

Curriculum Overview

OUR MISSION IS to guide students to be curious, engaged, and skillful Reform Jewish adults who live meaningful Jewish lives



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 bar/bat 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-1st 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." Students 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." Students focus on mitzvot (commandments) and g'milut chasadim (good deeds); the Torah; and prayer and holidays.

2nd-3rd grade

Year A: "Keeping Jewish holidays and marking sacred time informs the unique way the Jewish people view and behave in the world. The soul of the Jewish people is forever bound with our spiritual, biblical and modern homeland, Israel." Students focus on the Jewish calendar and holidays; Israel; and prayer and holidays focusing on Israel.

Year B: “The Torah, our most sacred gift, teaches us about our past and guides us in understanding how to live today.” Students focus on the Torah and Midrash (Torah commentary); prayer and God; and holidays focusing on the Torah.

4th-5th grade

Year A: “Molded by challenges and transformations through the centuries, we pass Judaism on from one generation to the next. The Community of Israel is connected and enriched by a variety of customs that have emerged by our experience in the Diaspora, as we carry on our *brit* (covenant) with God.” Students focus on the Bible and Jewish history; Jewish community and life cycle; prayer; and holidays focusing on Sephardic and Ashkenazic traditions.

Year B: “Molded by challenges and transformations through the centuries, we pass Judaism on from one generation to the next. Throughout our history the Jewish people have migrated for freedom, equality and opportunity, contributing to and gaining from the cultures in which they lived. America has provided the Jewish people the most significant opportunities for religious expression and cultural creativity in the history of the Diaspora.” Students focus on Jewish history focusing on Medieval times and the Americas; faith and study; and holidays.

6th grade

“Despite the devastation of hundreds of years of anti-Semitism, I am part of a thriving and diverse Judaism and world Jewish community today.” Students focus on Jewish identity; antisemitism and the Holocaust; and Zionism and modern Israel.

Kadima (7th-9th grade)

Year A: “Jews interact with the world around us in unique ways, and my interactions with the world can be influenced by Jewish values.” Students focus on how Judaism influences our perspectives on the universe, the earth, animals, and our local environment.

Year B: “Being a minority culture in a majority throughout time has influenced Jewish values about interacting and relating with non-Jews.” Students focus on understanding other religions and minority groups; civil rights; and gender.

Year C: “Israel is our homeland. While my relationship with the modern state of Israel is nuanced, my Jewish identity is intrinsically related to engaging with all aspects of Israel.” Students focus on the modern state of Israel; the Israeli Palestinian conflict; and American Jews’ relationship with Israel.

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.” Students 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 or contact the Religious School Director, Lauren Reeves, at lreeves@kamii.org.