

# Curriculum Overview

**OUR MISSION IS** to guide learners in being curious, engaged, and skillful Reform Jews who live meaningful Jewish lives.



Jewish Roots for Life

## SHORESH LEARNING PRIORITIES

Jewish identity	At Shoresh we grow and get to know ourselves, our congregational family, and our Judaism.
Community	Each of us is an important member of the worldwide Jewish community with responsibility for others, just as they have responsibility for us.
Prayer	We express our hopes, wishes, needs, and thanks through prayer, spirituality, and awareness of God.
Social justice	All Reform Jews are responsible in the fight for social justice and equality among all people.
Study	We gain meaning and guidance for our daily lives through learning about Torah and Judaism.
Israel	Israel is the homeland of the Jewish people. Our relationship with the modern state of Israel can be complex, but knowledge of and participation in Israel is an important part of modern Jewish identity.
B'nei mitzvah & confirmation	Becoming b'nei mitzvah and participating in confirmation are processes of learning Torah, Hebrew, Jewish values, and oneself in order to become an adult member of the Jewish community.

## GRADE-LEVEL PRIORITIES

### Kindergarten-1<sup>st</sup> grade

Year A: "I experience the world through a Jewish lens in my daily living and rituals, celebrations and commemorations, and through my relationships in my community." Learners focus on daily living and cycles; relationships, home, and community; and prayer and God.

Year B: "The Torah brings the Jewish people together and teaches us how to live. It is a sacred privilege and obligation for me to honor and celebrate the Torah and live by its values and ethical practices." Learners focus on mitzvot (commandments) and g'milut chasadim (good deeds); the Torah; and prayer and holidays.



## 2<sup>nd</sup>-3<sup>rd</sup> grade

Year A: “Keeping Jewish holidays and marking sacred time informs the unique way we view and behave in the world. We as a Jewish people have been deeply connected to the land of Israel as a spiritual and/or geographic homeland throughout time. We can raise and grapple with questions related to Israel about our identity, values, and relationship to people who aren’t Jewish.” Learners focus on the Jewish calendar; Israel; and prayers and holidays.

Year B: “The Torah is the central touchstone for Jewish conversation. I can learn about the stories and about how Jews have interpreted those stories, which helps me build connections between these stories and my life.” Learners focus on the Torah and Midrash (Torah commentary); prayer and God; and holidays focusing on the Torah.

## 4<sup>th</sup>-5<sup>th</sup> grade

Year A: “Molded by challenges and transformations through the centuries, I pass Judaism on from one generation to the next. The Jewish people have migrated for freedom, equality, and opportunity, both shaping and being influenced by the cultures in which we live.” Learners focus on telling our Jewish stories; Jewish traditions then and now; and Jewish community in America.

Year B: “Our Jewish tradition is rooted in our brit (covenant) with God. We are shaped by the customs and rituals of our family and community. I can create my own customs and rituals by drawing from that heritage.” Learners focus on our covenant with God and others in the Jewish community; Jewish communities around the world; and the customs of various Jews.

## 6<sup>th</sup>–9<sup>th</sup> grade: Six Points Curriculum

I actively participate in my process of becoming a curious, engaged, and skillful Reform Jew living a meaningful Jewish life through explorations of different aspects of my Jewish identity: Atzmut (self), Chesed (loving-kindness), Kehillah (community), Limmud (learning), Yisrael (Israel), and Tefilah (prayer).

## Confirmation

“As an adult Jew, I have the responsibility to make my Judaism meaningful for myself, knowing that I will always have our community to support and guide me.” Learners focus on developing their own God concept, learning about advocating for social change they believe in, and learning about what being a part of a community is all about.



For more information about the Shores curriculum, visit [kamii.org/shores](http://kamii.org/shores) or contact the Religious School Director, Lauren Reeves, at [lreeves@kamii.org](mailto:lreeves@kamii.org).