

Temple Beth Shalom is recognized by the USCJ school of excellence



Midrasha Goals:

Students will:

- Attain a strong love for Judaism and a sense of pride in being Jewish
- Discover and explore the Torah and the incredible history of the Jewish people and see their relevance in today's day and age.
- Gain understanding of the practice, ritual and traditions of Judaism
- Understanding the mural, values, and ethical behavior mandated by the Torah and how we can adapt them to our modern world.
- Experience appreciation for all Jewish holidays' through hands-on learning.
- Master Hebrew reading skills
- Understanding basic Hebrew words from the siddur.
- Learn our prayers and help the students feel comfortable and knowledgeable when attending services
- Identify with the land of Israel and its inhabitants
- Freely express opinion and questions about G-D, Torah and religion

# Framework for Excellence School Basics

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Developed by United Synagogue of Conservative Judaism

## School Model

- Education is a key importance in synagogue mission.
- There is rabbinic and lay leader interest and collaboration.
- There is a family education program. Educational programming for parents might be family or adult programming.
- Educational hours: K-2 (3 hours per week), 3-7 (5 hours over 2 days per week)
- Formal (classroom) and informal (educational experiences) are incorporated.
- Participation of post-b'nai mitzvah students through 12<sup>th</sup> grade is available.
- Post b'nai mitzvah students participate in congregational services.
- Attendance at Shabbat services is required. Students attend no less than ten times a year.

## Benchmarks

- **Family Education:** Ongoing programming is designed to create and nourish Jewish experiences. It engages parents, encouraging them to become models for their children.
  - Creates a partnership between synagogue and parent
  - Enriches Jewish family life
- **Mutli-pronged Education Program:** Programming engages the mind, teaches skills, and encourages an emotional connection to Judaism. Involvement in youth program such as Kadima/USY is highly encouraged as well as camp and Israel experiences.
  - Encourages learning to go beyond classroom into daily life and personal experiences.
- **Professional Expertise and Development:** Education Department recognizes importance of formal teacher training and has ongoing teacher development in Jewish enrichment and pedagogy.
- **Statement of Educational Philosophy:** Statement correlates to Statement of Aims below.
- **Curriculum:** Curriculum correlates to Statement of Aims below.
- **Assessment:** Program assesses both the attainment of basic knowledge and skills along with the attainment of ideas, values, and attitudes.
- **Sequenced Learning Process:** Education commences in preschool and extends through high school in logical progression.
- **Education Committee:** Committee operates with established protocol and reports to Board regarding policies and progress of school.

## Statement of Aims

- **Overall Statement:** The synagogue educational experience of the student is a major influence in forming knowledge, skills, and attitudes concerning living Jewishly. It integrates informal and formal education. It engages both students and parents. The program starts early to lay a foundation in Judaism and carries the student into adulthood helping to develop a mature perception of and commitment to Judaism.
- **Values between Persons:** Teaches an awareness of Jewish ethical values and how they help us relate to each other. Encourages decisions in ethical life to be informed by knowledge of these values.
- **Commandments (Mitzvot) between Jews and G-d:** Teaches the connection of sacred deeds to a personal relationship with G-d. Explores the different ways there are to interpret these commandments. Supports that observance is not all-or-nothing but instead a process of growing Jewishly with different levels of participation in the mitzvot.
- **Torah Study:** Teaches the major events in the Biblical narrative from Genesis through entry into Israel in addition to the basic content of the Tanakh. Helping students discover that Torah can be a source of meaning in personal lives.
- **Hebrew:** Teaches a working knowledge of Biblical Hebrew in order to read and have a basic understanding of major liturgy. Teaches that Hebrew is the language of Israel and the Jewish people and that the Torah is written and best understood in Hebrew.
- **Prayer:** Teaches about prayer and praying so that student not only can participate in and appreciate formal prayer but also can appreciate spontaneous prayer.
- **Israel:** Fosters a knowledge about, importance or, and concern for Israel. Teaches the connection of Jews to Israel. Teaches the basics of history and culture.
- **K'lal Israel:** Fosters an identity with the Jewish people and our shared history. Teaches the imperative that "All Jews are responsible for each other." Teaches respect for the different understandings of Judaism, including Conservative Judaism.

### Keshet/Kindergarten/First Grade

#### Jewish Value between Jews and G-D

- Brachut – why and how

#### Jewish values between people

- The fundamental idea of ethical mitzvot will be discussed. Kindness to others, visiting the sick and elderly, and tzedakah are presented to the children on a level that they can understand. These ideas are also to be tied into the Torah portion when applicable.
- The students will be introduced to different issues that revolved of ben Adam'Ichavero relation between people.

#### Jewish holidays

- Students will learn about all the different holidays as they happen throughout the year, focusing on music, basic customs and symbols. As our curriculum is spiral, the students will review and deepen their studies each year.

### **Ivrit (Hebrew)**

- Students will learn all of the Hebrew letters and the sounds they make.
- Students will develop a love of the Hebrew language and understand its importance in Judaism.

### **Torah**

- Students will be able to name the five books of the Torah in both Hebrew and English.
- Students will be exposed to a 'best of' series of Torah stories, exploring relevant themes and building a foundation for their future Torah learning.

### **Israel**

- Introduce concept of Israel as the Homeland of the Jewish people.
- Inspire a love of the land of Israel in students
- Encourage students to participate in JNF programs and educational activities

### **Klal Yisrael ( community)**

- Introduce the Hebrew term *Klal Yisrael*.
- Familiarize students with synagogue as their immediate Jewish community.

## **Second Grade**

### **Between Jews and God**

- Students will be introduced to important prayers associated with each holiday.
- Focus will be placed on study of Shabbat through all modes of experiential learning
- The concept of G-d as creator will be Introduced to students
- Brachut

### **Hagim (Holidays)**

Students will learn about all the different holidays as they happen throughout the year, both reviewing and building on the material from the previous year.

### **Ivrit (Hebrew)**

- Students will gain familiarity with Alef Bet (i.e. Letter recognition)
- Introduce students to the siddur and the Torah. Teach understanding that most t'filot, and the Torah are written in Hebrew
- Students will be introduced concept of the Hebrew calendar

### **Torah**

- Students will study and show basic understanding of Torah portions starting with Genesis. Weekly review of Torah portion should be included in course of study.
- Bible heroes will be introduced

- Students will show proficiency in detailing the English and Hebrew names of the books of the Torah.
- Students will be Introduced to *midrashim*

### Israel

- Introduce simple concept of Israel as the Homeland of the Jewish people.
- Inspire a love of the land of Israel in students
- Make a connection between the 3 Regalim ( Sukkot, Passover & Shavouot) and Israel for students

### Klal Yisrael (community)

- Introduce the Hebrew term *Klal Yisrael*.
- Familiarize students with synagogue as their immediate Jewish community.

### Temple

- Students will tour the synagogue and note ritual aspects as well as art work in our building

### Third Grade

#### Brachut

- Brachut – the students will learn the tradition of the blessings and will be able to recognize which one we say in different occasions

#### Between people and G-D:

- Mitzvoth as a part of acting Jewishly
- Covenant with G-D

#### Jewish values between people

- Students will discuss the importance of respecting other people in our society as a Jewish value
- Terms including respect for the environment, justice, fairness, and honesty will be discussed in a Jewish context (i.e. Torah study, holiday histories, and midrash)
- Jewish values Ben Adam L'Chavero will continue to be introduced

#### Hagim (Holidays)

Students will learn about all the different holidays as they happen throughout the year, both reviewing and building on the material from the previous year

#### Ivrit (Hebrew)

- Introducing the Jewish Calendar
- Introduce names of the Hebrew months

#### Torah

- Students will be able to define and distinguish the following: *Torah, Tanakh* and *Humash*.

- Students will be able to define the following: *Haftarah*, *Aseret Hadibrot* (Ten Commandments), *Aron Hakodesh* (Holy Ark) *siddur* (Jewish prayer book) and *yad* (lit. hand, Jewish ritual pointer).
- Students will learn what a *parashah* (Torah portion) is, how a *parashah* is named and the *parshiot* in order for *Bereishit* (Genesis).
- Students will be able to create a family tree for the matriarchs and patriarchs.
- Student will learn the general flow and storyline of the book of Genesis.
- Students will be able to define the term *midrash* and will examine several famous *midrashim* related to their Torah learning. They will also create their own modern day *midrashim*.

## Israel

- Introduce simple concept of Israel as the Homeland of the Jewish people.
- Inspire a love of the land of Israel in students
- Make a connection between the Torah and Israel – past names, events that happened in the Torah on the Israeli map.

## Klal Yisrael ( community)

- Introduce value of: “Kol Yisrael Aravim Zeh B’Zeh”
- Students will explain what it means to be responsible for each other
- Students will understand the importance of the Jewish community.

## Fourth Grade

### Between Jews and God

- Emphasis will be placed upon understanding human partnership with G-d in finishing the work of creation
  - Students will be exposed to concept of G-d as ruler of the universe
  - Covenant will be discussed through examples from Torah text
  - Study of holidays will continue (in-depth study of high holiday season and Pesach, and mitzvot associated with each holiday)

### Hagim (Holidays)

Students will learn about all the different holidays as they happen throughout the year, both reviewing and building on the material from the previous year. Here are some highlights:

### Torah

- Review Torah parsha/portion each week
- Discuss TaNaK and its meaning
- Introduce main prophets and early prophets

### Jewish Living: Life Cycle

- Students will learn about the Jewish life cycle from birth to death. They will be able to identify the symbols, customs and Jewish laws associated with living a Jewish life.

## Israel

- Introduce simple concept of Israel as the Homeland of the Jewish people.
- Inspire a love of the land of Israel in students
- Israel land scape

## Fifth Grade

### Jewish values between people and G-D:

- How does Mitzvoth making me Jewish?
- Different between the Mitzvoth of “Between G-D and me” and the ones that are Between People.

### Jewish values between people

- Introduce students to tzdakah and social action opportunities in Spokane

### Hagim (Holidays)

- Students will learn about all the different holidays as they happen throughout the year, both reviewing and building on the material from the previous year.

## Torah

- Continue study of more complicated stories of the Torah and its teachings
- Discuss festivals as outlined in the Torah and the ongoing of the Temple community

## Jewish History

- The students will learn about some of the inspiring Jewish people in our history and today. Rabbi Yohanan ben Zakkai, Sandy Koufax, Golda Meir, Rabbi Abraham Joshua Heschel, Hannah Senesh, Avital and Natan Sharansky, Anne Frank, Ruth Bader Ginsburg, Yonatan Netanyahu, Albert Einstein, Menachem Begin and Steven Spielberg.

## Israel

- Introduce simple concept of Israel as the Homeland of the Jewish people.
- Inspire a love of the land of Israel in students
- students will know the history of Israel through major events: exiles, Mazada, Hanukkah story

## Sixth Grade

### Between Jews and God

- Life cycle rituals and events will be reviewed
- Concept of G-d as multi-dimensional will be introduced
- Begin discussion of what it means to be a spiritual person
- Introduce the concept of doing mitzvah as a way of life – and the deep meaning of being a Bar Mitzvah.

### **Hagim (Holidays)**

Students will learn about all the different holidays as they happen throughout the year, both reviewing and building on the material from the previous year

### **Torah**

- Continue study of more complicated stories of the Torah
- Discuss festivals as outlined in the Torah and the ongoing of the Temple community

### **Israel**

- Students will begin in-depth study of Israeli history (pre-1948 – present)
- Discuss Israeli current events

### **Klal Yisrael- community**

- Students will discuss the significance of taking part in social action projects
- Students will understand how the Jewish community works

### **Jewish Living: Developing a Moral Compass**

- Students will be introduced to the three major prophets Ezekiel, Isaiah and Jeremiah and learn what they are talking about, why they are saying what they're saying and what they would be talking about today.
- Students will struggle with texts and explore the ways in which our tradition can inform our lives. They will explore the practical implication of *b'tzelem elohim*, in G-d's image, the concepts of *tzedakah* (righteous giving) and *hesed* (lovingkindness), our obligations to oneself and community, the importance of truth and peace and the struggle between universalism and particularism.
- Students will understand their own personal values in light of Jewish values and identify issues they are concerned with, seeing themselves as agents of change.
- Students will examine how the Jews responded to different situations in history and how this helps us understand what makes up a Jewish ethic (see history curriculum below).

## **Seventh Grade**

### **Jewish values between people**

- Introduce themes of Kibud Av'va Em and Lashon Hara
- Require a social action/tikkun olam project as part of Bar/Bat Mitzvah preparation
- Continue to encourage participation in social action and tikkun olam projects
- Introduce the basic history of events leading up to and including the Holocaust/WW2



### **Between Jews and G-d**

- Students will continue to explore their own relationship with G-d
- Students will discuss the concept of spirituality and what it means to be a spiritual person
- Introduce the concept of doing mitzvah as a way of life – and the deep meaning of being a Bar Mitzvah.
- Students will discuss issues of G-d and theology as they arise when learning about the Holocaust
- Students will understand the mitzvah especially the social ones

### **Hagim (Holidays)**

- Students will learn about all the different holidays as they happen throughout the year, both reviewing and building on the material from the previous year.
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### **Torah:**

- Introduction into Rabbinic and Rashi and the modern interpreters
- Continue weekly Torah study
- Introduce students to PSHAT methods of Torah study through their Bar/Bat Mitzvah portion or Torah portions
- Begin to apply Haftarah texts to Torah texts and discuss the relationships between the two as seen in the students Bar/Bat Mitzvah portion

### **Israel**

- Introduce similarities and differences between Israelis and American Jewry
- Review Israel's geography especially environmental make-up of specific areas

### **Klal Yisrael – community**

- Introduce concept of anti-Semitism in America
- Review historical examples of anti-Semitism in America and the modern world

### **Conservative Judaism**

- Introducing the Conservative movements and believes
- Encourage activism in Kadima and attendance camps
- Introduce specifically Conservative liturgy to students