

Congregation Neveh Shalom Schools

Parent Handbook

Grades K - 12

2009- 2010

5769-5770

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Mission Statement

The mission of the Neveh Shalom Religious Schools is to provide each student with the knowledge and skills necessary to nurture a Jewish identity and to inspire participation in synagogue and Jewish life.

Goals and Objectives

Recognizing the very special need for religious knowledge and practice in the life of every Jew and the crucial importance of instilling in every Jewish child a love and reverence for such knowledge and practice, we submit the following to be the goals and objectives:

1. To inculcate a faith in God and recognition of God's role in human affairs.
2. To impart to our children a knowledge of Jewish traditions, history, literature and culture, thus providing them with the indispensable background for intelligent and responsible acceptance of their role in the home, synagogue and community;
3. To stimulate a desire to maintain a love of and commitment to Jewish learning that extends beyond the walls of the classroom and accompanies students throughout their lifetime;
4. To provide the necessary background for the observance of mitzvot, with special emphasis on Shabbat, holidays and kashrut, these being cornerstones of the Jewish way of life;
5. To provide the student with the skills necessary for intelligent and meaningful participation in home and synagogue ritual;
6. To instill within the student a feeling of Ahavat Yisrael - a love for all Jews and a sense of Jewish identity, a recognition of the common bonds which unite Jews of all lands, irrespective of the cultural and ritual differences that may exist among them;
7. To convey to the student the importance of the State of Israel, its land and its people, an understanding of the past, present, and future role of the history of our people, and the obligation to support it at all times;
8. To instruct the student in the ethical demands of Judaism - the Biblical moral ideals that are also the basis of American democracy. These ethical standards are to be translated into personal behavior as well as into group action;
9. To establish an awareness of the place of the Hebrew language in the Jewish tradition - it being a force which binds together Jews the world over and the common mode of expression in all our rituals and prayers;
10. To teach Judaism in all classes with an understanding on the part of the teacher of the diversity of Jewish practice so all students feel comfortable regardless of personal background or observance.

To provide opportunities for students and their families to engage in activities that heal and repair our community and the world.

A Note to Parents—Our VIPs

You are our VIPs - Very Important Partners. You are our link to our children. For successful education, the partnership must be strong and cohesive; it must nurture itself for the growth of the student. While we do not teach dogma we do live by "models" created by parents and teachers and emulated by children.

Prepare your child for the opening of Religious School, Hebrew School, and High School. Impress upon him/her the importance of teaming and the influence that a Jewish Education will have on making him/her a better, more knowledgeable Jew.

Take an interest in the materials and notices that your child brings home and the emails you receive from the school. Discuss regularly the work of the class and homework that your child may have. Discuss the class work in light of your child's everyday living.

Have conversations at mealtime about the Mitzvah of the Week. We discuss these things at school; it's valuable to the child and makes him or her feel knowledgeable.

Encourage your child to participate with you in Jewish ceremonies, i.e., saying the Friday night *Kiddush*, lighting Shabbat candles, reciting *Havdalah*, reciting the *Shema* before going to bed.

Interest your child in Jewish books. Encourage the listening of beautiful Jewish music and the viewing of special programs and films. Bring Judaism into your home by displaying works of art and ritual objects. Remember a Hanukkah menorah can be displayed year round and it is quite thrilling to select a *mezuzah* for the front door of your home or your child's bedroom.

Take your child with you to the synagogue. Show her/him how to participate in services. Home observances are the best teachers of all. What's important to you will be important to your child.

Take an active interest in school and synagogue projects, not just those in which your own child is involved. Come to holiday celebrations and special programs. Let us know of any particular talents or interest that you would be willing to share with our students. Please do not be modest. Your participation would be most appreciated and might further stimulate your child's interest. Let us know

of any trips or attractions of Jewish relevance. Tell us about speakers, films, videotapes that you think would be helpful.

We are here to work with you. If we can assist in any way, please let us know.

General Information

Keren Ami / Tzedakah

Tzedakah is usually translated, somewhat inaccurately, as charity. Literally it means justice or righteousness. Giving tzedakah is a mitzvah -- an obligation. In all of the Religious Schools we collect tzedakah at each session by money collections, or food collections, and holiday gift donations. Each year the school designates an organization to be the recipient and to work with that organization throughout the year.

Supplies

Religious, Hebrew, and High Schools provide all supplies and textbooks.

Visitors

Parents are always welcome to drop in. Please remember that the teacher is not available to discuss or visit about your child during class hours. Guests are welcome to visit the class with your child. They should stop by the office first. The guest will be expected to be part of the class and join in all activities with your child. The same guest is welcome for a maximum of three sessions.

Library

We are proud of the library at Neveh Shalom. It is very well stocked and is there for your use. The librarian, Hilde Jacob, will be pleased to help you find materials on any topic you want. The books will enhance your own Judaic knowledge as well as your child's. The library is open on Sunday mornings, Wednesday evenings. Please call the office for hours during the week.

Health and Safety

If a child should receive a minor injury while at school, it will be cleansed with soap and antiseptic, and a bandage applied. In more serious cases, the parent will be notified immediately. In any injury in which we feel it is necessary for the child to have medical attention, the paramedics will be called immediately to the school. If your child becomes ill at school, we will contact you. Please notify the school if your child contracts any infectious diseases; especially chicken pox or head lice. If your child has any unique health requirements, it is your responsibility to let the principal know.

Progress Reports

Individual progress reports for each student will be mailed out in January (for September through December) and June (for January through May). This is a general overview of how your child is doing.

Snacks

Snacks will be provided by the religious school. If you would like to provide a snack for a special occasion be sure to let the teacher know in advance. If bringing snacks please follow the dietary laws of Kashrut (dairy only).

Kashrut

Kashrut, the Jewish system of dietary laws, evolved as a meaningful affirmation of the sanctity of life. Kashrut has always represented the attempt to elevate and sanctify life - a reminder to us to be a "holy" people, ethical and responsive to our fellow creatures. The specific guidelines for Kashrut in our school are as follows:

- A. Due to Hepatitis exposure, food prepared at home, even in kosher homes, may not be brought to school to be shared with other students in classrooms for group celebrations or activities. Foods coming from kosher homes are not acceptable in that we do not want to accord privileges to one segment of our school population over another. Moreover, we cannot vouch for or guarantee the Kashrut of an individual home, nor do we care to be placed in the position to make such a determination.
- B. All baked goods must be made with butter or vegetable shortening only. Products which contain animal shortening, may not be brought to school. Ingredient labels on baked goods should read "100% vegetable shortening" or "pure vegetable shortening." You can also check for the "K" or "U". Store bought food must be unopened in its original container. Baked goods may be purchased at Albertson's on Shattuck Road and challah and bagels may be purchase at Marsees Bakery.
- C. All food brought to Neveh Shalom Religious School must be dairy or parve and be free of any animal product ingredients. We hope the following definitions will be of help to you:

Dairy Foods are all types of products derived from milk - milk itself, cheese, yogurt, ice cream, butter, most margarines, and whey.

Parve Foods are foods which contain neither dairy nor meat products. These foods include fruits, vegetables and eggs. Fish with

fins and scales - tuna, salmon, cod, are considered parve, shrimp, lobster, crab, are not acceptable.

Meat Products of any kind, including chicken and other poultry, are not permitted.

Even meat or chicken prepared in a kosher home is not permitted.

- D. School sponsored events shall follow Kashrut in accordance with the above guidelines. Meat shall be served at such events only if cooked in the synagogue's kosher kitchen.

Students with Special Needs

In our desire to make Jewish education accessible to all children, we will make every effort to provide support systems for the physically, mentally and emotionally challenged student. Individualized programming will be provided if necessary; however, integration within the regular religious school classes will be a goal for all students. The religious school staff upon review of each individual's needs will determine placement options for special learners. Please inform the Director of any special needs that your child may have. In addition, should you have any information from your child's public school that would be of benefit to us please consider making that available. All information will be held in total confidence.

Family Life Education

The Neveh Shalom Religious School has developed an exciting and stimulating calendar of Family Life Education Programs for the coming school year. The planned workshops will provide the opportunity for parents and children to experience learning together and enhance their knowledge about Jewish rituals, observances, customs and traditions.

All events are scheduled to take place during Religious School hours.

Please mark your calendars with the dates below; we look forward to seeing you!

DATE	GRADE	EVENT
December 13, 2009	Kindergarten	Havdallah
October 18, 2009	1 st	Torah Covers
March 14, 2010	1 st	Pesach
November 15, 2009	2 nd	Shema
January 31, 2010	2 nd	Tu B'Shvat
April 25, 2010	3 rd	God & Spirituality
December 6, 2009	4 th	Kashrut

March 7, 2010	5 th	Wedding
January 3, 2010	6 th	Disabilities Awareness
November 13-15, 2009	6 th	Retreat
November 4, 2009	9 th	Israel Scholarship Mtg
November 18, 2009	11 th	Israel Scholarship Mtg
January 20 2010	11 th	Is This College Kosher

Discipline Guidelines: Sunday and Hebrew School

One of the most important goals of our school program is to foster a sense of "mentschlichkeit" within each student. On all grade levels, there is a major emphasis on helping the individual become a kind, respectful human being, whose behavior is based on knowing the right way to behave according to Jewish tradition. In other words, Jewish knowledge, Hebrew language skills and "mentschlich" behavior all go hand in hand. To that end, an environment must be created and maintained within each classroom and the school as a whole, whereby teachers can teach and students can learn. Effective teaching and meaningful learning can occur only in a setting of mutual respect. Students and teachers alike are expected to demonstrate caring behaviors - toward each other, the synagogue and school facility, the Jewish people and humankind. Should a discipline problem arise, interfering with teaching and learning, the following series of steps will be implemented at the discretion of the Religious School Director:

STEP 1. TEACHER INTERVENTION

Teacher manages disruptive behavior within the classroom setting, reinforcing positive behavior and enforcing consequences for negative behavior. Teacher may notify Religious School Director.

STEP 2. RELIGIOUS SCHOOL DIRECTOR / STUDENT CONFERENCE Should a problem persist beyond the teacher's efforts to resolve it directly with the student, the Religious School Director is notified. She meets with the student to discuss the problem and set goals for future positive behavior. Consequences for continual disruptions are outlined. Parents may or may not be contacted depending upon the nature of the problem.

STEP 3. FAMILY CONFERENCE

Should the student be sent to meet with the Religious School Director a second time regarding disruptive behavior, a conference is held with the student, parents, teacher and Director. This is required before the student may be allowed to rejoin the classroom community. At this meeting, an agreement is made among all parties involved regarding positive changes in behavior.

STEP 4. PARENTAL INVOLVEMENT

Should the behavior persist without improvement, a parent must accompany the student in order to re-enter the classroom. Prior to returning unaccompanied to the classroom, the student and parents will once again meet with the Director of Youth Education. The Rabbi and Cantor, if applicable, will be notified of actions taken at this time.

STEP 5. SHORT-TERM TUTORIAL AND SUSPENSION

If, after all these steps the disruptive behavior persists, the student will be suspended from the regular classroom for an individually determined amount of time. In order to continue to fulfill attendance and academic expectations a tutor will be engaged and assignments completed demonstrating mastery of the material completed during suspension. Outside resources and/or behavior specialists may be necessary to plan a successful reintegration program prior to the student's return. Such steps would only be instituted in the most extreme cases and only with full participation, approval and financial responsibility of the parents.

Discipline Guidelines: Religious High School

Approved by the Board of Directors, August 27, 1998

The goal of our discipline guidelines is to promote a positive learning environment. Students deserve to be in a classroom where learning is the main objective; behavior that interferes with learning needs to be eliminated.

Teachers will develop basic classroom routines and general rules. Positive behavior will be encouraged and rewarded. If disruptive behavior occurs then the following steps will be taken:

1. The teacher will alert the student that his/her behavior is interfering with classroom learning, and that the behavior needs to stop.
2. If the disruptive behavior continues, the student will be told to leave and sent to the office.
3. The student will meet with the principal to identify and solve the problems causing the disruptive behavior. The student will be reminded that if the disruptive behavior continues, the parents will be notified.

4. If the disruptive behavior continues, the parents will be notified by the principal in order to create a plan of action.
5. If the plan of action does not help eliminate the disruptive behavior, the student will not be allowed to attend classes for three weeks.

Youth Policy for Bar/Bat Mitzvah in the Main Sanctuary

Drafted February 2, 1994; amended July 18, 1996, amended August 27, 1998;
amended July 8, 1999

The goal of the Bar/Bat Mitzvah Youth Policy is for every student to have a positive experience at his/her Bar/Bat Mitzvah. This can be accomplished by placing the ceremony into a religious and educational context. This policy gives the student goals to reach for or to exceed. It is hoped that by achieving these goals, the student will come to his/her Bar/Bat Mitzvah prepared and aware of the significance of this ceremony. Exceptions to this policy will be made for students on an individual basis. A written request for exceptions should be submitted to the Youth Education Director. The Rabbi, Cantor and Youth Education Director will consider all requests.

1. It is strongly recommended that every eligible student is enrolled in Congregation Neveh Shalom's three-day-a-week Hebrew School and Judaic Studies Program
2. All students, excluding those currently enrolled at PJA Day School, will attend either Neveh Shalom Religious School or Hebrew School, grades 3-5. All students, including PJA Day School students, will attend 6th and 7th grades at Neveh Shalom. Students need to attend a minimum of $\frac{3}{4}$ of the sessions each year. The student's progress at Neveh Shalom will be regularly monitored.
3. The student will attend a minimum number of religious services each year s/he is enrolled in school at Neveh Shalom.
3rd, 4th, 5th grade – 5 Shabbat services (Sanctuary or Kehillat Noar)
6th grade – 10 Shabbat services (Sanctuary or Shabbat School)
7th grade – 20 Shabbat services (Sanctuary)
The expectation is that in the calendar year prior to Bar/Bat Mitzvah, the student will attend 20 Shabbat services.
4. The student's Hebrew progress will be checked throughout 3rd, 4th, 5th and 6th grades. This checking comprises Hebrew prayers and reading ability. Parents will be notified of the results. The student will be rechecked, if needed.
5. Bar/Bat Mitzvah dates will be assigned after 3rd and 4th grade Hebrew Expectations are passed.
6. Trope study will be part of the Hebrew School curriculum. Students not attending the Hebrew School can attend a trope class at Congregation Neveh Shalom after they have passed the 3rd through 6th grade Hebrew Expectations. This class commences approximately one year before the Bar/Bat Mitzvah.

Prior to the Bar/Bat Mitzvah, each student will study with the Cantor for a length of time to be determined by the Cantor.

7. All 6th grade students (girls and boys) will attend a four-week t'fillin class on Sunday mornings during their class session.

Jeff.....this page, Hebrew Expectations, is printed landscape

HEBREW LANGUAGE CURRICULUM EXPECTATIONS **FOR 3RD – 6TH GRADERS**

The following are realizable expectations for our children. Where special needs or learning disabilities exist requiring a modification of these expectations, parents should inform the Rabbi or Cantor in writing as soon as possible so that appropriate goals can be established.

Decoding: Third Grade Children should learn how to recognize all Hebrew letters and vowels. They should learn to read slowly but accurately. They should learn to sing the Alef-Bet song.

Fourth Grade Children should perfect their ability to read Hebrew accurately building increased fluency

Fifth Grade Children should, with reading practice, build further fluency and speed in reading.

Children should learn to chant:

GRADE	<i>THIRD</i>	FOURTH	FIFTH	SIXTH
<u>Blessings</u>	Over Shabbat candles Over wine Over bread Shehecheyanu	Holiday candles Brachot	Before and after Torah reading	Before Haftarah reading After Haftarah reading
Prayers	Shema (first line) Modeh/Modah Ani Ayn Kaylohaynu Mi Kamocha	Shalom Aleichem Friday Night Kiddush V'ahavta Barhu Havdalah	Ahavat Olam Adon Olam Hatzi Kaddish Aleinu Amidah Lecha Dodi V'shamru	Ein Kamocha Vayi'hi Binosa Bay, bay S'hma, Echad, Gadli L'ch Adonoi Y'halelu Eitz Hayim
Holidays	3 Hanukkah candle blessings Mah Nishtanah	Kadesh Urhatz 10 Plagues Hatikvah	Avinu Malkenu Avadim Hayinu Leshana Haba'ah	Ehad Mi Yodeah Adir Hu

Notes:

This is a list of minimal expectations. Children can learn much of the curriculum from regular attendance at Shabbat services. Whatever children learn above and beyond that expected is praiseworthy.

6/07

Oregon Board of Rabbis/Jewish Federation of Portland Foundation Teen Israel Experience Letter of Agreement

We are privileged to live in a time in which there is a State of Israel, and visiting Israel is a significant mitzvah and a wonderful opportunity. In order to help more of our young people visit Israel, a merit grant may be awarded to the undersigned student by the Oregon Board of Rabbis/ the Jewish Federation of Portland to provide the student with the opportunity to participate in a program in Israel that is approved by the Oregon Board of Rabbis. The family is responsible for paying any difference in cost between the total cost of the program, including airfare to and from the trip's point of departure and the grant awarded. Approved programs are defined as existing within the following parameters:

- a. Main emphasis of the trip is on, and in, Israel
- b. A substantial study component, including trips to and explanation of historical sites
- c. The program and its sponsoring organization manifest a respect for religious pluralism
- d. The program must be a minimum of 4 weeks in length

In order to receive this grant the student must fulfill the following:

1. The student must attend Religious High School or Hebrew High School during his/her Freshman, Sophomore and Junior years. The student agrees to continue to attend Religious High School or Hebrew High School after the summer Israel trip, through the end of Senior year.
2. The student must attend 20 religious services - daily, Shabbat, and/or festival day - in addition to High Holy Day Services, during each of his/her Freshman, Sophomore, and Junior years. Services attended in conjunction with Religious High School are not included in the 20 services. The student agrees to continue this rate of religious service attendance during Senior year. The decision as to whether or not to grant credit for services attended during any given convocation will be made by the student's Rabbi, but will not exceed 2 for any weekend event. Credit is also given for camp erev Shabbat and Shabbat morning services. This requirement also applies to Senior year.
3. The student is to complete 30 hours of approved community service during each of Freshman, Sophomore, Junior and Senior years.
4. The student agrees to attend all classes that are considered preparation for the Israel trip and any meetings that take place after the trip.
5. The student agrees to refund the scholarship in a timely manner if sent home due to inappropriate behavior, or if Senior year requirements are not met.
6. This letter of agreement will act as the first page of the student's application for this grant. The grant application must include a letter of recommendation from both the student's Rabbi and Educational Director.

Students are required to attend a minimum of 80% Religious High School or Hebrew High School sessions to receive the maximum grant. Students attending between 65%-79% of Religious School or Hebrew High School sessions will be eligible for a smaller grant. Students who do not have access to weekly religious high school should consult with their rabbi regarding an equivalent course of study. Administration and record keeping of regular class and synagogue attendance and community service hours are the responsibility of each synagogue/school.

In the past, if the student attended a minimum of 80% of Religious High School or Hebrew High School sessions, s/he was awarded a grant not to exceed 4,000 dollars or 80% of the cost of the approved trip to Israel. If the student attended between 65-79% of Religious School or Hebrew High School sessions, s/he was awarded a grant, not to exceed 2,500 dollars or 50% of the cost of the approved trip to Israel. As we have done in the past, we hope to continue providing this same amount of grant.

The student and his/her parent understand that at the time this letter of agreement is signed, the Jewish Federation of Portland and the Oregon Board of Rabbis may not possess the funding necessary to fund all eligible students' merit grants. Neither the student's synagogue, the student's Rabbi, the Jewish Federation of Portland or the Oregon Board of Rabbis shall have any liability to the student or his/her parent if these organizations fail for any reason to fund the student's merit grant award.

Congregation:

Student's Name:

Student's Signature:

Parent's Name:

Parent's Signature:

Parent's Telephone:

E: mail Address:

Educator's Name:

Educator's Signature:

Telephone Number:

Deadline

All signed Letters of Agreement must be received by the Oregon Board of Rabbis from the Congregations no later than December 1 of the student's 9th grade year.

Confirmation that the student is eligible for the scholarship and will be using it is due no later than March 1 of the student's junior year. (Other deadlines may apply for a program which does not take place during the summer.)

This document was updated 15 Elul 5767

2009-2010 High School

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Religious Service/Community Service Log

Name _____

Week of:	Attended Service	Community Project	Hours Worked	Parer
August 30– September 5				
September 6–12				
September 13– 19				
September 20–26				
September 27 – October 3				
October 4 – 10				
October 11 – 17				
October 18 – 24				
October 25–31				
November 1 – 7				
November 8 – 14				
November 15 – 21				
November 22 –28				
November 29 – December 5				
December 6 – 12				
December 13 – 19				
December 20–26				
December 27 –				

January 2				
January 3 - 9				
January 10 - 16				
January 17 - 23				
January 24 - 30				
January 31 - February 6				
February 7 - 13				

Week of:	Attended Service	Community Project	Hours Worked	Parer
February 14 - 20				
February 21 - 27				
February 28 - March 6				
March 7 - 13				
March 14 - 20				
March 21 - 27				
March 28 - April 3				
April 4 - 10				
April 11 - 17				
April 18 -24				
April 25 - May 1				
May 2 - 8				
May 9 - 15				
May 16- 22				
May 23- 29				
May 30 - June 5				
June 6- 12				
June 13- 19				
June 20 - 26				
June 27 - July 3				
July 4 - 10				
July 11 - 17				
July 18 - 24				
July 25 - 31				
August 1 - 7				
August 8 - 14				
August 15 - 21				
August 22 - 28				

August 29 - September 4				
September 5 - 11				
September 12 - 18				

CURRICULUM: SUNDAY AND HEBREW SCHOOL

In addition to the following, students will study the holidays according to the scope and sequence for each grade and observe the holidays at school when appropriate. Students will also have dance, music, art, cooking, library OR a special assembly each week. There will be one or two Family Education Programs at each grade level and field trips will be scheduled throughout the year.

KINDERGARTEN

Students will be introduced to the Jewish holidays as they occur throughout the year, with a special emphasis placed on Shabbat and God as Creator. They will become familiar with the ceremonial objects as well as the people found in the synagogue and items found in the sanctuary. Using whole-word recognition, students will learn Hebrew words associated with the holidays and the synagogue, everyday usage and categories that include family, colors, animals, food and weather. The goal of this program is to enable the children to understand simple Hebrew words and phrases and begin to feel comfortable hearing Hebrew in class and responding to teacher's commands. In addition, students will talk about issues to help realize that differences make each of us special, to understand the meanings of same and different, to recognize similarities and differences with regard to families and to treat others with compassion and understanding.

By the end of the year the student will be able to:

- 1) Recognize and name the ceremonial objects using Hebrew terminology and become familiar with the rituals associated with the holidays
- 2) Recite the Friday night blessings—candles, wine-first line, and bread, Hanukkah candle blessings, the first line of the *Mah Nishtanah*, the first line of the *Sh'ma*, and the *Modeh/Modah Ani*
- 3) Explain the importance of Torah
- 4) List or name 5 of God's creations
- 5) Define *mitzvah* and *tzedakah*. Identify occasions throughout the year to fulfill *mitzvot* and to give *tzedakah*
- 6) Explain the importance of Shabbat
- 7) Explain the importance of Israel to the Jewish people

Parent Involvement

December 13, 2009: Family Life Education Program

Texts

Let's Celebrate, edited by Jules Harlow
Alef to Tav Activity Book

FIRST GRADE

Students will explore Bible stories beginning with creation through Joseph. Via whole-word recognition, students will learn Hebrew words associated with their Bible studies and holidays and begin recognizing the letters of the Hebrew alphabet. Students will prepare for the *Kabbalat Torah Service*, the Friday night ceremony that marks the beginning of their religious studies. Students will look at God's creations and will be introduced to some of the variety of *brachot* (blessings) associated with all of God's creations. In addition, students will be taught to understand the concept of stereotyping and prejudice, to appreciate diversity, to focus on caring and to cooperate with others.

By the end of the year the students will be able to:

- 1) Define the Hebrew words associated with the Holidays and Bible stories
- 2) Name each Jewish holiday and describe the rituals and ceremonial objects associated with it
- 3) Summarize the creation story including the importance of Shabbat
- 4) Explain the role in Jewish history of Adam, Eve, Noah, Abraham, Sarah, Isaac, Rebecca, Jacob, Leah, Rachel, Samson, Ruth, Naomi, David, Solomon and Jonah
- 5) Explain that the *brachot* recognize God's creations.
- 6) Define *tzedakah* and *mitzvah* and identify occasions throughout the year to give *tzedakah* and to fulfill *mitzvot*

Parent Involvement

October 18, 2009: Torah Covers for Kabbalat Torah

November 30, 2009: Dress Rehearsal – Kabbalat Torah

December 4, 2009: Kabbalat Torah and Dinner

March 14, 2010: Family Life Education Program

Texts

Let's Discover God

Let's Discover the Alef Bet

SECOND GRADE MECHINA

Students will continue their study of Hebrew. They will review the Hebrew alef, bet (alphabet), vowels and beginning reading skills, including some whole-word recognition. Through the use of stories and legends from a variety of sources including the Talmud, Mishnah, and Midrash, students will explore the importance of our Jewish heritage as we teach the importance of self respect, respecting others, striving for justice, mercy and compassion, and our responsibilities as Jews. Holidays will be studied incorporating Hebrew vocabulary, blessings, prayers and songs. Students will explore basic concepts about God, including God is one, our Covenant with God, how we perform mitzvot, how we talk to God, and how we can act in God's image. In addition students will be taught to recognize that we are enriched by differences that make each person special, to understand that actions affect both others and ourselves, to acquaint students with prejudicial behaviors, and to increase understanding and be sensitive to the needs of other people.

By the end of the year, the student will be able to:

- 1) Identify the sound and name of the Hebrew letters and sounds of Hebrew vowels and begin reading Hebrew words.
- 2) Comprehend a minimum of 25 siddur and holiday-related words and identify the prayer or holiday with which that word is associated
- 3) Relate the moral lesson and how it applies to daily living from the stories and legends in *Stories from Our Living Past*
- 4) Explore basic concepts about God and explain that the brachot recognize God's creations

Parent Involvement

November 15, 2009: Family Life Education Program – Shema Workshop

January 31, 2010: Family Life Education Program – Tu B'Shevat Seder

March 14, 2010: 2nd Grade Parent Meeting

Texts

Shalom Alef Bet

Stories from Our Living Past

HEBREW IMMERSION

Students in 3rd, 4th and 5th grades will engage in Hebrew speaking, reading and writing through a wide variety of activities, including music, movement, games, conversation and active play. The curriculum will be thematically based and include an exploration of t'fillah, tanakh and holidays. Students in the Intensive Hebrew track will be expected to recognize, blend and decode all Hebrew letters and vowels. Classes will be held Monday and Wednesday afternoons from 4:15-5:45pm and on Sunday mornings will join together with their grade level classmates.

Texts

Welcome To Modern Hebrew I and II

THIRD GRADE KITA ALEF

Students will study Hebrew and Judaica in an integrated program. A review of the Hebrew letters and vowels will lead to developing reading skills and Hebrew vocabulary and comprehension. They will study Bible stories and the holidays using Hebrew vocabulary, songs and games as well as be introduced to major regions of Israel. Saturday morning Shabbat services will give parents an opportunity to view their child's progress first hand and give the students an opportunity to display their new knowledge. In addition students will be acquainted with the multi-ethnic, multicultural make-up of America's citizens, to understand that many Americans are recent immigrants, and to understand the nature of prejudice

By the end of the first year the student will be able to:

1. Identify the sound and name of the Hebrew letters and the sounds of the Hebrew vowels.
2. Recognize and write the Hebrew letters in cursive
3. Read and understand short Hebrew sentences
4. Chant the blessings over the wine, bread, Shabbat candles, Hanukkah candles (3 blessings), the first line of the *Sh'ma, Mah Nishtanah, Any Kaylahaynu*, and *Modeh/ah Ani* (Level I Hebrew Language Curriculum and expectations).
5. Explain the basic concepts of the above prayers and blessings and recall when they are chanted.
6. Comprehend 100 basic siddur, holiday-related and modern Hebrew words.
7. Comprehend basic instructional phrases in Hebrew
8. Recall events of the lives of the matriarchs, patriarchs, Joseph, Moses and Miriam using some Hebrew vocabulary
9. Name three important events in the lives of the matriarchs, patriarchs, Joseph, Moses and Miriam and explain why they are important
10. Explain what our responsibilities are toward all of God's creations because we were created in God's image
11. Describe 7 regions in Israel.

Parent Involvement

April 25, 2010: Family Life Education Program – "God and Me"

Texts

Shalom Uvrachah – The Hebrew Primer
Explorer's Bible Vol I
Promise of a New Spring
Molly's Pilgrim

FOURTH GRADE KITA BET

Students will continue to develop a working Hebrew vocabulary. Grammar knowledge will expand their understanding of the use of roots, prefixes and suffixes. Special emphasis will be placed on the meaning of the prayers the students are mastering, including a close examination of the bracha "formula". Themes of Jewish prayers will be linked together with Jewish values. Saturday morning Shabbat Services will give parents an opportunity to view their child's progress first hand and give the students an opportunity to display their knowledge. A general study of major cities and regions of Israel will be explored, as well as learning about and celebrating the holidays as they occur throughout the year, and a brief section of kashrut – Jewish dietary laws. Also included in this year is a study of the 10 Commandments. In addition students will be introduced to the choices faced by non-Jews during the Holocaust, to understand the role of rescuer, to understand that personal risk may be necessary to stand up for what is right, and to understand that one person can make a difference

By the end of the year the student will be able to:

- 1) Read and chant the holiday candles blessing, Shalom Aleichem, Friday night *Kiddush*, *V'ahavta*, *Bar hu*, *Kadesh Urhatz* and 10 plagues, and *Hatikva* (Level 2 Hebrew Language Curriculum Expectations)
- 2) Explain the basic concepts of the above prayers and blessings and know when they are chanted and what they mean.
- 3) Have a working vocabulary of 150 words including prefixes, suffixes and gender demarcations.
- 4) Comprehend basic instructional phrases in Hebrew
- 5) Recall the important events and the heroic aspects of the lives of the Judges, Kings and Prophets
- 6) Explore thoughtfully the qualities of God and how we express them in prayer

Parent Involvement

December 6, 2009: Family Life Education Program – Kashrut

Texts

Shalom Ivrit 1

Explorer's Bible Vol II

Ulpan Alef

The Great Israel Scavenger Hunt

Kol Yisrael: The Prayers of Our People

A Kind's Mensch Handbook

Number The Stars

The Ten Commandments

FIFTH GRADE

Students will explore Jewish life cycle events and God's role in them. They will learn the *brachot*, (blessings), connected with life cycle events and will study the Jewish calendar cycle. Students will also explore the concepts of *tzedakah* and *mitzvot* in greater depth, focusing on how each individual can become a "mitzvah hero."

By the end of the year the student will be able to:

- 1) Describe the life cycle events of Jews, when they occur, and the traditional practices and prayers that accompany them
- 2) Name the Jewish months and describe the development of the Jewish calendar
- 3) Describe how fulfilling *mitzvot* enhances our relationship with God
- 4) Identify ways s/he can fulfill *mitzvot* throughout the year

Parent Involvement

March 7, 2010: Family Life Education Program – Wedding

Texts

Resource: *Teaching Lifecycle*, by Barbara and Bruce Kadden

FIFTH GRADE KITA GIMMEL

In addition to the above fifth grade curriculum, the students will continue to expand their Hebrew vocabulary. Emphasis will be placed on prayer concepts and how Hebrew root words help us understand prayer concepts. Special attention will be placed on the Saturday morning service learning the prayers, their meaning and the role of the Torah Service in the Saturday morning Shabbat Service. Saturday morning Shabbat Services will give parents an opportunity to view their child's progress first hand and give the students an opportunity to display their knowledge. Students will continue their study of Israel from biblical times to the present and study excerpts from the Torah from Exodus to Deuteronomy, as well as learning about and celebrating the holidays as they occur throughout the year.

By the end of the year the student will be able to:

- 1) Read, understand and chant from the Saturday morning service: *Amidah, V'shamru, Aleinu, Adon Olam, blessings before and after the Torah. Others include L'cha Dodi, Avinu Malkenu, Avadim Hayinu and L'shana Habaah.*
- 2) Explain the basic concepts in the above prayers and blessings and recall when they are chanted
- 3) Have a working vocabulary of 300 words including prefixes, suffixes and gender demarcations
- 4) Explain how roots work in the Hebrew language and be familiar with 30 Hebrew roots
- 5) Comprehend basic instructional phrases in Hebrew
- 6) Describe the life cycle events of Jews, when they occur, and the traditional practices and prayers that accompany them
- 7) Name the Jewish months and describe the development of the Jewish calendar
- 8) Describe how fulfilling *mitzvot* enhances our relationship with God
- 9) Identify ways s/he can fulfill *mitzvot* throughout the year

Parent Involvement

March 7, 2010: Family Life Education Program – Wedding

Texts

Shalom Ivrit 2

Ulpan Bet

Resources: *Teaching Lifecycle*, by Barbara and Bruce Kadden

Israel: Homeland: the Illustrated History of the State Of Israel

Torah: Exodus to Deuteronomy

SIXTH GRADE

Sixth Grade is divided into two units: Shabbat School and Sunday School. During

Shabbat School the students study the basic structure of the Shabbat morning service. Specific emphasis is placed on the Torah Service, with the more advanced students learning *Musaf* and *Shacharit*. Each week students will participate in services either in the Main Sanctuary or the Downstairs Minyan, practice prayers in small group sessions, and engage in larger group discussions on a topic related to the weekly parshah (Torah portion of the week) using the storahelling method of understanding Torah texts. They will conclude Shabbat School by leading a service for their families.

In Sunday School the students will look closely at the concepts in some of our key prayers. By participating in morning minyan each week, students will continue to learn the basic "choreography" of the service (when we stand, when we bow, etc.). Students will explore how participating in prayer is another way of bringing us closer to God. Additionally, students will spend part of the first four sessions learning how to put on T'fillin as part of their Bar/Bat Mitzvah, and research skills necessary when writing a D'var Torah.

By the end of the year the student will be able to:

- 1) Discuss the major concepts in key prayers we say
- 2) Explain why we pray, both as a community and as individuals
- 3) Participate in leading the Torah service on Shabbat morning.
- 4) Demonstrate how to put on T'fillin.

Parent Involvement

November 13 – 15, 2009: 6th Grade Family Retreat

December 12, 2009 Fall Shabbat School Service and Kiddush

January 3, 2010: Family Life Education Program – Disabilities Awareness

January 10, 2010: All 6th Grade **STUDENT ONLY** program

May 8, 2010: Spring Shabbat School Service and Kiddush

Texts

Siddur Sim Shalom

Weekday Prayer Book

SIXTH GRADE KITA DALET

In addition to the above, students will continue their study of modern conversational Hebrew and will begin to master the Torah tropes. They will begin to study their personal Maftir, the last Torah portion that is usually chanted by the Bar/Bat Mitzvah. They will practice this material working towards mastery. The students will study in depth the Saturday morning Torah service and the meaning of the prayers. They will also study the Book of Joshua as well as Zionism and Israel.

By the end of the year the student will be able to:

- 1) Read with smoothness and confidence the following prayers and blessings: the blessing before the Haftarah reading, *Ein Kamoha, Va'yih Binsoa, Bay Bay, Shma Ehad, Gadlu, L'cha Adonoi Y'halelyu, Eitz Haim, Aleinu, Ahavat Olam, V'shasmru Ehad Mi Yodeah, Adir Hu*, (Level 4 Hebrew Language Curriculum Expectations)
- 2) Identify Hebrew root words in prayers and texts.
- 3) Identify by name, chant and apply to texts the Torah tropes.
- 4) Summarize his/her Bar/Bat Mitzvah Torah portion
- 5) Comprehend basic instructional phrases in Hebrew
- 6) Discuss the major concepts in the key prayers we say
- 7) Explain why we pray, both as a community and as individuals
- 8) Identify the part of a basic service, noting the differences between weekday and Shabbat
- 9) Participate in leading the Torah service on Shabbat morning
- 10) Demonstrate how to put on T'Fillin

Parent Involvement

November 13-15, 2009: 6th Grade Family Retreat

December 12, 2009 Fall Shabbat School Service and Kiddush

January 3, 2010: Family Life Education Program-Disabilities Awareness Program

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Texts

Siddur Sim Shalom

Weekday Prayer Book

Hineni 3

Shalom Ivrit 3

The Israel Connection

CURRICULUM: WEDNESDAY NIGHT RELIGIOUS HIGH SCHOOL

All students will participate in Minḥa or Maariv services each evening and observe the holidays at school when appropriate.

SEVENTH GRADE

Students in the seventh grade attend two classes on Wednesday nights. The first section deals with topics that include "Who is a Jew?" Building community in the classroom; Good and Evil Inclinations; A survey of comparative religious; Diversity and the study of Crypto-Jews; Anti-Semitism and the Holocaust. The second section deals with a variety of topics based upon teachings from the Book of B'reishit using video triggers that cover some of the following areas: "In God's Image" "Being righteous in one's generation" "How do we balance the commandment to respect, honor and obey our parents with the directive to 'leave your father's house?'" "Obligation to tell the truth vs the injunction not to hurt another human being" "How do we decide who deserves to be a leader?" "What does it mean to 'wrestle with an angel?'" and "How do people react to a dreamer?" During this year, most students are preparing for their B'nai Mitzvah and attend meetings with their parents and Rabbi Isaak in anticipation of this life cycle event.

Students in eighth through twelfth grades will be able to choose from a menu of classes offered during the year. These classes range from Kosher cooking to Jewish philosophy, biblical literature, modern Israel, Jewish environmentalism, Jewish music and Jewish meditation. There will be opportunities throughout the year to meet with teens from other congregations in educational and social programs hosted by Neveh Shalom, Beth Israel and Shaarie Torah. The ninth and eleventh grade students and their parents are encouraged to attend the following programs

Ninth Grade:

November 4, 2009: Israel Scholarship Meeting

Eleventh Grade:

November 18, 2009: Israel Scholarship Meeting

January 20, 2010: "Is This College Kosher"

CONVERSATIONAL HEBREW

This class offers the opportunity for students who are interested and motivated to continue their Hebrew language studies to do so twice a week on Wednesday evenings and Sunday mornings for those in grades 8-12.

TZEDAKAH:

Every year our students are asked to participate in the mitzvah of giving tzedakah – charity. Donating money to tzedakah on a weekly basis is a great way to establish habits that can last a lifetime. Along with monetary contributions, ways for giving of ones time to help repair the world “Tikun Olam” will be offered throughout the year.

The calendars are the last 4 pages of the handbook and hopefully you already have them.....