

**Columbia Jewish Community School**  
**K – 7th Grade JUDAICS**  
**2005/2006**

Grade ⇒ Topics	Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Values</b>	Understand and explain at an age-appropriate level the values of <i>tzedakah</i> , <i>kibud av v'eym</i> , pursuing justice, <i>shalom bayit</i> (harmony at home), searching for a relationship with God, loving one's neighbor	The values of Tzedakah, <i>kibud av v'aym</i> (honoring parents), <i>tza'ar ba'alei chayim</i> (kindness to animals) and <i>bal tashcit</i> (not being wasteful or destructive).	Begin understanding family issues and values using biblical stories. Continue the understanding of Tzedakah, <i>hacnasset orchim</i> (welcoming guests), <i>ahavat l'rayacha</i> (loving ones neighbor), <i>ma'akeh</i> (preventing accidents), <i>Bikkur Cholim</i> (visiting the sick), <i>kibud av v'aym</i> (honoring parents) and <i>gemilut Chasidim</i> (acts of loving-kindness). Identify the ten commandments.	Learn about and begin consciously practicing <i>middot</i> (character traits) in a Jewish context, such as Generosity, Gratitude, Compassion, Loving-kindness, Forgiveness, Joy, Simplicity, Truthfulness, Respect  Explain that Judaism is a religion that, through Torah study, inspires Jews to act with <i>derech erez</i> (courtesy, thoughtfulness) and in moral and ethical ways toward other human beings
<b>History / Culture</b>	Begin developing an understanding of God as a transcendent presence that has no form or gender, but can be recognized as a force connecting us to other human beings and the			

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	<p>world around us, and a force inspiring us to acts of loving-kindness.</p> <p>Texts: <i>What Does God Look Like?, What Is God's Name, Prayer is Reaching, God's Quiet Things, God's Paintbrush, Designed by God So I Must be Special, I Wanted to Know All About God, Gates of Wonder</i></p>			
<b>Torah Study</b>	<p>Know key Biblical stories and Biblical figures from the Five Books of Moses using <i>A Child's Garden of Torah</i>, open questions and activities</p>	<p>Identify and say a few sentences about key biblical figures</p>	<p>Review and learn of biblical stories that teach family issues and Jewish values.</p>	<p>Explore and discuss how they can develop a sense of God and holiness in their everyday lives</p>
<b>Holidays</b>	<p>Identify and explain in an age-appropriate manner Jewish holidays experienced through the academic year</p> <p>Explain key symbols and words related to specific Jewish holidays</p> <p>Experience, understand</p>	<p>Identify and give simple explanations for the Mitzvot, traditions and rituals associated with various Jewish Holidays, identify Shabbat as the "day of rest" and prepare a Shabbat table.</p> <p><i>Text: Lets Discover</i></p>	<p>Understand the significance and key rituals of the holidays we experience throughout the school year and Shabbat.</p>	<p>Explain the basic symbols, mitzvot and traditions connected to Jewish holidays experienced throughout the school year, including Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah,</p>

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	and demonstrate rituals and <i>mitzvot</i> affiliated with Jewish holidays	<i>Shabbat</i>		Hanukah, Purim, Passover, Yom HaAtzmaut
<b>Family Education</b>	Parents will be invited to attend in-class programs related to Bedtime Rituals	Families will become aware of the rituals and customs associated with Hebrew names by ensuring that each child knows his/her Hebrew name and can explain the reason for choosing that name.	Parents will be invited to some holiday celebrations.	Special Mitzvah speakers and events

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<b>Values</b>	<i>Tzedakah</i> ; Dignity & Disabilities: <i>Lo titeyn michshal</i> (do not place a stumbling block before another) <i>Shmirat lashon</i> (be careful with words); <i>Kibud av V'eym</i> (Honoring Parents); <i>Mishloach manot &amp; Matanot l'evyonim</i> (Purim gift baskets and tzedakah) <i>Gemilut chasadim</i> (acts of loving-kindness)	<i>Shalom bayit</i> (Harmony at home); <i>Hachnasat orchim</i> (Welcoming Guests); <i>Gemilut chasadim</i> (acts of loving kindness); Wrestling with questions about God	<i>Shmirat haguf</i> : Caring for one's body and one's spirit; Jewish lifecycle from birth through death: rituals and traditions as transmitting Jewish values: Jewish people hood and covenant; Torah; family; community Film: <i>Fiddler on the Roof</i> , a critical, guided viewing; <i>Kibud Av V'Eym</i> (honoring one's parents)	Reinforcement of values taught to date including Forgiveness, Generosity, Gratitude, Compassion, Loving-kindness, Joy, Simplicity, Truthfulness and Peace.
<b>History / Culture</b>	Jewish Immigration to US: life in the shtetl; why Jews left Europe; Jewish experience in US; notable American Jews Holocaust: What happened and why? Daniel's Story at the US Holocaust Museum		Art and music: Jewish contributions to and expressing oneself Jewishly	<b>Holocaust</b> : pre-war Jewish life; anti-Semitism; the rise of Hitler; destruction of European Jewry; righteous gentiles; aftermath <b>Israel</b> : as the Jewish homeland, streams of Zionism, legacy of Six Day War, peace perspectives, immigration
<b>Torah Study</b>		<i>Genesis</i> , the JRF Curriculum <i>Text: The Living Torah</i> A progressive, critical presentation of the foundation stories of the		Parsha Of The Week

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		Patriarchs and Matriarchs, with students developing their own questions and attempting to find resolutions to dilemmas		
<b>Holidays</b>	Rosh Hashanah and Yom Kippur: Teshuvah Hanukah: Maccabee Hall of Fame of American Jewish Notables; Purim play for parents; prepare mishloach manot for Grassroots shelter; Passover: Review 4 Questions; understand theme of Freedom in Seder	Rosh Hashana and Yom Kippur: Story of Jonah Hanukah: review story and examine contemporary dilemmas of Jewish assimilation; Purim: examining Esther's courage and courageous moments in our own lives Passover: learning and examining <i>Ha Lachma Anya</i> / "Let all who are hungry..."	Hanukah: December" dilemma" with facilitator Passover:	Purim: Jews are responsible for the welfare of other Jews
<b>Family Education</b>	Student-Parent Book Club: <i>Number the Stars</i> Parents are encouraged to participate in projects related to immigration unit as well as participate in all field trips.	Student-Parent Book Club: <i>Alan and Naomi</i>  <i>Art Project Chumash Covers AND Mask Making for Purim</i>	Student-Parent Book Club: <i>Gideons People</i> Art Project: Tallit making	Student-Parent Book Club: <i>Maus I (and II)</i> Parents invited to trip to Holocaust Museum permanent exhibit <i>Address Unknown</i> Mizrach Art Project