

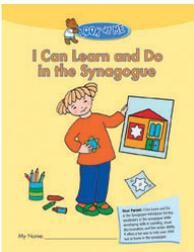
Pre-Kindergarten Curriculum

Developmental Perspective:

The four-year old child is eager to explore the world around him/herself. He/she is developing fine motor skills, but some tasks such as the use of scissors is still challenging. This age child likes group play, dramatizing family experiences, games and exploratory art experiences. This age child seeks the approval of adults rather than peers. It is also very satisfying to help children younger than they. Boys like to play with boys and girls prefer to play with girls.

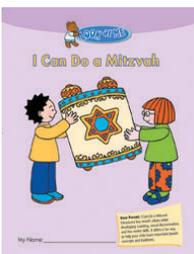
In Pre-Kindergarten, our curriculum contains the following:

- Congregation Family Pray service
- Community Building (Tzedakah, Sharing acts of kindness, learning about classmates and friendship-building)
- Holidays
- God
- Introduction of Jewish Symbols
- Mitzvot
- Value/Torah Stories
- Music/Literature/Art



LOOK AT ME! I CAN LEARN AND DO IN THE SYNAGOGUE

These lessons introduce the key vocabulary of the synagogue, including sanctuary, Torah, rabbi, ark, siddur, prayer, commandment, Hebrew and Sh'ma.



I CAN LEARN AND DO A MITZVAH

These lessons introduce key Jewish values, including shalom (peace), Talmud Torah (Jewish learning), honoring your parents, respect for others, and taking care of the environment.

Kindergarten Curriculum

Developmental Perspective:

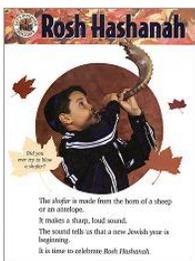
Five-year olds are active and very personable. They are relatively independent, though they prefer the security of their homes. Five-year olds like to learn through stories. They understand factual and concrete things. There is a growing understanding of right and wrong, but they can't always distinguish between them; they have difficulty accepting blame. This age child appreciates help from others and offers to help others. He/she associates God with the wonders of nature. The five-year old gets a sense of God through the wonders of nature and through association with loving and caring persons. A five-year old will wonder about life and death.

In Kindergarten, our teachers teach various parts of our curriculum. Our teachers switch classes so that all of our students get to know and learn from each of them.

LET'S DISCOVER THE HOLIDAYS

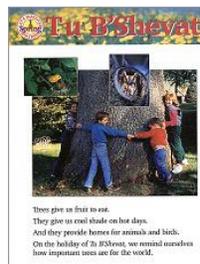
Introduce young children to the holidays with this series of sixteen 4 page folders. The folders feature photographs, artwork, playful activities, and clear text students can understand, even if they can't yet read. Large contemporary photographs and whimsical illustrations bring the holidays to life. The simple retelling of each holiday story, the introduction of key holiday objects, rituals, vocabulary and delightful activities reinforce new concepts and engage the young child.

SET 1: LET'S DISCOVER THE FALL HOLIDAYS

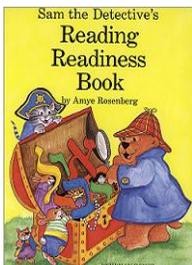


Rosh Hashanah
Yom Kippur
Sukkot
Simchat Torah
Shabbat: The Creation of the World
Shabbat: A Day of Rest
The Story of Hanukkah
Celebrating Hanukkah

SET 2: LET'S DISCOVER THE SPRING HOLIDAYS

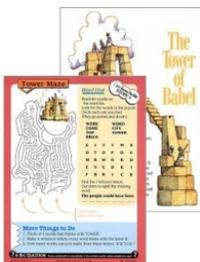


Tu B'Shevat
The Story of Purim
Celebrating Purim
The Story of Passover
Celebrating Passover
Yom Ha'atzma'ut
Shavuot: The Ten Commandments
Celebrating Shavuot



SAM THE DETECTIVE'S READING READINESS BOOK

In six easy, fun-filled steps, children learn to recognize all 22 Hebrew letters—what they look like, what they sound like.



LET'S DISCOVER THE BIBLE

The Teachers Edition of this textbook, is used to bring Bible lessons to life. It has a wealth of learning games, vocabulary words and background information that is suitable for this age group.

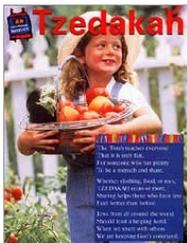
1st Grade Curriculum

Developmental Perspective:

The six-year-old has a widening sense of the world beyond his/her home and immediate family. He/ she thinks in very concrete and specific terms. The six-year-old age group has little understanding of time and has great imagination. The first grader is growing in his/her sense of their place in a group and has a budding social consciousness. The six-year-old has many questions and requests many answers. His/her small motor skills development limits his/her success with various activities. The six-year-old is an eager learner.

In 1st Grade, our students change classes, to give them a chance to learn from each of our teachers.

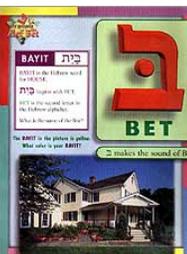
LET'S DISCOVER MITZVOT



Boldly alluring 4-page folders help young children discover the place of the mitzvot in their lives. Eight mitzvot, one in each folder, are explained in terms children can readily grasp.

Beginning readers will be encouraged by the simple poems and straightforward text, while age-appropriate illustrations hold the interest of nonreaders as they follow along.

- Derech Eretz
- Tzedakah
- Visit the Sick
- Feed the Hungry
- Save the Earth
- Welcome Guest
- Guard Your Tongue
- Talmud Torah



LET'S DISCOVER ALEF BET

Students learn the names and sounds of the 22 letters of the alef bet (the Hebrew alphabet) in this entertaining and exciting set of twenty-four, 4-page folders. Presented in the order of the aleph bet, each folder introduces one letter and includes:

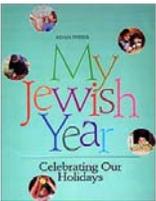
- A Key word, with an accompanying English explanation, to teach the new letter.
- Inventive activities to reinforce the shape and sound of each letter.
- Additional Hebrew vocabulary words beginning with the new letter.
- Playful exercises to engage the child's artistic and creative interests.
- Riddles to entertain students.
- As they learn the letters of the aleph bet, students develop a basic Jewish vocabulary. Bayit teaches bet, Shofar teaches shin. Important cultural concepts are also explained.

2nd Grade Curriculum

Developmental Perspective:

The seven-year-old is introspective and more sensitive to approval, especially with adults. The child can be critical of him/herself. He/she has a wider and better use of language. Loves imaginative world, but is interested in the here and now. This age child can discuss and reason and has a growing sense of right and wrong. Honesty is important. Has the ability to think and talk about God and contemplate God's wonders. This age child understands rules for living as well as for nature. The seven-year-old can identify with Bible Heroes and has a developing sense of the larger community outside of the home and school.

MY JEWISH YEAR

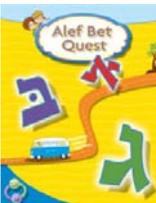


Upon drawing upon children's own experiences, *My Jewish Year* conveys the excitement of holiday celebration. The search for the afikoman, dressing up in costume for Purim and the awe inspired by the sounding of the Shofar—all of the rich traditions and tales of the holidays are captured in this book. The story of each holiday is presented alongside the rituals, symbols, traditions, and legends that have grown around it. Students also learn the blessings and key vocabulary for each holiday.

Content:

- Rosh Hashanah
- Yom Kippur
- Sukkot
- Simchat Torah
- Shabbat
- Shavuot
- Hanukkah
- Tu B'Shevat
- Purim
- Passover
- Yom Hashoah

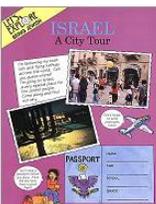
THE ALEF-BET OF JEWISH VALUES



This book examines twenty-four values of Jewish life using stories, Hebrew words and scriptures from the Torah.

Students will learn the important values that influence their religious and secular lives.

LET'S EXPLORE BEING JEWISH

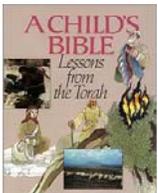


Students will delve into the key concepts of Jewish life in this set of seven 16-page full-color magazines. Each magazine addresses one major area of Jewish identity, utilizing photos and art, activities, stories and vocabulary. The integration of text, art, and activities offers an interactive introduction to Jewish living.

Magazine titles:

- Mitzvot
- The Bible
- Israel: People and Places
- Israel; A City Tour
- The Synagogue
- Jewish Symbols
- The Life Cycle

CHILD'S BIBLE, BOOK 1: LESSONS FROM THE TORAH (part 1)



These authentic and moving retellings of the great Bible stories highlight their timeless moral and spiritual truths and apply them to the personal concerns of today's children. Each chapter contains exercises and activities to reinforce the lessons. Each story is accompanied by:

- Peshat—What does it mean?
- Drash—What does it teach?
- Remez—A lesson about Torah

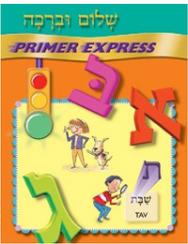
3rd Grade Curriculum

Developmental Perspective:

The eight-year-old child is growing up and knows it. He/she is eager and curious, but not as responsible as he/she will become in a short time. This age child is impatient to get started and to finish; his/her enthusiasm is often greater than his/her ability. The eight-year-old is still walking the tightrope desiring independence, yet still being dependent. It is hard for the eight-year-old to accept criticism; feel guilt at failures, but talks more than broods. This age child is becoming good at reading and discussing, but sometimes talks just for the sake of talking. This age child enjoys mental games and play, and is interested in other lands and cultures. The child can relate to past and future. Likes groups, but is a stickler for rules. The third grader sees his/her relationship with God as part of a relationship to other people in far places.

In 3rd grade, our students learn from two teachers each Sunday. One teacher teaches the Hebrew portion of our curriculum and the other teacher teaches the Judaic portion.

PRIMER EXPRESS



This is the pre- formal book of our Hebrew program. It teaches decoding skills using key cultural words and concepts. Games and friendly competition make learning Hebrew lots of fun!

WELCOME TO ISRAEL!

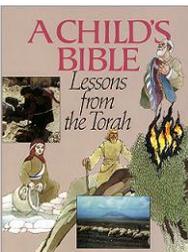


Welcome to Israel! takes our students on an informative and fun-filled “tour” of Israel. It introduces students to Israel’s history, geography, commercial and cultural life. This book tells students about Israelis their own age: what they do for fun, their favorite sports and foods, and what their schools are like.

Contents:

- Welcome to Our Homeland
- The People of Israel
- Jerusalem, City of Gold
- Coastal Cities
- Southern Israel
- Northern Israel
- Peace and Security

A CHILD'S BIBLE LESSONS FROM THE TORAH



Building upon the lessons in grade 2, our students learn in greater detail stories such as Abraham’s gifts from God, Joseph’s Coat, Moses in the Basket, Esau and Jacob, to name a few. Students will also learn Biblical interpretive skills, the difference between “Torah” text, Midrash and connections between today and Biblical times.

Resource:

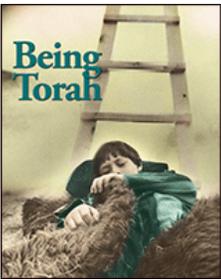
CHAI CURRICULUM, LEVEL 3

4th Grade Curriculum

Developmental Perspective:

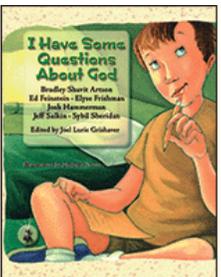
Nine-year-olds want to be accepted as little adults. This age child needs help and is willing to accept guidance. This active and enthusiastic age child looks for role models. The attention span is markedly longer than a younger child's, but has a poor sense of personal limits. They can work on a project for a long period of time. Rules and fair play are vital to this age child. Right and wrong are very clear to this age child. Interest in the past is growing and is open to other ideas. The reading skills can vary widely. Teachers are very important and they can influence this age child greatly. The nine-year-old child responds to standards.

Our 4th grade students have two options to choose from on Sundays. One is our traditional 4th grade class that the student attends without their parent(s) or our 4th grade Family class where learning takes place with parent(s). Both classes explore the units of Torah, God and Israel. This is also the year that our students start their formal Hebrew study. They have a choice of attending class on either Tuesday or Wednesday.



BEING TORAH

This textbook brings students into Torah by inviting them to become biblical commentators. Based on a real translation of the Biblical text, students are drawn into the words of Torah. This is not just a book about Torah, it is actual Torah study made accessible and age appropriate.



I HAVE SOME QUESTIONS ABOUT GOD

Six Rabbis were invited to write answers to tough common questions about God, many in the form of stories to certain questions. Exercises were added to expand the process and encourage children to reflect and share, looking at their experiences of God in the world. The end result is a collection of wonderful stories and hands-on experiences.

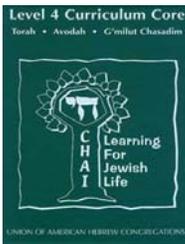


THE GREAT ISRAEL SCAVENGER HUNT

Our students will build their identification with Israel by going on a scavenger hunt, led by a young American boy, Daniel, and his Israeli cousin, Rivkah. Following the cryptic instructions in a letter from their grandfather, the two cousins travel across Israel in search of special objects, including the Israeli flag, a palm tree, and the Western Wall.

As they travel, Daniel, and our students, learn about the major cities and extraordinary sites of Israel, the diversity of Israel's people and the geography of Israel. They will also learn key Hebrew terms and important Jewish values.

CHAI CURRICULUM (LEVEL 4)



The world stand on three things: Torah (Sacred Narrative), Avodah (Worship) and Gimilut Chasidim (Acts of Loving Kindness) The primary goal of the TORAH strand is for our students to understand:

- Torah is an ongoing dialogue between the text and its students.
- Torah is real in our daily lives; it is with us wherever we are.
- Developing the skills to study Torah is essential to integrating Torah into our lives.

THE 4TH GRADE TORAH CURRICULUM SHOW OUR STUDENTS THAT WITH THE PROMISE OF A HOLY LAND (ERETZ YISRAEL), WE AS A HOLY PEOPLE (AM YISRAEL) HAVE A RESPONSIBILITY TO WORK TOWARDS BECOMING HOLY BY OBSERVING THE BRIT (COVENANT).

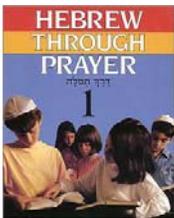
The primary goal of the AVODAH strand, is for our students to understand:

- 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 to our lives.

THE 4TH GRADE AVODAH CURRICULUM TEACHES OUR STUDENTS KEVA AND KAVANAH, THE FIXED ORDER OF WORSHIP AND THE PERSONAL ATTENTION WE BRING TO PRAYER. THEY ARE COMPLIMENTARY ASPECTS OF JEWISH WORSHIP, COMBINING TO HELP US MAKE SACRED CONNECTIONS.

The primary goal of the G'MILUT CHASADIM strand, is for our students to understand we have a responsibility to perform act of G'milut Chasadim to make the world a better, holier place.

THE 4TH GRADE G'MULUT CHASADIM STRAND TEACHES THAT WE HAVE A RESPONSIBILITY TO PERFORM ACTS OF G'MILUT CHASADIM FOR THE PEOPLE WE ENCOUNTER IN OUR DAILY LIVES.



THE NEW HEBREW THROUGH PRAYER, 1

In the New Hebrew Through Prayer series, students use their improving skills to learn both the prayers and their meaning. Students examine the theme of each prayer and its underlying Jewish value. Students will combine practice of basic vocabulary with conceptual work on prayer themes to promote through prayer literacy. A CD companion is available for home reinforcement. Prayers included in level 1:

- Bar 'chu
- Ma'ariv Aravim
- Yotzer Or
- Sh'ma
- V'ahavta
- Michamocho
- Brachot
- Brachot shel Mitzvah
- Brachot shel Shabbat
- Brachot Shel Yom Tov
- Kiddush

5th Grade Curriculum

Developmental Perspective:

The ten-year-old is at the peak of pre-adolescent adjustment. The ten-year-old has wide interests; academic labor is often low on his/her list of priorities. Boys and girls are separating in their interests; an antagonism between sexes is sharpening. This age student does not conceptualize or generalize broadly. He/she is much better at learning facts and memorization. A student can be creative at this age. The ten-year-olds' sense of time is broadening, enabling them to study history. This age child has less of a sense of right than wrong. This age child can develop religious feelings and a close relationship with God. Some questions may begin to trouble faith. The ten-year-old student can learn many facts about the Jewish people, its history and observances.

Our 5th grade Sunday curriculum, the CHAI Curriculum, addresses Jewish learning as a lifelong pursuit. It provides students with the foundation for a lifetime of Jewish learning and living. Torah (Sacred Narrative), Avodah (Worship) and G'milut Chasadim (Acts of Loving Kindness) serve as the core of the curriculum.

CHAI CURRICULUM (LEVEL 5)



The primary goal of the TORAH strand, of the curriculum, is for our students to understand:

- Torah is an ongoing dialogue between the text and its students.
- Torah is real in our daily lives; it is with us wherever we are.
- Developing the skills to study Torah is essential to integrating Torah into our lives.

THE 5TH GRADE TORAH CURRICULUM TEACHES STUDENTS THAT THE WORDS AND MESSAGES OF THE PROPHETS ARE AT THE HEART OF REFORM JUDAISM.

The primary goal of the AVODAH strand, is for our students to understand:

- 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 to our lives.

THE 5TH GRADE AVODAH CURRICULUM SHOWS STUDENTS THAT THE PRACTICE OF PRAYER CAN HELP STUDENTS GROW THROUGH PERSONAL REFLECTION, CAN INCREASE THE STUDENTS' CONNECTION TO THE JEWISH PEOPLE AND CAN STRENGTHEN THEIR RELATIONSHIP WITH GOD.

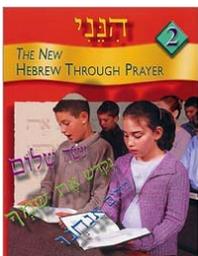
The primary goal of the G'MILUT CHASADIM strand, of the curriculum, is for our students to understand:

- We have a responsibility to perform act of G'MILUT CHASADIM to make the world a better, holier place.

THE 5TH GRADE G'MILUT CHASADIM CURRICULUM TEACHES STUDENTS THAT WE ARE ALL PART OF K'LAL YISRAEL AND HAVE A RESPONSIBILITY TO ACTIVELY SUPPORT AND SUSTAIN THE JEWISH COMMUNITY.

Our 5th grade students are beginning the second year of their formal Hebrew education. The goal is for our students to learn to read Hebrew prayers correctly and smoothly. The vocabulary introduced comes from the prayer book. It is very important that students understand each prayer's message (concept).

THE NEW HEBREW THROUGH PRAYER, 2



In The New Hebrew Through Prayer series, students use their improving skills to learn both the prayers and their meaning. Students examine the theme of each prayer and its underlying Jewish value. Students will combine practice of basic vocabulary with conceptual work on prayer themes to promote true prayer literacy. In Textbook 2, our students will learn the Shabbat morning Amidah and Friday evening prayers. A home CD companion is available for home reinforcement.

Prayers included in level 2:

- Avot
- Avot V'imahot
- G'vurot
- K'dushah
- Hoda'ah
- Shalom Rav
- Sim Shalom
- Oseh Shalom
- L'chah dodi
- V'shamru
- Shalom Aleirchem

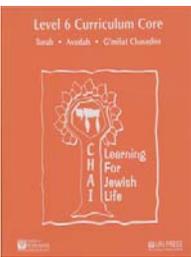
6th Grade Curriculum

Developmental Perspective:

The twelve-year-old is progressing toward adolescence. This age child finds the world interesting and is eager to discover its secrets. The 12-year-old finds the need to find his/her own answers in the areas of ethical and religious matters. Girls are often more developed than boys and gender antagonism is at its height. The 12-year-old is very sensitive to criticism, and is capable of real anger, fear, dejection, and elation. This age child desires to be intellectually factual, concrete and specific. Twelve is an age where interpersonal relationships are becoming very important and are open to the teaching of more mature values. This age child is beginning to see the relation between religious teaching and personal problems.

Our 6th grade Sunday curriculum, the CHAI Curriculum, addresses Jewish learning as a lifelong pursuit. It provides students with the foundation for a lifetime of Jewish learning and living. Torah (Sacred Narrative), Avodah, (Worship) and G'milut Chasadim (Acts of Loving Kindness) serve as the core of the CHAI: Learning for Jewish Life curriculum.

CHAI CURRICULUM (LEVEL 6)



The primary goal of the TORAH strand, is for our students to understand:

- Torah is an ongoing dialogue between the text and its students.
 - Torah is real in our daily lives; it is with us wherever we are.
 - Developing the skills to study Torah is essential to integrating TORAH into our lives.
- THE 6TH GRADE TORAH CURRICULUM SHOWS OUR STUDENTS THAT BY STUDYING THE JEWISH TEXTS IT ALLOWS US TO EXPLORE OUR RELATIONSHIP WITH GOD AND REFLECT ON WAYS GOD CONTINUOUSLY IS REVEALED TO OTHERS AND OURSELVES.

The primary goal of the AVODAH strand, is for our students to understand: 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 to our lives.

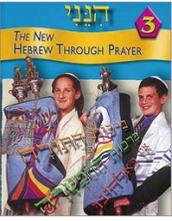
THE 6TH GRADE AVODAH CURRICULUM SHOWS OUR STUDENTS THAT AVODAH IS THE WORK WE DO BY EXPLORING OUR PERSONAL AND COMMUNAL ROLES IN REVELATION, TO FIND SACRED CONNECTIONS TO GOD, COMMUNITY AND SELF.

The primary goal of the G'MILUT CHASADIM strand, is for our students to understand: We have a responsibility to perform acts of G'milut Chasadim to make the world a better, holier place.

THE 6TH GRADE G'MILUT CHASADIM CURRICULUM TEACHES OUR STUDENTS WE CAN EXPERIENCE GOD IN OUR WORLD, IN OTHERS AND WITHIN OURSELVES BY ENGAGING IN ACTS OF G'MILUT CHASADIM.

Our 6th grade students are beginning the third year of their formal Hebrew education. The goal is for our students to read Hebrew prayers correctly and smoothly. The vocabulary introduced comes from the prayer book. It is very important that students understand each prayer's message (concept).

THE NEW HEBREW THROUGH PRAYER, 3



In the New Hebrew Through Prayer series, students use their improving skills to learn both the prayers and their meaning. Students will combine practice of basic vocabulary with conceptual work on prayer themes to promote true prayer literacy. In Textbook 3, our students learn the Torah service and concluding prayers. A home CD companion is available for home reinforcement. Prayers included in level 3:

- Elin Komacha
- Av Harahamim
- Ki Mitziyon
- L'cha Adonai
- Birchot Hatorah
- Birchot Hahaftarah
- V'zot Hatorah
- Eitz Hayyim Hi
- Al Shloshah D'varim
- Aleinu
- Kaddish
- Ein Keloheinu
- Hashkiveinu
- Sh'ma
- Modeh Ani