation escalates.

In a further effort to maintain a healthy and safe learning environment, RS does not tolerate bullying. Bullying, by our standard, is any single incident or pattern of behavior directed at another person that results in that person feeling intimidated or harassed, or results in the physical or emotional injury of the person.

CELL PHONES AND ELECTRONIC DEVICES

Although students may bring a cell phone with them to *Mercaz Limud*, **cell phones and other electronic devices will not be permitted to remain on during *Mercaz Limud* hours.** All electronic devices must be turned off during *Mercaz Limud* hours. The Education Office is staffed during *Mercaz Limud* hours and messages can be left with the office staff. Any electronic device used during *Mercaz Limud* will be confiscated and returned to parents only.



OTHER BANNED ITEMS

In order maintain a healthy and safe learning environment; we strictly prohibit any of the following items for all staff and students: fireworks, firearms, knives, and any other type of weapon. If the TSA prohibits a particular item on an airplane (i.e. nunchucks, ninja stars, brass knuckles, or even baseball bats, golf clubs, hammers, and saws), it is safe to assume that you should not bring it to *Mercaz Limud* (though feel free to bring along liquid containers larger than 3oz). We also strictly prohibit the possession and or consumption of alcoholic beverages (other than kiddish wine to be possessed only by staff), illegal drugs, and tobacco products. Students or staff who brings any such items will undergo disciplinary action.

CLASSROOM INCLUSION

Inclusion considers that all students are full members of the school community and are entitled to the opportunities and responsibilities that are available to all students in the school. It is being included in life and participating using one's abilities in day to day activities as a member of the community.



Inclusion has placed students with disabilities in regular classrooms. Inclusion is part of a much larger picture then just placement in the regular class within school. This practice requires teachers to find ways to make the education of these students as appropriate as possible.

It is being a part of what everyone else is, and being welcomed and embraced as a member who belongs. Inclusion can occur in schools, houses of worship, play-grounds, work and in recreation.

On our staff we have a Special Needs Professional, Rivky Milgraum. She is going to be training our Faculty and Madrichim on how best to work in the inclusion classroom. She will also be working regularly with our students with special needs. If you have any questions or wish to speak to Rivky on behalf of your child, please contact her via email at r_reinitz@yahoo.com. Rivky will be available the first two weeks of *Mercaz Limud* to speak with parents/guardians.



VISITORS

Parents are welcome and encouraged to visit *Mercaz Limud*. A visit to *Mercaz Limud* should be arranged with Catherine Fischer, the membership Director, by calling 215-627-6747 x46. Visiting families will be matched with a Host Family. The Host Family will greet the Visiting Family, attend services together, give them a tour of the building, and introduce them to teachers, classrooms and rabbis. Lastly, the Host Family will connect the Visiting Family to the Administrator in the Education Office where additional questions can be answered and paperwork provided.

SECURITY

Rodeph Shalom is dedicated to the security of all its students and takes the issue of security very seriously. RS security personnel are on duty before *Mercaz Limud* starts on Sunday morning and remain until after the students are picked up when *Mercaz Limud* is finished. Mario Gregorio attends the Mt. Vernon Street entrance and greets everyone that enters the building.

Within the building, in order to maintain a safe and secure learning environment, we ask that parents do not allow children to bring pocket knives or other dangerous implements, to school. If parents ever have reason to be concerned regarding the safety and security of the children at the *Mercaz Limud*, please notify Roy Feinberg, the Executive Director, at the synagogue at 215-627-6747, ext. 15 or, by cell phone at 215-206-5450 with any questions or concerns about safety and security.



FIRST AID

Our facilities are equipped to handle minor injuries. If someone needs minor medical attention for a cut, burn, scrape, or another such injury, a first aid kit is located in the Education Office. **Students with severe allergies should carry their own epinephrine pens.** Teachers are instructed not to give students any type of medication (neither over the counter or prescription), not even Advil or Tylenol.



MERCAZ LIMUD INFORMATION AND OPPORUTNITIES

RELIGIOUS SERVICES

Religious services are an important aspect of a child's Jewish education and help the child become a part of the synagogue community. Services help our children understand the context of what they are learning in *Mercaz Limud* and participating in services gives them practice in the prayers and songs of Shabbat and holidays. Shabbat services are every Friday evening at 6:00 PM and Saturday morning at 10:45 AM. Please consult the Bulletin for times and special programs check our website at: www.rodephshalom.org.

The monthly Family Shabbat services led by *Mercaz Limud* choir as well as the Shabbat dinner that follows is a great way to make Shabbat a part of your family ritual practice. Students participate in the service which is also open to all congregants. Families and congregants who attend the service are asked to stay for a catered dinner. There is a nominal cost for dinner, \$20 per adult and \$10 per child age 3 and up. Please contact our Education Office if you need financial assistant in regards to these meals. All conversations are confidential. The success of the dinners depends on the participation of our families. These dinners offer a chance for families to come together to pray, share food and enjoy our community.

SUNDAY MORNINGS AT MERCAZ LIMUD

We also worship together on Sunday mornings. The Sunday *Mercaz Limud* day begins at 9:30am. Our 3rd-7th grade students go directly to their first period learning center, our youngest students (Pre K-2nd grade) attend a brief service in the Sanctuary led by our rabbis and cantor. Then at 10:10 am, the older students attend a participatory service in the Sanctuary. Through services, we sing together, contemplate issues and stories, and celebrate and build our friendships and community. We encourage parents to attend either (or both) services with their child/ren, and in between the two services we offer "Ten Minutes of Torah" a brief 15 minute ("Fifteen Minutes of Torah" simply doesn't sound as catchy) discussion with one of the rabbis on a topic taken from the student curriculum for that trimester. In addition, on the second floor, we offer a Sunday bagel brunch, a parent lounge with Wi-Fi service, and multiple adult education opportunities.

FAMILY CAMP HARLAM RETREAT

On Saturday October 20th, 2012, families with infants through students in Grades 3 will spend a fall overnight at Camp Harlam in the Poconos. The retreat will be an opportunity for our younger grades and their families to bond as a community with each other, and with their rabbis and teachers. Camp Harlam is an excellent facility with comfortable, heated, winterized cabins, indoor sports facilities, and excellent sledding spots. The retreat is an integral part of the curriculum and all students and families are encouraged to attend.





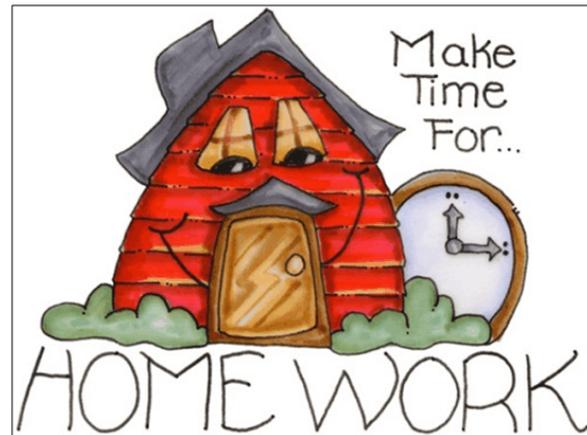
GRADES 4-7 CAMP HARLAM RETREAT

From Friday afternoon, February 8th, 2013 through Sunday morning, February 10th, 2013, students in Grades 4 through 7 will spend a winter weekend at URJ Camp Harlam in the Poconos. The retreat will be an opportunity for students, teachers, and Rabbis to celebrate Shabbat and learn and play together. Camp Harlam is an excellent facility with comfortable, heated, winterized cabins, indoor sports facilities, and excellent sledding spots. The retreat is an integral part of the curriculum and all students are encouraged to attend. Students will leave by bus on Friday afternoon and return to the synagogue by noon on Sunday.

HOMEWORK

Homework is critical, but not in the conventional sense. If our program is to be successful there has to be follow-up and participation in homes. We strongly encourage families to do the following:

- Attend services and synagogue events
- Celebrate Shabbat in your home
- Read Jewish books to your children of all ages
- Read the parent resource sections for the classes that your children are taking
- Work on the online Mitkadem Digital program with children to advance their level of Hebrew
- Ask your children about what they are learning, and look at their projects and materials so that you can ask questions and help them prepare for the next lesson
- Listen to the stories they know and tell of our people and history
- Create opportunities to hear your children recite the blessings and prayers that they are making part of their lives
- Help your children make Judaism an enjoyable part of your lives together
- Attend Sundays in the Sanctuary so that you will be up to date on what your children are learning





MITKADEM AT HOME HEBREW

This year Mercaz Limud is implementing a completely new Hebrew Curriculum called *Mitkadem* (Progression). Students will work within the classroom at their own pace within groups of 2-3 students who are on the same level. Students will work towards completing 23 levels of Hebrew, completing roughly 3-4 levels per year (depending on the student and effort). Students can advance in the *Mitkadem* program, or catch up if they are behind, with our new *Mitkadem* Digital Program. Parents can purchase individual levels from the education office and students can work on their Hebrew using any flash-based web browser. Students' progress will be tracked by the education office so that they can pick up where they left off in class. Please contact the education office to find out more and to enroll your child.

MID-WEEK HEBREW

Mid-week Hebrew is a voluntary program for 2nd through 7th grade students who choose to study Hebrew during the week. Students have the opportunity to strengthen reading skills, explore Modern Hebrew, and develop a stronger connection to the teacher and their classmates. This year there will be four levels of midweek Hebrew offered. The most beginner level will meet on Wednesdays from 4:00 to 5:00pm and for much of the year, will focus on reading and writing fluency, vocabulary building and short sentence and phrase comprehension. The beginner/intermediate level will meet on Wednesdays from 5:00 to 6:00pm. With the strong basis in Hebrew reading and writing students already have, they will learn to write Hebrew letters in script and verb conjugation in order to begin creating full Hebrew sentences. The intermediate level will meet on Wednesdays from 4:00 to 5:00pm and the advanced class will meet on Wednesday from 5:00 to 6:00pm. These students will read and write their own short stories and a letter to an Israeli pen pal.

B'NAI MITZVAH PREPARATION

The B'nai Mitzvah experience plays an important role in the development our students as Jews. Rodeph Shalom hopes to help our families create a meaningful milestone within the lifelong Jewish journey of every student. We work hard to help students begin the journey into Jewish adulthood and community life. The "Bar and Bat Mitzvah Handbook" details the process and is distributed at the 6th grade B'nai Mitzvah Orientation, at the time families request a date. You may request a copy of the guide from the Education Office. We will be having a B'nai Mitzvah Preparatory Reading class for sixth (6th) graders offered on Wednesday nights from 5-6pm taught by Pauline Rosenberg. Sixth (6th) graders are strongly encouraged to participate in order to gain fluency in their Hebrew reading making B'nai Mitzvah preparations that much easier.





CONFIRMATION

The Tenth Grade Confirmation class is the capstone of our *Mercaz Limud* program. Judaism is a lifelong journey and does not end with the Bar/Bat Mitzvah. Working towards confirmation is another milestone in the perpetual growth our students as Jewish adults. We take the intellectual development of a student between the ages 13 through 16 seriously

and have redesigned our curriculum for our rabbis and teachers to engage students creatively and experientially. The Confirmation year culminates in our Confirmation service on *Shavuot*, a beautiful service that 10th grade students will design and lead at the end of the year. **This year's Confirmation will take place on June 11th, 2013 and will be Rodeph Shalom's 151st Confirmation Class.**

POST CONFIRMATION

Students in 11th and 12th Grade are offered the opportunity to work as Madrichim (Teaching Assistants) in our *Mercaz Limud*. These students bring dynamism, insight, and energy to *Mercaz Limud*, while serving as role models for our younger students. The 11th and 12th Graders also have the opportunity to study at Gratz **Jewish Community High School** for formal certification.

YOUTH CHOIR

Music is a key form of expression in Jewish life. Student mastery of Hebrew often depends upon musical participation; therefore we consider every member of *Mercaz Limud* community to be a part of the Youth Choir. Certain students take additional interest in music and we have created the Select Choir for students who wish to participate. Select Choir occurs from 12:30 to 1:30pm, after dismissal and is led by Cantor Erin Frankel.

RS Select Youth Choir

This choir is open to first grade through sixth graders who love to sing Jewish music and increase their sense of identity through Jewish song. Rehearsals are every Sunday with Cantor Erin Frankel at the conclusion of *Mercaz Limud* from 12:30pm - 1:30pm. Pizza will be served! This choir helps to lead every Family Shabbat service. They will also perform at nursing homes and other special events throughout the year. The Junior Choir will be helping to lead the following services:

September 7: Welcome Back Shabbat

November 2: Family Shabbat

December 14: Chanukah Shabbat

January 18: Martin Luther King Jr. Shabbat

February 2: Tu B'Shevat Shabbat

March 1: Family Shabbat

April 19: Family Shabbat

JUNIOR YOUTH GROUP

For students in Grades 3 through 8, there are several exciting events planned throughout the year to encourage students to socialize and get to know one another through the Junior Youth Group. Our Junior Youth Group is parent led. The success of our Youth Groups depends on parental support so please, if possible, be available to help. Messages can be left for the lay leaders at the Education Office.

SENIOR YOUTH GROUP (RSTY)

The Senior Youth Group (RSTY—Rodeph Shalom Temple Youth) is a peak experience of youth life at Rodeph Shalom. This group gives our students an opportunity to socialize, form community, and learn informally and to live a Jewish life. In addition, students have the option of participating in NFTY-PAR (North American Federation of Temple Youth, Pennsylvania Area Region) events as well. Last year RSTY won the NFTY-PAR membership award thanks to its growing numbers, and we can't wait to add more students to the fold! The group is led by RSTY advisor Alison Petok.

PARENT PARTICIPATION AND PROGRAMMING

THE COMPLETE LEARNING ENVIRONMENT AND THE PARENT ROLE

We acknowledge that *Mercaz Limud* is only part of the Jewish education of a young person. The family provides the critical link to the success of our mission. We expect and hope that parents will provide loving, nurturing and enthusiastic Jewish homes, filled with Jewish experiences, observances, celebrations, ritual objects, discussions and books. *Mercaz Limud* program provides multiple opportunities for the entire family to deepen its understanding and connection to Jewish heritage, tradition and creativity. Parents are invited to attend services on Sundays in the Sanctuary and to participate in Adult Education courses.

TEN MINUTES OF TORAH

Held every week from 10:05-10:15am in Rabbi Fuchs's Office, Ten Minutes of Torah gives parents a chance to learn with one of the rabbis and to discuss a topic from that trimester's curriculum. This 10 minute discussion/lesson is a chance for parents to ask questions and expand their Jewish knowledge base. We believe that this is a great way to give parents a leg up on the car ride home. Hopefully we will provide a preview of the ideal answer to the question, "What are you learning at *Mercaz Limud*?" We will also be recommending short reading assignments for parents to keep up with their students' learning.

ADULT EDUCATION

RS offers a full array of adult level learning on Sunday mornings. Some classes are general and at the most introductory level, while others are more specific and go deeper into a subject.

FAMILY EDUCATION

Each class will have two Family Education Programs during the year on Sunday morning. We ask that at least one parent or significant adult from each family attend *Mercaz Limud* on that day. The program will introduce families to the topics their children are currently studying. Families will have an opportunity to study together with the teacher and a rabbi. We hope that through these programs, parents will become familiar with the teachers and the curriculum, and will also get to know each other and feel comfortable together. Parents are invited to attend services, Sundays in the Sanctuary and adult education, and then to join their children from 11:15am-12:30pm in learning together as a family about a chosen topic, hand selected by our rabbis.

THE ADULT LOUNGE

If you want a chance to relax, please join the community in the second floor parent lounge where you can form community through that age old Jewish tradition of schmoozing and noshing on some bagels. Wireless internet service is also available in the lounge. During warm days, parents are invited to join in with other parents and shoot hoops outside in the parking lot.

NEW TO MERCAZ LIMUD??

First and foremost, WELCOME! We are so appreciative that you selected Mercaz Limud for your child/ren. We have a little package for you with a few things that we hope you will find enjoyable and useful. In your welcome package, you will find Rabbi Joseph Telushkin's book, Jewish Literacy. This text is used to base our Ten Minutes of Torah discussions on each Sunday morning. We will also be giving you a few tri-folded booklets on How To Do Shabbat to help your family add new traditions to your existing Friday night rituals if desired. Also, all new students have a Consecration Ceremony on Sunday, October 7th where they will be recognized and presented with miniature Torahs. We also have a special Shabbat service that is partnered with our Community Shabbat Dinner on November 11th. New Mercaz Limud families will be recognized and presented with a Challah (*good for Saturday morning French Toast or freezing for the next week.*)

CONNECTIONS AND ENGAGEMENTS



YOUTH EDUCATION TASK FORCE

As parents of RS children, we are all members of this committee. The Youth Education Committee works closely with the Director of Youth Learning to help promote the goals of Jewish learning at Rodeph Shalom. The Education Committee members are clergy, teachers, parents and members of the congregation interested in *Mercaz Limud*. The work varies from overseeing the curriculum and policies of *Mercaz Limud* to organizing and helping coordinate *Mercaz Limud* events. The Committee dedicates itself to helping make a Jewish education at Rodeph Shalom one that creates life-long learners of the Torah through challenging children's hearts, souls, and intellects. The chair of the Education Committee is Susan Segal. Please contact the Education Office at edu@rodephshalom.org if you are interested in helping out.

ML CONNECTION GROUP: FAMILIES WITH MERCAZ LIMUD AGE CHILDREN

Parents of religious school age students get together alone and with children to strengthen their sense of community. Please see our ML Calendar for upcoming exciting events for you and your family.

VOLUNTEER OPPORTUNITIES

Leishev baSukkot – Dwell in the Sukkah on October 3rd

Contact our Education Office to R.S.V.P. for Volunteer Opportunities by September 21st.

September 24: 3 volunteers needed to shop for baking ingredients

September 27: 2 volunteers needed to shop for non-perishable dinner ingredients

September 30: 6 volunteers needed to bake desserts - RS kitchen 10.a.m.

October 1: 4 volunteers needed to prepare brisket - RS kitchen 10 a.m.

October 2: 4 volunteers needed to slice brisket and prepare side dish - RS kitchen 10 a.m.

October 3: 6 volunteers needed to prepare additional side dishes – RS kitchen 10 a.m.

Table Decorating: 3 volunteers needed to be in charge of table decoration

Storybook Reader: 2 volunteers needed to read to children of pre-school/elementary ages

Children's Art Table: 2 volunteers to be in charge of creating a self-guided art station

Like to Cook? Volunteer to help Julia prepare for and execute...

Challah Baking – 11/11 * Chanukah Latke Making 12/9 * Hamantaschen Making 2/10

GET INVOLVED: BE A CLASS PARENT

GET SPINNING: BE A CHANUKAH FAIR COORDINATOR

MAKE A LOT OF NOISE: BE A PURIM CARNIVAL COORDINATOR

DON'T BE SHY: BE A COMMUNICATIONS LIAISON

ASSIST WITH CO-CURRICULAR ACTIVITIES OUTSIDE MERCAZ LIMUD

THE MERCAZ LIMUD CURRICULAR GOALS AND MEASURES OF ASSESMENT

Ivrit (Hebrew) - Grades K-7

Enduring Understandings:

- Hebrew is the authentic language of Jewish prayer and ritual, and it is one element that binds the diverse Jewish people to one another.
- Many concepts and ideals of Judaism and God are best expressed in Hebrew, and translation can be flawed.
- Knowing something of the structure of the Hebrew language can assist in our understanding of familiar prayers and blessings, even if we cannot proficiently translate.
- Our appreciation of and comfort with (Hebrew) prayer and ritual change throughout our lives.
- Hebrew connects us with the Jews in Israel

Essential Questions:

- Why do I have a special language?
- Why should I pray in Hebrew?
- What purpose does learning Hebrew serve?
- Why do people speak Hebrew?

Evidence of Understanding

- Students will know the prayers required for their Bar or Bat Mitzvah including: Shema, Barchu V'ahavtah, Torah Blessings, Aleinu, Yotzer
- Students will be able to read vocalized Hebrew
- Students will believe that praying in Hebrew holds a particular spiritual value
- Students will feel connected to the Jewish community through their abilities to read and pray in Hebrew.

י	ט	ח	ז	ו	ה	ד	ג	ב	א
Yod (Y)	Tet (T)	Chet (Ch)	Zayin (Z)	Vav (V)	He (H)	Dalet (D)	Gimel (G)	Bet (B/V)	Alef (silent)
ע	ס	נ	נ	מ	מ	ל	ך	כ	פ
Ayin (silent)	Samech (S)	Nun (N)	Nun (N)	Mem (M)	Mem (M)	Lamed (L)	Khaf (Kh)	Kaf (K/Kh)	
ת	ש	ר	ק	ץ	צ	ף	פ	פ	פ
Tav (T)	Shin (Sh/S)	Resh (R)	Qof (Q)	Tsadeh (Ts)	Tsadeh (Ts)	Feh (F)	Peh (P/F)		

Resources:

Mitkadem

Parent Resources:

- Mitkadem Digital (<http://urjbooksandmusic.com/pages.php?pageid=74>)
- Motzkin, Linda, and Hara Person. *Aleph Isn't Tough: An Introduction to Hebrew for Adults*. New York: UAHC Press, 2000.

Omanut (Art): - Grades K-4

Enduring Understandings

- Art gives us the ability to express ourselves Jewishly in ways that we lack with words
- Making Jewish art is a form of Jewish commentary (*midrash*) on our tradition
- The process of making art can be a form of spiritual expression

Essential Questions

- How is art a form of Jewish expression?
- How can art influence our understanding of Judaism?
- How does art connect us with our tradition and with God?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know different artistic techniques
- Students will be able to craft artistic pieces that express their Judaism
- Students will feel positive about the artistic pieces they create and be proud to display their art in the hallways and in their homes
- Students will feel their art is both an individual expression of their selves, as well as an expression that they belong to the Jewish community

Resources for Parents

- <http://jewish-art.org/>
- [Jewish Art: A Brief History](http://www.myjewishlearning.com/culture/2/Art/History_and_Theory/Jewish_Art_History.shtml)
(http://www.myjewishlearning.com/culture/2/Art/History_and_Theory/Jewish_Art_History.shtml)
- <http://jewisharteducation.com/>



Z'mirot (Music) – Grades K-4

Enduring Understandings

- Music is an important aspect of Jewish culture
- Jewish music has many genres and styles like non-Jewish music, but has themes related to Jewish ideas
- The joy of music is elevated with dancing, clapping, jumping, swaying, and other forms of movement.

Essential Questions

- Why is music such an integral part of the Jewish experience?
- What Jewish music do I like?
- What makes Jewish music different from other music?
- How does movement enhance the musical experience?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know the lyrics and melodies of Jewish music
- Students will be able to sing the songs that they learn in and outside Mercaz Limud
- Students will enjoy the songs that they learn and want to sing them outside of music class
- Students will feel connected to each other and to the Jewish community at large by Jewish music

Resources for Parents

- [Jewish Music 101](http://www.myjewishlearning.com/culture/2/Music/Music_101.shtml)
(http://www.myjewishlearning.com/culture/2/Music/Music_101.shtml)
- www.oysong.com (the iTunes of Jewish music)
- www.hebrewsongs.com
- <http://www.debbiefriedman.com/>



Ha'Bayit (Jewish Home) – Grades Pre-K-4

Enduring Understandings

- The home is a Jewish space
- The intimacy of the home has the power to enhance Jewish ritual
- The family is a small Jewish community, and the Jewish community is a large Jewish family

Essential Questions

- How can we practice Judaism outside the synagogue?
- What rituals can we perform in our homes?
- How can I make my home Jewish?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

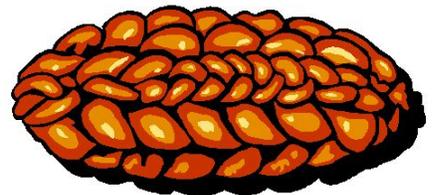
- Students will know how Judaism is practiced in the home
- Students will encourage their parents to practice Shabbat and other rituals in their homes
- Students will believe that their Jewish lives are based in their homes
- Students will feel a sense of Jewish belonging by celebrating rituals and holidays within their home

Resources:

Teaching Mitzvot- Behrman House

Resources for Parents:

- [Jewish Education Begins at Home](http://forward.com/articles/127124/jewish-education-begins-at-home/)
(<http://forward.com/articles/127124/jewish-education-begins-at-home/>)
- Diamant, Anita Cooper, Howard. Living a Jewish Life: A Guide for Starting, Learning, Celebrating, & Parenting. New York: Harper Collins Publishers, 1991.
- Stern, Chaim, editor. On the Doorposts of Your House (A Mezuzo Beitecha): Prayers & Ceremonies for the Jewish Home. New York: CCAR Press, 1994.
- Knobel, Peter. Gates of the Seasons (Shaarei Mo-Eid): A Guide to The Jewish Year . New York: CCAR Press, 1983.



G'milut Chasadim (Social Action) - Grade 1

Enduring Understandings

- The world is broken, and we have a responsibility of *Tikkun Olam*, repairing the world in which we live
- Performing acts of *g'milut chasadim* can bring us closer together and closer to God

Essential Questions

- Why do we perform acts of *g'milut chasadim*?
- What difference can we make if we perform acts of *g'milut chasadim*?
- How do my actions affect the people around me?
- What is an actions of *g'milut chasadim* and how can I do it?
- What can I learn about *g'milut chasadim* from the story of the Jewish people?
- How does performing acts of *g'milut chasadim* make me a part of the ongoing story of the Jewish people?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know what acts of *g'milut chasadim* are, and how they can do them?
- Students will perform acts of *g'milut chasadim* of their own volition
- Students will believe that they can make the world a better place
- Students will feel a part of the Jewish people by performing acts of *g'milut chasadim*

Resources:

Chai: Learning For Jewish Life Level 1

Resources for Parents:

- <http://rac.org/>
- [Social Action at Rodeph Shalom \(http://www.rodephshalom.org/rise_up/\)](http://www.rodephshalom.org/rise_up/)
- Vorspan, Albert, and David Saperstein. *Jewish Dimensions of Social Justice: Tough Moral Choices of Our Time*. New York, NY: UAHC Press, 1998.
- Shlensky, Evely L, and Marc D. Israel. *Lirdof Tsedek: a Guide to Synagogue Social Action*. New York: UAHC Press, 2001.



G'milut Chasadim (Social Action) - Grade 2

Enduring Understandings

- The world is broken, and we have a responsibility of *Tikkun Olam*, repairing the world in which we live
- Performing acts of *g'milut chasadim* brings us closer together and closer to God
- Performing acts of *g'milut chasadim* is a way of being Jewish

Essential Questions

- Why do we perform acts of *g'milut chasadim*?
- What difference does it make if we perform acts of *g'milut chasadim*?
- How can *g'milut chasadim* make the world a better, holier place

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

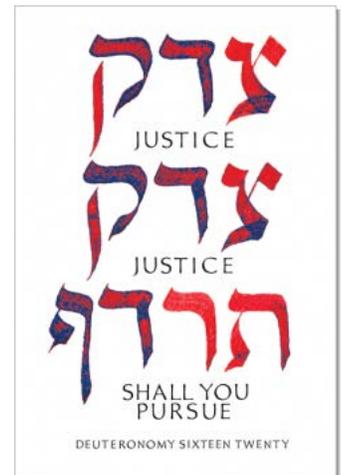
- Students will know different ways in which they can perform acts of *g'milut chasadim*
- Students will identify examples of how they perform acts of *g'milut chasadim*, and will perform such acts in their everyday lives
- Students will believe that they can help fix the world (*Tikkun Olam*)
- Students will feel a part of a community that works together to perform acts of *g'milut chasadim*

Resources:

Chai: Learning For Jewish Life Level 2

Resources for Parents:

- <http://rac.org/>
- [Social Action at Rodeph Shalom \(http://www.rodephshalom.org/rise_up/\)](http://www.rodephshalom.org/rise_up/)
- Vorspan, Albert, and David Saperstein. *Jewish Dimensions of Social Justice: Tough Moral Choices of Our Time*. New York, NY: UAHC Press, 1998.
- Shlensky, Evely L, and Marc D. Israel. *Lirdof Tsedek: a Guide to Synagogue Social Action*. New York: UAHC Press, 2001.



G'milut Chasadim (Social Action) - Grade 3

Enduring Understandings

- The world is broken, and we have a responsibility of *Tikkun Olam*, repairing the world in which we live
- Each individual act of *g'milut chasadim* can make the world more holy/*kadosh*

Essential Questions

- Why do we do acts of *g'milut chasadim*?
- What difference do we make when we do *g'milut chasadim*?
- How can doing *g'milut chasadim* make the world more holy/*kadosh*

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know that they have personal responsibilities to help in the process of *Tikkun Olam*, the repair of the world
- Students will be able to carry out actions that make them feel holy
- Students will feel a sense of holy community by participating as a group in social action projects.

Resources:

Chai: Learning For Jewish Life Level 3

Resources for Parents:

- <http://rac.org/>
- [Social Action at Rodeph Shalom \(http://www.rodephshalom.org/rise_up/\)](http://www.rodephshalom.org/rise_up/)
- Vorspan, Albert, and David Saperstein. *Jewish Dimensions of Social Justice: Tough Moral Choices of Our Time*. New York, NY: UAHC Press, 1998.
- Shlensky, Evely L, and Marc D. Israel. *Lirdof Tsedek: a Guide to Synagogue Social Action*. New York: UAHC Press, 2001.



G'milut Chasadim (Social Action) - Grade 4

Enduring Understandings

- The world is broken, and we have a responsibility of *Tikkun Olam*, repairing the world in which we live
- We have a responsibility to perform acts of *g'milut chasadim* for the people we encounter in our daily lives.

Essential Questions

- Why do we do acts of *g'milut chasadim*?
- What difference do we make when we do *g'milut chasadim*?
- How do my actions affect the people around me?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know how their actions affect their family, friends, and people they encounter in their daily lives
- Students will perform actions that enrich the lives of the people around them
- Students will believe that acting with respect, love, kindness will improve their lives and the lives of those around them
- Students will feel strengthened connections with their friends, family, and those around them through their actions.

Resources:

Chai: Learning For Jewish Life Level 4
A Kid's Mench Handbook
A Kid's Mench Handbook: Teaching Guide

Resources for Parents:

- <http://rac.org/>
- [Social Action at Rodeph Shalom \(http://www.rodephshalom.org/rise_up/\)](http://www.rodephshalom.org/rise_up/)
- Vorspan, Albert, and David Saperstein. *Jewish Dimensions of Social Justice: Tough Moral Choices of Our Time*. New York, NY: UAHC Press, 1998.
- Shlensky, Evelyn L, and Marc D. Israel. *Lirdof Tsedek: a Guide to Synagogue Social Action*. New York: UAHC Press, 2001.



Avodah (Prayer) - Grade 1

Enduring Understandings

- *Avodah* is the work we do to find sacred connections to God, community, and self.
- Engaging in the work of *avodah* can bring order, beauty, meaning, and insight into our lives
- Our Jewish acts help us discover the beauty and order of sacred time and our place in the Jewish story

Essential Questions

- How is striving for a connection to God, *avodah*, like work?
- What can I learn about what it means to be a Jew through the practice of prayer?
- How does the practice of prayer keep my relationships with myself, with God, and with the Jewish people in good shape?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know what *avodah* is and how they can do it
- Students will know about some of the important Jewish holidays
- Students will learn about connecting to God through *mitzvot*
- Students will believe that they have the ability to connect with God
- Students will feel a part of a community that connects with God together

Resources:

Chai: Learning For Jewish Life Level 1

Resources for Parents

- <http://www.jewfaq.org/prayer.htm>
- [Siddur: Jewish Prayer Book](http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml)
(http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml)
- Hoffman, Lawrence A. *The Way into Jewish Prayer*. Woodstock, Vt: Jewish Lights Pub, 2000.
- Hoffman, Lawrence A. *My People's Prayer Book: Traditional Prayers, Modern Commentaries*. Woodstock, Vt: Jewish Lights Pub.



Avodah (Prayer) - Grade 2

Enduring Understandings

- *Avodah* is prayer, ceremonies, and celebrations.
- *Avodah* is the work we do to find sacred connections to God, community, and self.

Essential Questions

- What can I do to connect to God?
- What is the evidence that there is God?
- How do prayers, ceremonies, and celebrations affect my world?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know how to connect to God through *avodah*
- Students will be able to talk about God and say simple prayers
- Students will believe that God has a place in their lives
- Students will feel Jewish through *avodah*

Resources:

Chai: Learning For Jewish Life Level 2

Resources for Parents

- <http://www.jewfaq.org/prayer.htm>
- [Siddur: Jewish Prayer Book](#)
([http://www.myjewishlearning.com/texts/Liturgy and Prayers/Siddur Prayer Book.shtml](http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml))
- Hoffman, Lawrence A. *The Way into Jewish Prayer*. Woodstock, Vt: Jewish Lights Pub, 2000.
- Hoffman, Lawrence A. *My People's Prayer Book: Traditional Prayers, Modern Commentaries*. Woodstock, Vt: Jewish Lights Pub.

Avodah (Prayer) - Grade 3

Enduring Understandings

- *Avodah* is the work we do to find sacred connections to God, community, and self
- Engaging in the work of *avodah* can bring order, beauty, meaning, and insight into our lives
- Through *avodah* we can make our lives and the world more *kadosh*/holy.

Essential Questions

- How can I experience moments of connection to God?
- How is striving for a connection to God, *avodah*, like work?
- How can doing the work of *avodah* make my life, the lives of others, and the world more *kadosh*/holy?

Evidence of Understanding

- Students will know how sacred space brings us closer to God
- Students will be able to connect in *avodah* in their own ways
- Students will believe that they are able to talk with God
- Students will sense that the people, places, and objects around us can enhance our ability to connect with God

Resources:

Chai: Learning For Jewish Life Level 3

Resources for Parents

- <http://www.jewfaq.org/prayer.htm>
- [Siddur: Jewish Prayer Book \(http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml\)](http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml)
- Hoffman, Lawrence A. *The Way into Jewish Prayer*. Woodstock, Vt: Jewish Lights Pub, 2000.
- Hoffman, Lawrence A. *My People's Prayer Book: Traditional Prayers, Modern Commentaries*. Woodstock, Vt: Jewish Lights Pub.



Avodah (Prayer) - Grade 4

Enduring Understandings

- *Avodah* is the work we do to find sacred connections to God, community, and self
- Engaging in work of *avodah* can bring order, beauty, meaning, and insight to our lives and our community
- We practice *avodah* through a variety of different ways
- *Keva* and *Kavanah*, the fixed order of worship and the personal intention we bring to prayer, are complementary aspects of Jewish worship, combining to help us make sacred connections.

Essential Questions

- How is striving for a connection to God, *avodah*, like work?
- How can I experience *kavanah* and feel moments of connection to God?
- How can fixed prayer become relevant and important to me?
- How does the act of participating in fixed prayer keep my relationships with God, with the Jewish people, and with myself in good shape?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know the meaning of prayers
- Students will be able to pray the fixed liturgy as well as practice alternative forms of *avodah*
- Students will believe in the power that *avodah* has to bring us closer to God, bring us closer together, and bring us more in touch with ourselves
- Students will feel a sense of community through *avodah*

Resources:

Chai: Learning For Jewish Life Level 4

Resources for Parents

- <http://www.jewfaq.org/prayer.htm>
- [Siddur: Jewish Prayer Book \(http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml\)](http://www.myjewishlearning.com/texts/Liturgy_and_Prayers/Siddur_Prayer_Book.shtml)
- Hoffman, Lawrence A. *The Way into Jewish Prayer*. Woodstock, Vt: Jewish Lights Pub, 2000.
- Hoffman, Lawrence A. *My People's Prayer Book: Traditional Prayers, Modern Commentaries*. Woodstock, Vt: Jewish Lights Pub.

Torah – Grades Pre-K-1

Enduring Understandings

- All of life's lessons are within the Torah; we must keep turning it, and turning it to find them.
- The Torah is a mirror through which we see ourselves
- Developing the skills to study Torah is essential to integrating Torah into our lives
- I am part of the ongoing story of Torah and the Jewish people

Essential Questions

- What does the Torah have to say to me and my world?
- How can Torah study help me in my everyday life?
- Why is the Torah different from other books?
- What is the story of Torah?
- What does it mean to be part of the story of Torah and the Jewish people?
- How can I play an active role in the story of Torah?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know what Torah is and why it is special
- Students will perform the morals from the stories within the Bible: i.e. welcoming others, sharing, and including others
- Students will believe that the Torah is a special and holy book
- Students will feel that the Torah is a part of their lives and that they are a part of the stories of the Torah.

Resources:

Chai: Learning For Jewish Life Level 1

Parent Resources:

- www.g-dcast.com
- <http://urj.org/learning/torah/ten/>
- Plaut, W G, and David E. Stein. The Torah: a Modern Commentary. New York: Union for Reform Judaism, 2005.
- Eskenazi, Tamara C, and Andrea L. Weiss. The Torah: A Women's Commentary. New York: Women of Reform Judaism, Federation of Temple Sisterhood, 2008.
- Holtz, Barry W. Back to the Sources: Reading the Classic Jewish Texts. New York: Summit Books, 1984.



Torah - Grade 2

Enduring Understandings

- All of life's lessons are within the Torah, we must keep turning it, and turning it to find them.
- The Torah is a mirror through which we see ourselves
- Developing the skills to study Torah is essential to integrating Torah into our lives
- The Torah teaches me how to be part of the Jewish people

Essential Questions

- What does the Torah have to say to my world and me?
- Why is the Torah different from other books?
- How can Torah study help me in my everyday life?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know of some of the characters within the Bible
- Students will apply the morals of the stories they learn about to their own lives
- Students will believe that Torah plays an important role in their lives
- Students will feel connected with the stories of the past and with the Jewish people

Resources:

Chai: Learning For Jewish Life Level 2

Parent Resources:

- www.g-dcast.com
- <http://urj.org/learning/torah/ten/>
- Plaut, W G, and David E. Stein. The Torah : a Modern Commentary. New York: Union for Reform Judaism, 2005.
- Eskenazi, Tamara C, and Andrea L. Weiss. The Torah: A Women's Commentary. New York: Women of Reform Judaism, Federation of Temple Sisterhood, 2008.
- Holtz, Barry W. Back to the Sources: Reading the Classic Jewish Texts. New York: Summit Books, 1984.



Torah - Grade 3

Enduring Understandings

- All of life's lessons are within the Torah; we must keep turning it, and turning it to find them.
- The Torah is a mirror through which we see ourselves
- Developing the skills to study Torah is essential to integrating Torah into our lives
- How can understanding and observing the rules and laws found in the Torah make my life more holy/*kadosh*?

Essential Questions

- What does the Torah have to say to my world and me?
- Why is the Torah different from other books?
- How can Torah study help me in my everyday life?
- How can understanding and observing the rules and laws found in the Torah make my life more holy/*kadosh*?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know what it means to be holy
- Students will feel that the mitzvot they perform enrich their lives with holiness
- Students will believe that acting in a holy way brings them closer to God
- Students will feel that there is holiness in community, family, and performing holy acts together.

Resources:

Chai: Learning For Jewish Life Level 3

Parent Resources:

- www.g-dcast.com
- <http://urj.org/learning/torah/ten/>
- Plaut, W G, and David E. Stein. The Torah: a Modern Commentary. New York: Union for Reform Judaism, 2005.
- Eskenazi, Tamara C, and Andrea L. Weiss. The Torah: A Women's Commentary. New York: Women of Reform Judaism, Federation of Temple Sisterhood, 2008.
- Holtz, Barry W. Back to the Sources: Reading the Classic Jewish Texts. New York: Summit Books, 1984.



Torah - Grade 4

Enduring Understandings

- All of life's lessons are within the Torah; we must keep turning it, and turning it to find them.
- The Torah is a mirror through which we see ourselves
- Developing the skills to study Torah is essential to integrating Torah into our lives
- With the promise of a holy land (*Eretz Yisrael*), We as a holy people (*Am Yisrael*) have a responsibility to strive toward holiness by observing the covenant (*brit*).

Essential Questions

- What does the Torah have to say to my world and me?
- How can Torah study help me in my everyday life?
- Why is the Torah different from other books?
- What does it mean to be a member of *Am Yisrael*?
- What does *Eretz Yisrael* mean to me?
- As a member of *Am Yisrael*, what is my connection to *Eretz Yisrael*?
- What is the *brit* between *Am Yisrael* and God?
- Why should I keep the *brit*?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about the concepts of peoplehood, promised land, and covenant
- Students will be able to describe the journey into the promised land and will be able to trace the steps of the Israelites on a map
- Students will believe they are bound by a covenant with God
- Students will feel a part of the nation of Israel

Resources:

Chai: Learning For Jewish Life Level 4

Parent Resources:

- www.g-dcast.com
- <http://urj.org/learning/torah/ten/>
- Plaut, W G, and David E. Stein. The Torah: a Modern Commentary. New York: Union for Reform Judaism, 2005.
- Eskenazi, Tamara C, and Andrea L. Weiss. The Torah: A Women's Commentary. New York: Women of Reform Judaism, Federation of Temple Sisterhood, 2008.
- Holtz, Barry W. Back to the Sources: Reading the Classic Jewish Texts. New York: Summit Books, 1984.

Yisrael (Israel) – Grades Pre-K-1

Enduring Understandings

- A fundamental aspect of a healthy Jewish identity is a relationship to Israel as the historical homeland and the spiritual inheritance of the Jewish people.
- The country in which I live, or where I am from, and Israel, have their own symbols, foods, and sounds. Relating to the symbols, foods and sounds of a country can help me understand it better

Essential Questions

- What does Israel mean to me? What do I think of when I think of Israel?
- How can knowledge of Israel enrich my Jewish belief and behavior?
- What different roles do *Eretz Yisrael* (The Land of Israel) and *Medina Yisrael* (The State of Israel) play in my relationship to Israel
- What are the options for relationships I might have with Israel?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

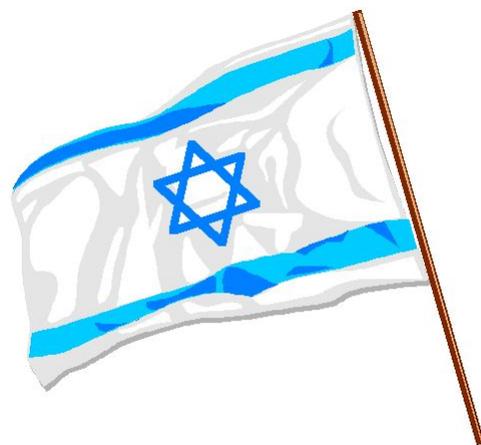
- Students will know about what makes Israel a special place
- Students will be able to find Israel on a map and talk about what goes on in the country
- Students will believe that Israel is an important part of their Jewish identity
- Students will feel connected to the Jews in Israel

Resources:

Chai: Learning For Jewish Life Israel Strand Level 1

Parent Resources:

- Israeli Movement for Reform and Progressive Judaism (<http://www.reform.org.il/Eng/Index.asp>)
- www.RJIsrael.org
- www.Arza.org
- Avineri, Shlomo. *The Making of Modern Zionism: Intellectual Origins of the Jewish State*. New York: Basic Books, 1981.
- Rosenthal, Donna. *The Israelis: Ordinary People in an Extraordinary Land*. New York: Free Press, 2003.
- *Exodus* Starring Paul Newman, Eva Marie Saint, Ralph Richardson, et al. (1960).
- *Cast a Giant Shadow* Starring Kirk Douglas, John Wayne, Frank Sinatra and Senta Berger (1966).



Yisrael (Israel) - Grade 2

Enduring Understandings

- A fundamental aspect of a healthy Jewish identity is a relationship to Israel as the historical homeland and the spiritual inheritance of the Jewish people.
- We are connected to the nature and agriculture of Israel through the holidays of the Jewish calendar.

Essential Questions

- What does Israel mean to me? What do I think of when I think of Israel?
- How can knowledge of Israel enrich my Jewish belief and behavior?
- What different roles do *Eretz Yisrael* (the Land of Israel) and *M'dinat Yisrael* (the State of Israel) play in my relationship to Israel?
- What are the options for relationships I might have with Israel?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about ecology and agriculture within Israel
- Students will participate in recreating aspects of Israeli food and ecological values in their homes
- Students will believe that preserving ecology is important both in Israel and the United States
- Students will feel a part of the effort to sustain Israel's ecology

Resources:

Chai: Learning For Jewish Life Israel Strand Level 2

Parent Resources:

- Israeli Movement for Reform and Progressive Judaism
(<http://www.reform.org.il/Eng/Index.asp>)
- www.RJIsrael.org
- www.Arza.org
- Avineri, Shlomo. *The Making of Modern Zionism: Intellectual Origins of the Jewish State*. New York: Basic Books, 1981.
- Rosenthal, Donna. *The Israelis: Ordinary People in an Extraordinary Land*. New York: Free Press, 2003.
- *Exodus* Starring Paul Newman, Eva Marie Saint, Ralph Richardson, et al. (1960).
- *Cast a Giant Shadow* Starring Kirk Douglas, John Wayne, Frank Sinatra and Senta Berger (1966).

Yisrael (Israel) - Grade 3

Enduring Understandings

- A fundamental aspect of a healthy Jewish identity is a relationship to Israel as the historical homeland and the spiritual inheritance of the Jewish people.
- A relationship with Israel requires knowing what it looks like, familiarity with its geographical and physical features

Essential Questions

- What does Israel mean to me? What do I think of when I think of Israel?
- How can knowledge of Israel enrich my Jewish belief and behavior?
- What different roles do *Eretz Yisrael* (the Land of Israel) and *M'dinat Yisrael* (the State of Israel) play in my relationship to Israel?
- What are the options for relationships I might have with Israel?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about different geographical features of the land of Israel
- Students will be able to identify where cities, regions, and geographical features are on a map of Israel
- Students will believe that the amazing geography of Israel is a part of God's creation
- Students will feel a connection with the land of Israel.

Resources:

Chai: Learning For Jewish Life Israel Strand Level 3

Parent Resources:

- Israeli Movement for Reform and Progressive Judaism (<http://www.reform.org.il/Eng/Index.asp>)
- www.RJIsrael.org
- www.Arza.org
- Avineri, Shlomo. *The Making of Modern Zionism: Intellectual Origins of the Jewish State*. New York: Basic Books, 1981.
- Rosenthal, Donna. *The Israelis: Ordinary People in an Extraordinary Land*. New York: Free Press, 2003.
- *Exodus* Starring Paul Newman, Eva Marie Saint, Ralph Richardson, et al. (1960).
- *Cast a Giant Shadow* Starring Kirk Douglas, John Wayne, Frank Sinatra and Senta Berger (1966).



Yisrael (Israel) - Grade 4

Enduring Understanding

- A fundamental aspect of a healthy Jewish identity is a relationship to Israel as the historical homeland and the spiritual inheritance of the Jewish people.
- Israel is the Jewish homeland.
- Israel is at the same time both a modern and ancient country

Essential Questions

- How are Israelis and their lives different from and similar to us and to our lives?
- How can I connect to and support Israel in my own life?
- What is special about the geography of Israel?

Evidence of Understanding: (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about key people, places, and events in Israel
- Students will be able to find Israel on a map, and find key places within Israel
- Students will believe that Israel holds a special place in their lives
- Students will feel connected to the land, people, and history of Israel

Resources:

Chai: Learning For Jewish Life Israel Strand Level 4

Parent Resources:

- Israeli Movement for Reform and Progressive Judaism
(<http://www.reform.org.il/Eng/Index.asp>)
- www.RJIsrael.org
- www.Arza.org
- Avineri, Shlomo. The Making of Modern Zionism: Intellectual Origins of the Jewish State. New York: Basic Books, 1981.
- Rosenthal, Donna. The Israelis: Ordinary People in an Extraordinary Land. New York: Free Press, 2003.
- Exodus Starring Paul Newman, Eva Marie Saint, Ralph Richardson, et al. (1960).
- Cast a Giant Shadow Starring Kirk Douglas, John Wayne, Frank Sinatra and Senta Berger (1966).

Orech Chayim (Life Cycle) - Grades 5

Enduring Understandings

- Jewish tradition marks the span of our lives with key moments and rituals
- Life cycle events bring family and community together
- The time in our life progresses spirally not linearly
- Judaism has a role to play in our entire lives
-

Essential Questions

- Why do we celebrate milestones in our lives with rituals?
- Does time flow in a straight line or through a cycle?
- Do lifecycle events bring us closer to God?
- How do life cycle events connect us with Judaism?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

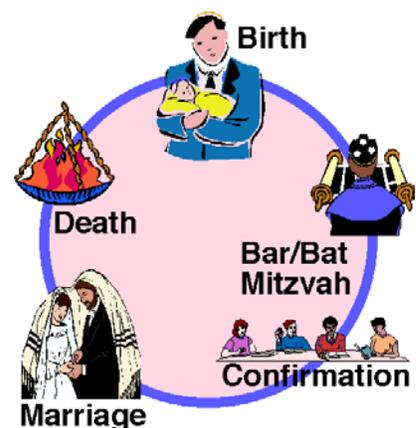
- Students will know how Jews practice key life cycle events including: a *bris*, Bar Mitzvah, confirmation, weddings, and funerals
- Students will be able to perform lifecycle rituals through skits and participation in actual events
- Students will believe in the importance of lifecycle events in their lives and will see them as times to look forward to
- Students will feel a part of the Jewish community when they participate, observe, and celebrate Jewish life cycle events.

Resources

Teaching Jewish Life Cycle: Traditions and Activities

Parent Resources

- Knobel, Peter. Gates of the Seasons (Shaarei Mo-Eid): A Guide to the Jewish Year. New York: CCAR Press, 1983.
- Maslin, Simeon J. Gates of Mitzvah: a Guide to the Jewish Life Cycle. New York: Central Conference of American Rabbis, 1979.



Nevi'im (Prophets) - Grade 5

Enduring Understandings

- Pursuing justice is a fundamental Jewish value (Deuteronomy 16: 19-20)
- We can fight injustice through a variety of methods including philanthropy, protesting, and being vocal
- Indifference to injustice fosters more injustice
- Good leaders possess any number of qualities that enable them to lead people towards ways of justice or injustice

Essential Questions

- How do the forces of justice and compassion guide us?
- What compels us to speak up for justice even when it is an unpopular belief?
- How should we respond to immoral or unethical behavior in our community?
- What are the qualities of a good leader?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about the key messages of the prophets of old
- Students will speak out for causes they believe in and participate in causes for social justice
- Students will believe that they have a responsibility to pursue justice
- Students will feel a sense of belonging to a community that speaks out for causes of justice

Resources

The Prophets: Speaking out for Justice

The Prophets: Speaking out for Justice: Teacher's Lesson Plan Manual

Parent Resources:

- **Prophets Nevi'im**
(<http://www.myjewishlearning.com/texts/Bible/Prophets.shtml>)
- Heschel, Abraham J. The Prophets. New York: Harper & Row, 1962.
- Plaut, W G, Chaim Stern, and S D. Sperling. [sefer Ha-Haftarot] =: The Haftarah Commentary. New York: UAHC Press, 1996.
- Fishbane, Michael A. Haftarot: The Traditional Hebrew Text with the New Jps Translation. Philadelphia: The Jewish Publication Society, 2002.



Mitzvot and Middot (Jewish Values) – Grade 5

Enduring Understandings

- The Torah enriches our lives with sacred values
- Jewish values give us a moral compass for our lives
- Being made in the image of God requires that we strive to be like God
- Living with Jewish ethics and morals enriches our lives, and the lives of those around us

Essential Questions

- Why is it important to strive to be a good person?
- How are our Jewish identities shaped by our Jewish values?
- How do we put our values into action?

Measures of Assessment

- Students will know about the Jewish position on issues such as *Lashon Hara* (Gossip), *Tzedakah* (Charity), and *Lo Tachmod* (Not Coveting), *Nedarim* (Vowing), and *Tza'ar Ba'alei Chayim* (Being Kind to Animals)
- Students will demonstrate their Jewish values through their behavior
- Students will believe that Jewish values should dictate our life choices
- Students will feel more Jewish and connected to the Jewish community through their championing of Jewish values

Resources

Teaching Mitzvot: Concepts, Values, and Activities

- Chapters: 15-16, 18, 20-21, 22-23, 29, 34, 35.

Teaching Jewish Virtues: Sacred Sources and Arts Activities

- Chapters: 2, 9

Resources for Parents:

- <http://www.jewishvaluesonline.org>
- Raising Children with Jewish Values (From an Interfaith Perspective)
 - o http://www.interfaithfamily.com/relationships/parenting/Raising_Children_with_Jewish_Values.shtml
- Telushkin, Joseph. *The Book of Jewish Values: A Day-by-Day Guide to Ethical Living*. New York: Bell Tower, 2000

Historiah (American Jewish Experience) - Grade 6

Enduring Understandings

- American culture has shaped American Judaism just as American Judaism has shaped American culture
- All Jews are connected by a sense of *K'lal Yisrael* (All of Israel), a feeling of unity that exists between all Jews irrespective of denomination, geography, or religious observance

Essential Questions

- Is America a Jewish Homeland?
- How can live as both Jews and Americans?
- Why is American Judaism different from the European Judaism of the past?
- In what ways have Jews been a part of creating American culture?

Evidence of Understanding: (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about how Jews have been involved the key events and shaping of American history
- Students will be able to identify and relate to the exhibit at the American Jewish history museum.
- Students will believe in a sense of *K'lal Yisrael*
- Students will feel that being both American and Jewish are not mutually exclusive.

Lesson Plans

America: The Jewish Experience (A Teacher's Guide)

America: The Jewish Experience

Let Freedom Ring

Parent Resources:

- <http://www.jewsinamerica.org/>
- <http://www.nmajh.org/>
- <http://americanjewisharchives.org/>
- Sarna, Jonathan D. American Judaism: A History. New Haven: Yale University Press, 2004.
- Kaplan, Dana E. Contemporary American Judaism: Transformation and Renewal. New York: Columbia University Press, 2009.



Reform Judaism - Grade 6

Enduring Understandings

- Reform Judaism emphasizes personal freedom
- Reform Judaism is about modernizing the traditions of the past to make them relevant today
- Reform Jews have a special bond with all the Jews of the world

Essential Questions

- What do Reform Jews believe?
- What makes Reform Jews Special?
- What is a Reform Jew supposed to do?
- Who tells Reform Jews what to do and believe?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know what makes them a Reform Jew
- Students will be able to articulate and defend Reform Judaism to others
- Students will believe that they possess a choice to make Jewish decisions through knowledge
- Students will feel connected to other Reform Jews within their community and throughout the world.

Resources

Explaining Reform Judaism

Explaining Reform Judaism Teacher's Guide

Parent Resources

- The Origins of Reform Judaism in America
(http://www.jewishvirtuallibrary.org/jsource/Judaism/The_Origins_of_Reform_Judaism.html)
- Borowitz, Eugene B, and Naomi Patz. Explaining Reform Judaism. New York: Behrman House, 1985.
- Meyer, Michael A. Response to Modernity: A History of the Reform Movement in Judaism. Detroit: Wayne State University Press, 1995.
- Meyer, Michael A, and W G. Plaut. The Reform Judaism Reader: North American Documents. New York, N.Y: UAHC Press, 2001.



Te'amim (Trope) - Grade 6

Enduring Understandings

- The chanting of Torah has always been the first and foremost way of transmitting our tradition
- Giving music to words adds a deeper level of meaning
- Words are remembered more easily when they are sung

Essential Questions

- Why is the Torah chanted?
- What does music add to the reading of a text?
- Are there any benefits to chanting a text?

Evidence of Understanding

- Students will know and be able to identify trope marks
- Students will be able to chant verses from their Torah portion using the trope
- Students will find benefit in the music behind the Torah
- Students will feel connected to their tradition through the singing of the texts' music.

Parent Resources

- <http://learntrope.com/>



Mishpat (You Be the Judge) - Grade 7

Enduring Understandings:

- Our Judaism helps us make important life decisions
- Jewish tradition serves as a moral compass for our lives
- Complex problems can have multiple solutions
- Reform Jews believe in making choices through knowledge

Essential Questions

- How do we solve dilemmas in our lives?
- How can Judaism help us make life decisions?
- Does every problem have a single answer?

Evidence of Understanding: (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know that there are many solutions to any given dilemma
- Students will be able to make life decisions based on their Jewish knowledge
- Students will believe that Torah holds the answers to some of life's most difficult situations
- Students will feel a part of a tradition that values debate and healthy discussion

Resources

You be the Judge

Parent Resources

- Grishaver, Joel L. *You Be the Judge: A Collection of Ethical Cases and Jewish Answers*. Los Angeles: Torah Aura Productions, 2000.
- Borowitz, Eugene B. *Reform Jewish Ethics and the Halakhah: An Experiment in Decision Making*. W. Orange, NJ: Behrman House, 1994.

Shoah (Holocaust) - Grade 7

Enduring Understandings

- Social, religious, and political pariahs exist among all groups of people
- Genocide occurs frequently throughout history
- The suffering of the innocent forces us to think critically about our own beliefs in God
- Learning about the Holocaust enables us to help prevent genocide today and in the future
- The road to Auschwitz was built with hate, but paved with indifference (Ian Kershaw)

Essential Questions

- What does the Holocaust teach us about the nature of people?
- Is the Holocaust Unique?
- How can we help prevent genocide in the world today?
- How does the Holocaust impact our lives today?
- How can we believe in God after the Holocaust?

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about the events that led up to the Holocaust and the resulting destruction of European Jewry
- Students will be able to recount the stories of survivors.
- Students will believe that they have a responsibility to fight genocide in the next generation
- Students will empathize with the suffering of their fellow Jews who perished during the Holocaust and those who lived to tell their stories

Resources:

Echoes and Reflections Multimedia Holocaust Curriculum

Parent Resources

- Jewish Virtual Library: The Holocaust (<http://www.jewishvirtuallibrary.org/jsource/holo.html>)
- Facing History and Ourselves (<http://www.facing.org/>)
- YouTube – The Holocaust (http://www.youtube.com/topic/hZahAh1rTuQ/?feature=results_main)
- United States Holocaust Memorial Museum (<http://www.ushmm.org/>)
- Dwork, Deborah, and R J. Pelt. Holocaust: A History. New York: Norton, 2002.



Confirmation Academy Schedule and Structure

The Confirmation Academy schedule overlaps with the schedule of the younger grades within Mercaz Limud, but differs significantly. Confirmation Academy classes begin at 10:30am, and will end at 12:30pm. At the end of the class day, students will have lunch with the rabbis on the 5th floor of the building in the Confirmation Academy. There are six core classes within the confirmation academy that Rabbis Freedman, Maderer and Kuhn teach, as well as electives that our Confirmation Academy faculty will teach. The schedule is designed to cycle so that students will take all six core classes over the course of three years. To this end, students in grades 8 and 10 will have core classes within their schedule, while grade 9 will have just electives.

Core Class Yearly Cycle Grades 8 and 10

2011-2012	2012-2013	2013-2014	2014-2015
Anti-Semitism & The Holocaust	Anti-Semitism & The Holocaust	American Jewish History	American Jewish History
Israel	Israel	Jewish Food and Culture	Jewish Food and Culture
Ultimate Questions	Ultimate Questions	Social Justice	Social Justice

Confirmation Academy Class Schedule 2012-2013

	10:30- 11:25	11:30- 12:15	12:15- 12:30	12:30- 1:30
8	Holocaust/Israel/Ultimate Questions	Electives	T'filah (Services)	Lunch 5 th Floor
9	Electives	Electives	T'filah (Services)	Lunch 5 th Floor
10	Electives	Holocaust/Israel/Ultimate Questions	T'filah (Services)	Lunch 5 th Floor

CONFIRMATION ACADEMY CORE CURRICULAR GOALS AND MEASURES OF ASSESMENT

Ultimate Questions - Year 1

Essential Questions:

- What ultimate questions do we ask in our lives?
- How can Judaism help me to find answers for the ultimate questions that I am asking?
- How can Judaism be a guide for dealing with difficult decisions

Enduring Understandings:

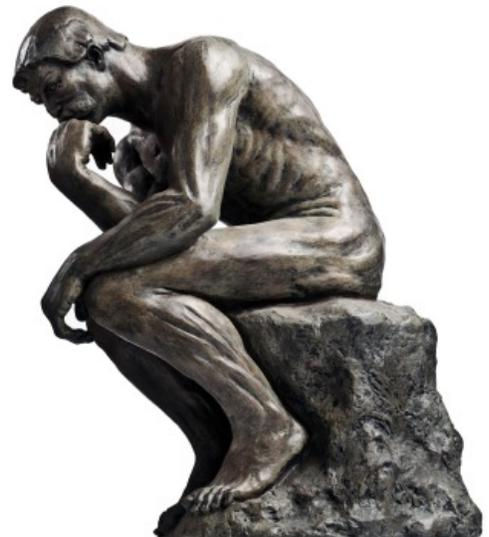
- Judaism may not have all the answers, but it tends to pose all the questions
- Ultimate questions have no answers, only points of view and perspectives
- Jewish tradition can serve as a guide to ethical and moral living
- We each have individual truths

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about traditional theological view points
- Students will be able to apply the lessons that Jewish tradition teaches in order to make Jewish decisions
- Students will be able to think critically about theological issues
- Students will formulate their own unique beliefs about God and the ultimate questions of life
- Students will feel that their diverse beliefs and opinions are categorically Jewish, or at the very least informed by Judaism's teachings.

Parent Resources:

- Forman, Sharon G. *Honest Answers to Your Child's Jewish Questions: A Rabbi's Insights*. New York: URJ Press, 2006.
- Borowitz, Eugene B. *Choices in Modern Jewish Thought: A Partisan Guide*. New York, N.Y.: Behrman House, 1983.
- Questions about Judaism (Reform Jewish Persepctive)
 - o <http://urj.org/ask/questions/>



Anti-Semitism and the Holocaust – Year 1

Essential Questions:

- Why does antisemitism exist?
- What are the ways that we react to danger and threatening situations?
- Are ordinary human beings capable of genocide?
- Is the Holocaust unique?
- Why does genocide occur in the world, and what can we do to prevent it?
- Why do people deny the Holocaust, and how can we respond to them?

Enduring Understandings

- The differences between us don't create hatred, hatred creates the differences between us
- It's easier to ignore injustice around us than it is to respond to it
- Most people are capable of doing horrible things
- In living up to "Never Again," we have a responsibility to fight genocide
- It is upon us to preserve the memory of the Holocaust for the future.

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know the following terms and names: anti-Semitism, Nazi, pogrom, blood libel, Kristalnacht, Final Solution, genocide, Adolph Hitler, Darfur, and Rwanda
- Students will be able to tell the stories of survivors and be able to teach others about the Holocaust
- Students will believe that they have a responsibility to fight genocide in the world today and carry out the promise "Never Again!"
- Students will feel connected to the stories of the previous generation and feel like a link in the chain of continuing to tell the story.

Parent Resources

- Jewish Virtual Library: The Holocaust (<http://www.jewishvirtuallibrary.org/jsource/holo.html>)
- Facing History and Ourselves (<http://www.facing.org/>)
- Youtube – The Holocaust (http://www.youtube.com/topic/hZahAh1rTuQ/?feature=results_main)
- United States Holocaust Memorial Museum (<http://www.ushmm.org/>)
- Dwork, Deborah, and R J. Pelt. Holocaust: A History. New York: Norton, 2002.
- Laqueur, Walter. The Changing Face of Antisemitism: From Ancient Times to the Present Day. New York, N.Y: Oxford University Press, 2006.

Israel - Year 1

Essential Questions

- What makes Israel a special place for Jews?
- What does it mean for Israel to be a homeland for the Jewish people?
- What is Zionism, and why is it important for Jews to be Zionists?
- What is the relationship between Zionism and anti-Semitism?
- Why is Israel important for Jews living in the United States?
- How does the Palestinian narrative differ from the Israeli narrative?

Enduring Understandings

- We have a stake in the land and state of Israel
- There are many ways to be a Zionist
- We possess a profound connection with the land, state, and people of Israel
- Israeli society is both strengthened and fragmented through its diversity
- Israel wrestles with making being Jewish, democratic, and a safe haven
- Israel's vision is peace, Israel's reality is conflict

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know the following terms and figures: Zionism, Palestine, Palestinian, Theodore Herzl, Achad Ha'am, Alfred Dreyfus, Benjamin Netanyahu, Nakbah, War of Independence, 6 Day War, Yom Kippur War.
- Students will be able to be Shlichim, advocates for Israel to their friends, classmates, and others.
- Students will be able to find Israel on the map, and be able to find such geographic locations as: Jerusalem, Tel Aviv, the Kineret, The Dead Sea, the West Bank, and Gaza
- Students will be able to identify with Zionism
- Students will feel an enhanced sense of Am Yisrael, being a part of the Jewish people.

Parent Resources

- Israeli Movement for Reform and Progressive Judaism
(<http://www.reform.org.il/Eng/Index.asp>)
- www.RJIsrael.org
- www.Arza.org
- Avineri, Shlomo. The Making of Modern Zionism: Intellectual Origins of the Jewish State. New York: Basic Books, 1981.
- Rosenthal, Donna. The Israelis: Ordinary People in an Extraordinary Land. New York: Free Press, 2003.
- Exodus Starring Paul Newman, Eva Marie Saint, Ralph Richardson, et al. (1960).
- Cast a Giant Shadow Starring Kirk Douglas, John Wayne, Frank Sinatra and Senta Berger (1966).

Jewish Food and Culture - Year 2

Essential Questions

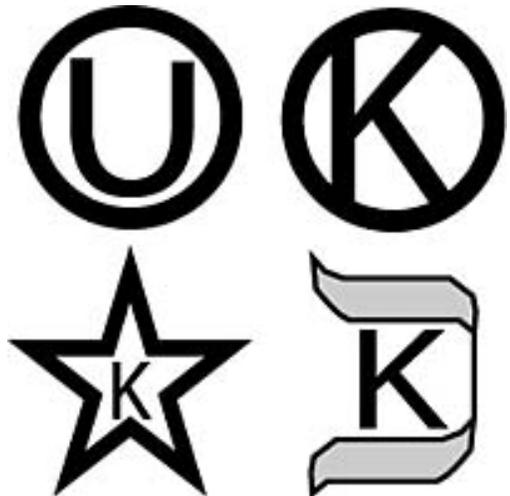
- What makes food Jewish?
- What makes food fit to eat?
- What Jewish values might influence our choices in the food we buy and eat?
- How do the cultures in which Jews live influence the food they cook and the Jewish appetite?

Enduring Understandings

- Jewish food is what we decide based on our values and choices
- Jewish values matter in our food choices
- Who we are is based on what we eat

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know the following terms: Koshrut, Eco-Kashrut, Tza'ar Ba'alei Chayim. Shechting
- Students will know about and be able to identify different types of popular Jewish dishes such as: Gefilte Fish, Matzah Balls, Falafel, Kreplach, Ladkes, Hummus, Kugel
- Students will be able to prepare and cook popular Jewish dishes from scratch
- Students will make more conscious food choices guided by Jewish and ethical values
- Students will feel a sense of pride for Jewish food
- Students will feel connected to the Jewish people by cooking the cuisine of the generations of Jews before them.



Parent Resources

- Zamore, Mary L. *The Sacred Table: Creating a Jewish Food Ethic*. New York: CCAR Press, 2011.
- Fishkoff, Sue. *Kosher Nation*. New York: Schocken Books, 2010.
- www.Thejewishcookbook.com
- Green Table, *Just Table*
 - o <http://urj.org/life/food/>

American Jewish History - Year 2

Essential Questions:

- How does the history of the Jews in America impact our identities today?
- How can we be both Americans and Jews at the same time?
- Why have Jews flourished in the United States?
- What have the challenges been for Jews living within the United States?
- What is special about being Jewish in the United States?

Enduring Understandings

- No matter what time or place, being Jewish is always a challenge
- America is a homeland for Jews; Israel is the homeland for the Jews
- American society is a petri dish for Jewish life, art, and spirituality
- Having dual identities (American and Jewish) is both a blessing and a curse

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about key American-Jewish figures and events such as: Isaac Meyer Wise, David Einhorn, Leo Frank, Abraham Joshua Heschel, Steven S. Wise, Henry Morgenthau
- Students will be able to become guides at the American Jewish History Museum in select parts of the exhibit
- Students will take pride in their American Jewish heritage
- Students will believe that America is a true home for American Judaism
- Students will feel a part of a continuing tradition of Judaism and feel obligated to be the next link in the chain of its history.



Social Justice – Year 2

Essential Questions

- What is social justice? And what does it look like?
- What does Judaism say about our responsibilities in upholding social justice?
- What are the issues in the world that keep us up at night?
- What is our role in the fight of for justice?
- If I'm not for myself, then who will be for me? But if I am only for myself, what am I?

Enduring Understandings

- One individual, a group of people, or even a process can impact or impede fairness and equity in the world.
- “A small group of thoughtful people can change the world. Indeed, it's the only thing that ever has” Margaret Mead
- To be righteous requires that disadvantage ourselves in order to advantage the community.

Evidence of Understanding (KDBB: Knowing, Doing, Believing, and Belonging)

- Students will know about issues on the RAC's (Religious Action Center) social justice agenda
- Students will find ways to express concern and implement change locally and globally
- Students will believe that they have a responsibility to stand up for the causes that they believe in
- Students will feel united as a community, and more strongly Jewish as they grapple with addressing causes that effect them, and the people around them.



Parent Resources

- <http://rac.org/>
- [Social Action at Rodeph Shalom \(http://www.rodephshalom.org/rise_up/\)](http://www.rodephshalom.org/rise_up/)
- Vorspan, Albert, and David Saperstein. Jewish Dimensions of Social Justice: Tough Moral Choices of Our Time. New York, NY: UAHC Press, 1998.
- Shlensky, Evely L, and Marc D. Israel. Lirdof Tsedek: a Guide to Synagogue Social Action. New York: UAHC Press, 2001.