

The following are the learning objectives approved for the Religious School. In addition to these learning objectives, we have many other parts of our school program such as our Music program, Mensch character recognition, Clergy in the Classroom, Shabbat and holiday programs, mitzvah trips, Family programs, etc. The objectives below do not state HOW the teacher presents this material (such as our Hebrew Through Movement program to introduce the language). It also does not explicitly state the Jewish values that are infused in our whole school and modeled by our teachers, teen madrichim, and fellow classmates. Although we often share our love of Judaism as a whole way of life, the learning objectives are divided into the following topics:

### Judaic Basics

\*Demonstrate mitzvot(commandments) and middot(values) of Judaism, making choices based on Jewish ethics and values \*Identify central themes and ethical messages within the Torah and integrate them into our lives \*Explore personal relationship with G-d and with Jewish community \*Identify religious texts and basic Jewish religious thoughts and practices



### Hebrew:

\* Value Hebrew as the language that binds the Jewish people together through generations, as the language of the Torah and our siddur, and as the language of modern Israel  
 \*Be comfortable reading from the siddur \*Translate key Hebrew prayer vocabulary  
 \*Develop a solid foundation of modern Hebrew vocabulary



### Prayer:

\*Understand why we pray and to whom we are praying \*develop kavanah (intent/spirit) \* Pray with comprehension, by understanding the general meaning of a prayer and the basic structure of prayer services \*Be comfortable participating in synagogue prayer services



Israel: \*Articulate why Israel was important to Jews in the past and why it is important now  
 \*Outline the history of Israel \*Be familiar with important people, demographics, culture, and geography of Israel \*Develop a personal relationship to Israel



Holidays/Tradition: \*Celebrate and observe Shabbat, holidays and festivals \*Connect to own past through Jewish traditions \*Understand the reason each Jewish Holiday is observed and the mitzvot and traditions associated with observance \*Use a timeline of lifecycle events to connect us with our past and future



History/Heritage: \*connect with our heritage \*understand the broad timeline of the Jewish people \*Use our past to help explain our present \*Use Torah as both a historical narrative and a guide for how God wants us to live



Scroll down to see OBJECTIVES FOR EACH GRADE

## GANIM (PreK and Kindergarten)

Judaic Practices and Beliefs	<ol style="list-style-type: none"> <li>1. Participate in school and home Mitzvot activities.</li> <li>2. Demonstrate understanding of the following: Tzedakah (justice, charity), Honoring parents (kibud av aveim), and other mitzvot and middot integrated into lessons.</li> <li>3. Relate some of G-d's characteristics.</li> <li>4. Experience song, prayers, and synagogue worship that help us to feel closer to G-d.</li> </ol>
Holidays and Traditions	<ol style="list-style-type: none"> <li>1. Participate in holiday and traditional celebrations by experiencing the music, sounds, smells, tastes, and images of a specific activity or event.</li> <li>2. Identify some holiday and religious symbols.</li> </ol>
Prayer	<ol style="list-style-type: none"> <li>1. As a group, participate in reciting prayers: Shema, Modeh Ani, Ein Kelohaynu, Adon Olam.</li> <li>2. Recognize to whom we are praying.</li> <li>3. Help lead congregation for concluding prayers of Shabbat morning service.</li> </ol>
Israel	<ol style="list-style-type: none"> <li>1. Begin to understand that Jews live all over the world but have the same Jewish homeland of Israel.</li> <li>2. Participate in the celebration of Tu B'Shevat and Yom Ha'atzmaut.</li> <li>3. Identify the Israeli flag as a symbol of Israel.</li> <li>4. As a group, sing HaTikvah.</li> </ol>
Hebrew	<ol style="list-style-type: none"> <li>1. Identify common synagogue items and various objects spoken in Hebrew.</li> <li>2. Respond appropriately to a simple Hebrew direction spoken in class using Hebrew Through Movement.</li> <li>3. Discriminate between Hebrew and English print.</li> <li>4. Verbally state Hebrew name.</li> </ol>
History and Heritage	<ol style="list-style-type: none"> <li>1. Explain that the world was created by G-d long ago.</li> <li>2. Identify a few Jewish holidays, helping to reinforce the history of the Jewish people.</li> <li>3. Explain that Biblical stories are our history.</li> <li>4. Briefly retell aspects of Biblical stories such as Creation, Noah's Ark, Abraham, Moses and the Ten Commandments.</li> </ol>

## KITAH ALEF (Grade 1)

<p>Judaic Practices and Beliefs</p>	<ol style="list-style-type: none"> <li>1. Participate in school and home Mitzvot activities.</li> <li>2. Define Mitzvot as what G-d wants us to do, explaining that some of the commandments involve good deeds.</li> <li>3. Describe prayer as one means of communicating with G-d.</li> <li>4. Describe Torah as a gift from G-d to teach us how to live a good and fulfilling life.</li> <li>5. Explain that G-d is everywhere and is the Creator of the world, nature, animals, and people.</li> <li>6. Create a Shabbat Box of ritual items and describe how these are used.</li> <li>7. Explain that we are created in the image of G-d and should try to do G-d like deeds.</li> <li>8. Demonstrate understanding of the following: Taking Care of our bodies (shmirat haguf), Image of G-d (btzelem elohim), Shabbat, and other mitzvot and middot integrated into lessons.</li> </ol>
<p>Holidays and Traditions</p>	<ol style="list-style-type: none"> <li>1. Begin to anticipate some of the festivities (music, sounds, smells, tastes, and images) associated with holidays and traditional celebrations.</li> <li>2. Be able to differentiate among several holiday and traditional activities.</li> <li>3. Describe how Shabbat is traditionally celebrated.</li> </ol>
<p>Prayer</p>	<ol style="list-style-type: none"> <li>1. As a group, participate in reciting prayers: Modeh Ani, Ein Kelohaynu, Adon Olam with understanding of their basic meaning.</li> <li>2. Individually recite Shema</li> <li>3. Recognize to whom we are praying AND reasons for prayer (thanks, request, praise)</li> <li>4. As a group, participate in Shabbat blessings (challah and juice)</li> <li>5. Demonstrate appropriate behavior during recitation of prayer and blessings</li> <li>6. Explain why the blessings are recited and which blessing is appropriate.</li> <li>7. Help lead congregation for concluding prayers of Shabbat morning service.</li> </ol>
<p>Israel</p>	<ol style="list-style-type: none"> <li>1. Identify Israel as the only Jewish country in the world.</li> <li>2. Begin to anticipate some of the festivities associated with Yom Ha'atzmaut and Tu B'Shevat.</li> <li>3. Explain that our Torah was written in Hebrew a long time ago and that Hebrew is the language of Israel.</li> <li>4. As a group, sing HaTikvah.</li> </ol>
<p>Hebrew</p>	<ol style="list-style-type: none"> <li>1. Sing Alef Bet</li> <li>2. Begin to recognize and use basic vocabulary such as words for ritual objects, body parts, colors, family members.</li> <li>3. Demonstrate understanding of selected action verbs and common nouns in Hebrew Through Movement curriculum.</li> <li>4. Recognize written Hebrew name</li> </ol>
<p>History and Heritage</p>	<ol style="list-style-type: none"> <li>1. Identify Sukkot, Shavuot, and Passover as major Biblical stories and share some of the events that occurred.</li> <li>2. Review Biblical stories and continue in retelling what has occurred.</li> <li>3. Identify the Torah as containing stories of our people and our laws of long ago.</li> </ol>

## KITAH BET (Grade 2)

<p>Judaic Practices and Beliefs</p>	<ol style="list-style-type: none"> <li>1. Continue to participate in school and home Mitzvot activities and explain their significance.</li> <li>2. Elaborate upon the concept of Mitzvot as commandments from G-d.</li> <li>3. Demonstrate understanding of the following values: Gratitude (hakarot hatov), Proper Behavior (derech eretz), Peace in the Home (Shalom Bayit), and other mitzvot and middot integrated into lessons.</li> <li>4. Discuss G-d as the Creator, as everywhere, and as ONE.</li> <li>5. Express individual views about G-d and share times when they experience G-d's presence.</li> </ol>
<p>Holidays and Traditions</p>	<ol style="list-style-type: none"> <li>1. Discriminate among different holiday and traditional activities.</li> <li>2. Retell a Biblical story in general terms and explain its significance.</li> <li>3. Retell the Creation epic using various media and explain the chief significance of Shabbat.</li> <li>4. Define what a tradition is and identify traditions that we can continue to pass on.</li> </ol>
<p>Prayer</p>	<ol style="list-style-type: none"> <li>1. Individually recite Shabbat blessings and distinguish which prayer is to be recited.</li> <li>2. As a group, recite prayer for fruit of the tree and earth.</li> <li>3. As a group, participate in Erev Shabbat service, helping to lead selected parts of L'chu Nranana, Yismachu Hashmayim, Romomu, Lecha Dodi, Vishomru, Adon Olam.</li> <li>4. Maintain group recitation of Modeh Ani and Ein Kelohaynu.</li> <li>5. Recognize names of three daily prayer services.</li> </ol>
<p>Israel</p>	<ol style="list-style-type: none"> <li>1. Explain why Israel is considered the Jewish homeland and relate that Jews are always welcome in Israel.</li> <li>2. "Explore" cities and areas of Israel.</li> <li>3. Participate in "The Same Moon" project with pen-pals from the Yoav region.</li> <li>4. As a group, sing HaTikvah and identify it as Israel's national anthem</li> </ol>
<p>Hebrew</p>	<ol style="list-style-type: none"> <li>1. Understand simple sentences using selected nouns and verbs to follow directions (HTM)</li> <li>2. Decode all letters and vowels in print and script</li> <li>3. Count from 1-100</li> <li>4. Recognize all Hebrew months and recite day and date</li> <li>5. Write Hebrew name in script</li> <li>6. Begin to develop a basic functional sight vocabulary of key words (colors, numerals, prayer words, body parts).</li> <li>7. Write all letters in script</li> </ol>
<p>History and Heritage</p>	<ol style="list-style-type: none"> <li>1. Retell various Bible stories and explain their role in Jewish history.</li> <li>2. Identify our forefathers and foremothers</li> <li>3. Summarize stories from Genesis, along with relevant midrash.</li> </ol>

## KITAH GIMMEL (Grade 3)

Judaic Practices and Beliefs	<ol style="list-style-type: none"> <li>1. Relate experiences of performing Mitzvot in the home and outside the classroom.</li> <li>2. Participate in mitzvah trip to Retirement Home and demonstrate understanding of the mitzvah Honoring the Elderly (hiddur pnei zakin).</li> <li>3. Demonstrate understanding of the following: Not Wasting/Destroying (bal tashchit), Not gossiping (lashen hara), Respect (kavod), and other mitzvot and middot integrated into lessons.</li> <li>4. Use Bible stories in discussion about our relationship with G-d.</li> <li>5. Continue to use opportunities to express thoughts and feelings about their relationship with G-d, including regular meeting with Rabbi to explore questions about G-d.</li> </ol>
Holidays and Traditions	<ol style="list-style-type: none"> <li>1. Answer specific questions about the origins of a particular holiday and retell the events, including specific details such as the names of characters and significant events, symbols, and objects.</li> <li>2. Explain concepts, traditions, and Mitzvot associated with how a holiday is celebrated today.</li> <li>3. Identify specific prayers associated with Shabbat as specified in the curriculum.</li> <li>4. Describe the rituals and identify the blessings we use to welcome Shabbat into the home.</li> </ol>
Prayer	<ol style="list-style-type: none"> <li>1. Assist in leading congregation in Friday evening service prayer for Siddur Ceremony.</li> <li>2. Fluently read/chant/sing: Adon Olam, Ahavat Olam, Mah Tovu, Modeh Ani, Shalom Rav, Barechu, Sh'ma / V'ahavta, Mi Chamocha, Eyn Kelohenu, L'chu Nranana, Yismachu Hashmayim, Romomu , Aleinu, L'cha Dodi (verses 1, 2, and last), V'Shamru, and Shalom Aleichem.</li> <li>3. Begin to follow some of the service choreography (i.e., when to bow, when to face east, etc.).</li> <li>4. Define key vocabulary and overall meaning of food brachot, Shabbat brachot, Barchu, Adon Olam, Ein Kelohaynu, Vishomru</li> <li>5. Identify daily prayer services and basic framework of each service.</li> </ol>
Israel	<ol style="list-style-type: none"> <li>1. Explore the culture of Israel by experiencing special foods, customs, music, and practices of the Israeli people.</li> <li>2. Relate G-d's promise of Israel to Abraham and his descendants.</li> <li>3. Locate Israel on a world map and identify neighbors.</li> <li>4. Sing HaTikvah as a group and individually.</li> </ol>
Hebrew	<ol style="list-style-type: none"> <li>1. Accurately decode in script and print</li> <li>2. Begin to fluently read from siddur recognizing key words in prayer</li> <li>3. Apply language rules to decode irregular Hebrew words.</li> <li>4. Write Hebrew name in both script and print</li> <li>5. Demonstrate knowledge of additional vocabulary with roots, prefixes, suffixes in prayers and stories.</li> <li>6. Demonstrate understanding of additional Hebrew Through Movement vocabulary.</li> </ol>
History and Heritage	<ol style="list-style-type: none"> <li>1. Retell specific events beginning with Creation through the lives of our Matriarchs and Patriarchs and the development of our people in preparation for entering the Promised Land.</li> </ol>

## KITAH DALET (Grade 4)

<p>Judaic Practices and Beliefs</p>	<ol style="list-style-type: none"> <li>1. Explain the basic concept of Mitzvot and its application to daily life.</li> <li>2. Demonstrate general knowledge about Mitzvot (examples: 613 commandments from G-d, some can no longer be practiced, etc.)</li> <li>3. Demonstrate understanding of Mitzvot as commandments which help us understand how G-d wants people to behave; that by doing Mitzvot, we strengthen our relationship with G-d.</li> <li>4. Participate in mitzvah trip to Retirement Home and demonstrate understanding of the mitzvah Honoring the Elderly (hiddur pnei zakin).</li> <li>5. Demonstrate understanding of the following: Proper Behavior (derecho erez), Honesty (emet), visiting the sick (bikur holim), and other mitzvot and middot integrated into lessons.</li> <li>6. Use Bible stories in discussion about our relationship with G-d.</li> <li>7. Continue to use opportunities to express thoughts and feelings about their relationship with G-d, including regular meeting with Rabbi to explore questions about G-d.</li> </ol>
<p>Holidays and Traditions</p>	<ol style="list-style-type: none"> <li>1. Explain the difference between the secular and Jewish calendars and identify the important Jewish months, explaining their significance.</li> <li>2. Demonstrate familiarity with announcing the new month blessing.</li> <li>3. Identify the Hebrew names for the symbols and customs associated with the holidays.</li> <li>4. Identify Mitzvot associated with each holiday.</li> <li>5. Explain the holiday lesson or theme of the holiday (more than the historical explanation alone).</li> <li>6. Explain the connection between Pesach and Shavuot, counting the Omer between leaving Egypt and receiving the Torah.</li> <li>7. Identify all of the prayers associated with Shabbat within the curriculum.</li> </ol>
<p>Prayer</p>	<ol style="list-style-type: none"> <li>1. Gain reading fluency / familiarity in recitation of prayers introduced in the previous grades (Adon Olam, Ahavat Olam, Mah Tov, Modeh Ani, Shalom Rav, Barechu, Sh'ma / V'ahavta, Mi Chamocha, Eyn Kelohenu, L'chu Nranana, Yismachu Hashmayim, Rommomu , Aleinu, L'cha Dodi (verses 1, 2, and last), V'Shamru, and Shalom Aleichem) PLUS Havdallah Blessings, all verses of Lecha Dodi, Tzadik Katamar, Avot/Imahot, Kiddush.</li> <li>2. Identify the many names we have for G-d in our prayers.</li> <li>3. Define and translate commonly occurring key words, phrases, and sentences leading to an overall sense of the basic meaning and mood of a prayer.</li> <li>4. Demonstrate comprehension of words' shorashim (roots) studied in Hebrew curriculum: all forms of bless, create, life, Torah, king, great, etc.</li> <li>5. Identify beginning and ending formulas of prayer (hatima).</li> <li>6. Begin to anticipate changes in service choreography.</li> <li>7. Define key vocabulary and overall meaning of Shema/V'ahavta, Mi Chamocha, Shehechianu, Lecha Dodi.</li> <li>8. Assist in leading congregation in Erev Shabbat service.</li> <li>9. Assist in leading a Havdalah service.</li> </ol>
<p>Israel</p>	<ol style="list-style-type: none"> <li>1. Discuss the modern country of Israel, along with its symbols, leaders, currency, and government.</li> <li>2. Explore the meaning of HaTikvah, how it became the national anthem, and what it means today.</li> </ol>
<p>Hebrew</p>	<ol style="list-style-type: none"> <li>1. Gain reading fluency with unfamiliar words</li> <li>2. Gain reading familiarity with additional sight words</li> <li>3. Define key words in prayers leading to a general summary of prayer</li> <li>4. Continue adding prayer vocabulary and conversational vocabulary</li> </ol>
<p>History &amp; Heritage</p>	<ol style="list-style-type: none"> <li>1. Differentiate among several key biblical figures (prophets and kings) and describe their role in history and the impact they had upon the Jewish people.</li> <li>2. Retell specific events beginning with conquering the Promised Land through the development of the society known as Israel</li> </ol>

## KITAH HAY (Grade 5)

<p>Judaic Practices and Beliefs</p>	<ol style="list-style-type: none"> <li>1. Distinguish among different types of Mitzvot as a part of our covenant with G-d and our bond with the Rabbinical tradition.</li> <li>2. Demonstrate understanding of the following: Jewish Community (klal yisrael), Enhancing the Mitzvah (hidur mitzvah), Compassion (rahamim), and other mitzvot and middot integrated into lessons.</li> <li>3. Understand the difference between a mitzvah (commandment) and a minhag (custom/tradition) and how these relate to the practice of Conservative Judaism</li> <li>4. Continue to develop a concept of Kavanah.</li> </ol>
<p>Holidays and Traditions</p>	<ol style="list-style-type: none"> <li>1. Continue to study various life cycle events.</li> <li>2. Identify how the Talmud (rabbinical teachings) relates to Jewish holidays.</li> <li>3. Be able to apply practice of ritual to understanding of its development.</li> <li>4. Understand the difference between a mitzvah (commandment) and a minhag (custom) as it applies to holiday practice</li> <li>5. Use knowledge of the Jewish calendar to anticipate the new Jewish month and the holidays within that month.</li> </ol>
<p>Prayer</p>	<ol style="list-style-type: none"> <li>1. Fluently read with increased rate and explain in general the framework of Tefillah (prayer).</li> <li>2. Demonstrate comprehension of prayers through identifying key vocabulary and type of prayer.</li> <li>3. Maintain comfortable fluency in prayers learned in previous grades (Adon Olam, Ahavat Olam, Mah Tov, Modeh Ani, Shalom Rav, Barechu, Sh'ma / V'ahavta, Mi Chamocha, Eyn Kelohenu, L'chu Nranana, Yismachu Hashmayim, Romomu , Aleinu, L'cha Dodi , V'Shamru, Shalom Aleichem, Havdallah Blessings, Tzadik Katamar, Avot/Imahot, Kiddush) PLUS Amidah – Avot/Imahot Givurot, Kiddusha, Ashrei, Hashkivenu, Yotzer Or</li> <li>4. Define key vocabulary and overall meaning of Amidah – Avot/Imahot Givurot, Kiddusha, Shalom Aleichem</li> <li>5. Assist in leading congregation in Erev Shabbat service.</li> <li>6. Discriminate among, and describe the various types of prayers (petition, thanks, and praise), indicating understanding of the prayer's intent (spirit), and difference between individual and communal prayer.</li> </ol>
<p>Israel</p>	<ol style="list-style-type: none"> <li>1. Explain that Jews have always lived in Israel and that many kinds of Jews live there.</li> <li>2. Discuss Israeli demographics and the different groups living with each other and their relationship with each other.</li> <li>3. Discriminate meanings of Medinat Yisrael and Am Yisrael.</li> </ol>
<p>Hebrew</p>	<ol style="list-style-type: none"> <li>1. Accurately and fluently read with increased speed and comfort.</li> <li>2. Maintain and add to knowledge of roots and vocabulary in all forms within sentence.</li> <li>3. Apply basic grammar rules to derive meaning in a Siddur phrase or conversational sentence.</li> </ol>
<p>History &amp; Heritage</p>	<ol style="list-style-type: none"> <li>1. Explore the Babylonian and Roman periods, focusing on how the destruction of the Temples and the exiles created the need for the development of the Oral Law.</li> <li>2. From the development of the synagogue and Rabbinical Judaism, explore how and why the Mishnah and Talmud developed.</li> <li>3. Identify several of the great Rabbis, teachers, and leaders and explain how they kept Judaism alive through troubled times.</li> </ol>

## KITAH VAV (Grade 6)

<p>Judaic Practices and Beliefs</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of and participate in discussion as to G-d's intent in the weekly Torah portion.</li> <li>2. Interpret specific Mitzvot found in your personal Bar/Bat Mitzvah Torah and Haftorah portions.</li> <li>3. Interpret specific Jewish values found in your personal Bar/Bat Mitzvah Torah and Haftorah portions.</li> <li>4. Explain how being free to make choices impacts your obligations and responsibilities as Conservative Jews.</li> <li>5. Demonstrate understanding of the following mitzvot: Tallit, Tfillen</li> <li>5. Demonstrate understanding of the following: Hospitality (hachanset orchim), Love Neighbor as self (vahavta l'raaha kamoha) Uniqueness (adam yahid), and other mitzvot and middot integrated into lessons.</li> <li>6. Identify qualities of a Jewish Hero and identify ways to emulate these qualities.</li> <li>7. Participate in weaving a portion of a tallis on a loom and tying knots for tzitzit.</li> </ol>
<p>Holidays and Traditions</p>	<ol style="list-style-type: none"> <li>1. Compare the similarities and differences of custom and tradition in celebrating holidays by Ashkenazi and Sephardi.</li> <li>2. Explain the significance of Bar/Bat Mitzvah in terms of a life cycle event.</li> <li>3. Contribute to discussions about the significance of Mitzvah, Midrash, Halachah (Jewish law), Tanach (the Jewish Bible), and Talmud (Rabbinic teachings) as each relates to Jewish holidays.</li> </ol>
<p>Prayer</p>	<ol style="list-style-type: none"> <li>1. Explain prayer themes, particularly their background and history.</li> <li>2. As a group, summarize a Haftorah and Maftir portion, explaining how text is relevant.</li> <li>3. Identify and chant Haftorah trope and apply symbols to text.</li> <li>4. Maintain comfortable fluency in prayers learned in previous grades .</li> <li>5. Assist in leading Shabbat morning services, specifically Musaf, and be an active participant in services.</li> <li>6. Chant Haftorah blessings.</li> <li>7. Define selected prayer vocabulary.</li> <li>8. Explain use of t'fillin and use as a worship experience.</li> <li>9. Explain the purpose of wearing a tallit.</li> <li>10. Identify types of Kaddish.</li> <li>11. Define key vocabulary and overall meaning of Aleinu, Birkat HaMazon, Torah and Haftarah blessings</li> </ol>
<p>Israel</p>	<ol style="list-style-type: none"> <li>1. Identify Israeli heroes and how they helped to shape the country.</li> <li>2. Identify current Israeli leadership and demonstrate familiarity with the current political climate.</li> <li>3. List reasons why Israel is important to us as American Jews.</li> </ol>
<p>Hebrew</p>	<ol style="list-style-type: none"> <li>1. Read a difficult passage accurately and fluently</li> <li>2. Demonstrate understanding of spoken phrases, sentences, and questions</li> <li>3. Demonstrate understanding of extensive vocabulary in prayer and in conversation.</li> <li>4. Construct meaningful sentences.</li> </ol>
<p>History and Heritage</p>	<ol style="list-style-type: none"> <li>1. Explain how the Jewish people contributed to the Enlightenment and Emancipation.</li> <li>2. Compare and contrast how the Jews lived in different parts of the world.</li> <li>3. Describe life in a shtetl.</li> <li>4. Demonstrate understanding of how historical events fit into a timeline</li> <li>5. Explain how Kings, Later Prophets, and Writings fit into timeline and are still relevant today</li> </ol>

## KITAH ZAYIN (Grade 7)

<b>Judaic Practices and Beliefs</b>	<ol style="list-style-type: none"> <li>4. Apply Mitzvot in daily life as a responsible Jewish adult.</li> <li>5. Explore the rituals of burial, mourning, and how to comfort a mourner.</li> <li>6. Visit a shiva house or otherwise demonstrate understanding of the Nihum Avaylim (comforting the mourning).</li> <li>7. Demonstrate Jewish Literacy using key terms such as Midrash, Talmud, Chumash, Tanach, Rashi, Haftarah, Halacha, and more.</li> <li>8. Demonstrate leadership responsibilities during madrichim training.</li> <li>9. Demonstrate how to make choices based on Jewish values.</li> </ol>
<b>Holidays and Traditions</b>	<ol style="list-style-type: none"> <li>1. 1 Compare the similarities and differences of custom and tradition in celebrating holidays here and in Israel.</li> <li>2. Experience Bar/Bat Mitzvah, embracing the responsibilities that are inherent in this Jewish life cycle event.</li> <li>3. Identify and explain words, phrases, terms, and customs associated with all Jewish life cycle events, explaining meaning and importance.</li> </ol>
<b>Prayer</b>	<ol style="list-style-type: none"> <li>6. Fluently chant a Haftarah portion and the blessings.</li> <li>7. Fluently chant the Maftir and Torah Blessings.</li> <li>8. Lead the congregation in prayer during Shabbat eve and morning services.</li> <li>9. Draw inferences from a Torah portion, explaining how text relates to your own experiences.</li> <li>10. Chant cantillation signs.</li> <li>11. Differentiate between Haftarah and Torah trope.</li> <li>12. Define key vocabulary and overall meaning of Mourner’s Kaddish</li> </ol>
<b>Israel</b>	<ol style="list-style-type: none"> <li>1. Discuss the events that led up to the birth of the State of Israel.</li> <li>2. Outline the history of Israel’s formation and the initial waves of aliyot.</li> <li>3. Use a timeline to discuss Israel from Abraham to the present, including during the Diaspora.</li> <li>4. Explain key historical events and their impact, such as the Balfour Declaration, the Six-Day War and the Yom Kippur War.</li> <li>5. Discuss the relationships Israel has with its neighbors and the struggles within Modern Israel.</li> </ol>
<b>Hebrew</b>	<ol style="list-style-type: none"> <li>1. Tutor younger students to develop their reading skills and practice own</li> <li>2. Demonstrate comfort in hearing spoken Hebrew with ability to understand selected vocabulary</li> <li>3. Demonstrate comfort in reading unfamiliar Hebrew passages accurately and reading familiar passages with speed and fluency</li> </ol>
<b>Jewish History</b>	<ol style="list-style-type: none"> <li>1. Discuss the various waves of immigration which led to the establishment of American Jewish life.</li> <li>2. Explain what factors led to the development of Orthodox, Conservative, and Reform movements in Judaism.</li> <li>3. Visit the American Jewish History Museum in Philadelphia.</li> </ol>