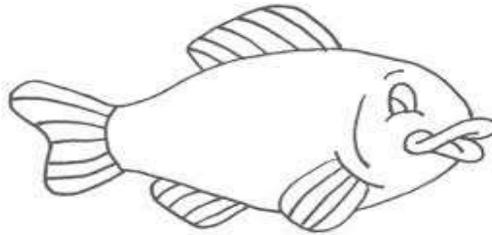




# MACHANEH SHAI

מחנה שי • CONGREGATION SHEARITH ISRAEL



## FISH! דג!

The new positive behavior program is modeled after Fish! A philosophy of improving morale and creating a positive school climate We will be adapting it to a Jewish environment. It is based on four practices and builds positive behavior as it provides tools for emotional intelligence to practice it.

To get a fuller glimpse of the FISH! Program, visit <http://www.fishphilosophy.com/schools/>.

### The Four Practices of The FISH! Philosophy

#### Choose Your Attitude בחר את גישתך

Take **responsibility** אחריות for how you respond to what life throws at you. Your choice affects others. Ask yourself: "Is my attitude helping my classmates or teacher? Is it helping me to be the person I want to be?"

#### Make Their Day עשה לו את היום

Find simple ways to serve or delight people in a meaningful, memorable way. It's about contributing to someone else's life—not because you want something, but because that's the person you want to be.

#### Be There היה נוכח

Be emotionally present for people. It's a powerful message of **respect** כבוד that improves communication and strengthens relationships.

#### Play מסחק

Tap into your natural way of being creative, enthusiastic and having fun. Play is the spirit that drives your **curiosity** סקרנות You can bring this mindset to everything you do.

# Machaneh Shai Kindergarten Curriculum

The educational programs at Shearith Israel serve to develop the creativity, character and Jewish literacy and spiritual life of our students and encourage them to live deeply within the values of Judaism.

TZEDEK righteousness– MISHPAT justice - EMET truth – EMUNAH faith– TORAH learning – MITZVOT commandments – CHESED kindness – RACHAMIM compassion – AHAVAT TZION love of Israel

Subject	Essential Questions	Objectives	Content/Resources
Holidays *Mitzvot *Eemunah	What are the Jewish holidays? What do they mean to us? How do we celebrate them? What is the cycle of the Jewish year like?	Students will be able to: <ul style="list-style-type: none"> <li>Understand the various celebrations of major Jewish holidays as they occur</li> <li>Identify the symbols and meanings associated with each holiday</li> </ul>	Shabbat/Havdalah Rosh HaShanah Yom Kippur Sukkot Simchat Torah Hanukah Tu B'Shevat Purim Pesach Yom HaAtzmaut
Torah *Mitzvot	What do our stories of our matriarchs and patriarch teach us about how to live our lives? What important Jewish values can we learn from our stories in the Torah? Who are the characters in our Jewish narrative?	Students will be able to: <ul style="list-style-type: none"> <li>Encounter Shabbat and the study and explanation of the weekly <i>parsha</i> (Torah portion) through the narrative stories in Genesis and Exodus,</li> <li>Identify the characters from the Biblical stories as they learn about the Torah.</li> </ul>	Torah Stories and our Avot and Imahot (ancestors) Adam and Eve Noah and Covenant Abraham and Sarah Isaac and Rebecca Jacob and Leah and Rachel Joseph Moses Aaron Miriam
Jewish Identity *Eemunah	What is my relationship with congregation and community?	Students will be able to: <ul style="list-style-type: none"> <li>Develop a love of learning through their explorations and experiences.</li> </ul>	Songs, stories, visits from Rabbi Kaiman
Israel *Ahavat Tzion	Does Israel make a difference in my life? Can I connect with Israel through language?	Students will be able to: <ul style="list-style-type: none"> <li>Recognize the map of Israel</li> <li>Identify the Israeli flag</li> <li>Students will be able to recognize and sing HaTikvah as Israel's national anthem</li> </ul>	Israel is a country where Jews live, built on Jewish laws, customs and celebrations.
Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek	What does it mean to help others in our community? How does it feel when you see someone in need?	Students will be able to: <ul style="list-style-type: none"> <li>Give tzedakah on a regular basis</li> <li>Know mitzvot are obligations between people and people and people and God</li> </ul>	Activities, stories, actions and planning for respecting the elderly, learning, honoring parents, caring for the less fortunate
Hebrew/Tefilla	What is my relationship with Hebrew as the language of the Jewish people?	Students will be able to: <ul style="list-style-type: none"> <li>recognize the <i>aleph-bet</i>,</li> <li>assign sounds to the letters</li> <li>understand 20 Hebrew words</li> <li>know auditory tefillot for grade level</li> </ul>	Every day Hebrew words in conversation Multi-sensory letter reinforcement Modeh Ani, Barchu, Shema, Oseh Shalom, food blessings, V'Ahavta

## Machaneh Shai First Grade Curriculum

Subject	Essential Questions	Objectives	Content/Resources
Holidays *Mitzvot *Emunah	How do Jews celebrate our holidays, rituals and traditions? How do different communities of Jews celebrate? What do all of these things mean to us?	Students will be able to: <ul style="list-style-type: none"> <li>Compare and contrast the various celebrations of major Jewish holidays as they occur</li> <li>Identify the symbols and meanings associated with each holiday</li> <li>Recall which food and symbol are associated with each holiday</li> </ul>	Shabbat/Havdalah Rosh HaShanah Yom Kippur Sukkot Simchat Torah Hanukah Tu B'Shevat Purim Pesach Yom HaAtzmaut
Torah *Mitzvot	What do our stories of or matriarchs and patriarch teach us about how to live our lives? What important Jewish values can we learn from our stories in the Torah?	Students will be able to: <ul style="list-style-type: none"> <li>Identify the biblical figures of our origin stories</li> <li>Internalize the Jewish values gleaned from the text*</li> </ul>	Matriarch and Patriarchs Welcoming guests Caring for the sick Caring for animals
Jewish Identity *Emunah	What are things that Jews do that make us different from other peoples and religions? What are some of the things that Jews believe?	Students will be able to: <ul style="list-style-type: none"> <li>Recognize and identify ritual objects</li> <li>Know there is one God and we talk to God through prayer</li> <li>Understand there are building blocks of Jewish life</li> </ul>	Synagogue building Torah Yad Kiddush cup Havdallah set Candle sticks Tallit
Israel *Ahavat Zion	Does Israel make a difference in my life? Can I connect with Israel through language? What are the places that make Israel special?	Students will be able to: <ul style="list-style-type: none"> <li>Recognize the map of Israel</li> <li>Identify the Israeli flag the main cities</li> <li>Recognize HaTikvah and sing it</li> <li>Know Israel is made up of different people and cultures</li> </ul>	Songs Stories Maps Hebrew vocabulary
Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek	What is our obligation as Jewish children to our community? How can we help those who are less fortunate than we are? What is tikun olam?	Students will be able to: <ul style="list-style-type: none"> <li>Define tikun olam</li> <li>Give tzedakah on a regular basis</li> </ul>	Quarterly mitzvah experiences based on the values learned in Torah
Hebrew/Tefilla	What is my relationship with Hebrew as the language of the Jewish people?	Students will be able to: <ul style="list-style-type: none"> <li>recognize the <i>aleph-bet</i>,</li> <li>assign values, meanings and sounds to the letters</li> <li>begin the decoding process</li> </ul>	Every day Hebrew words in Conversation Multi-sensory letter recognition Textbook: <i>Ready, Set... Go Aleph Bet!</i>

\*Quarterly mitzvah opportunity focused on the value taught from Torah curriculum

## Machaneh Shai Second Grade Curriculum

<p>Holidays *Mitzvot *Eemunah</p>	<p>What are the symbols and equipment that we use to celebrate Jewish holidays and to live Jewish lives? What are some of the ways we act, behave and celebrate as Jews?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the various celebrations of major Jewish holidays as they occur</li> <li>Identify the symbols and meanings associated with each holiday</li> </ul>	<p>Shabbat/Havdalah Rosh HaShanah Yom Kippur Sukkot Simchat Torah Hanukah Tu B'Shevat Purim Pesach Yom HaAtzmaut</p>
<p>Torah *Mitzvot</p>	<p>Who are the main characters of the Jewish story?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Review and recall the matriarchs and patriarchs</li> <li>Recognize Moses, Aaron, Miriam, Joshua, Samuel, Samson, Ruth, Deborah, Judah the Maccabees, Esther and Jonah and their place in our story</li> <li>Explain that there are three parts of the Jewish Bible: Torah, Prophets and Writings</li> </ul>	<p>Stories, activities, project-based learning activities centered around Biblical stories</p>
<p>Jewish Identity *Eemunah</p>	<p>How do we communicate with God? What tools do we use to enhance that communication?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize and identify ritual objects</li> <li>Know there is one God and we talk to God through prayer</li> </ul>	<p>Synagogue building Torah Yad Kiddush cup Havdallah set Candle sticks Tallit</p>
<p>Israel *Ahavat Zion</p>	<p>Does Israel make a difference in my life? Can I connect with Israel through language? What are the people and things that make Israel special?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize the map of Israel</li> <li>Identify the Israeli flag the main cities</li> <li>Students will be able to recognize HaTikvah and sing it</li> </ul>	<p>Songs Stories Maps Hebrew vocabulary</p>
<p>Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek</p>	<p>What are some of the ways we act, behave and celebrate as Jews?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand and describe the following: derech erez, Talmud Torah, guarding our tongue, feeding the hungry</li> </ul>	<p>Mitzvah experiences based on the values learned in Torah</p>
<p>Hebrew/Tefillah</p>	<p>What is my relationship with Hebrew as the language of the Jewish people?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>continue the decoding process by putting vowels and letters together to read multi-syllabic words</li> <li>Identify the people, places and things in our school by their Hebrew names, using their new language skills.</li> </ul>	<p>Every day Hebrew words in Conversation Multi-sensory letter recognition Textbook: <i>Ready, Set... Go Aleph Bet!</i> <i>Modeh Ani</i> <i>Barchu</i> <i>Shma</i> <i>Blessings for food</i> <i>V'Ahavtah</i></p>

		<ul style="list-style-type: none"> <li>Be proficient in the grade level prayers</li> </ul>	<i>Ein Keloheinu</i>
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## Machaneh Shai Third Grade Curriculum

Holidays *Mitzvot *Eemunah	<p>How do the Jewish people mark time through celebration, tradition and prayer?</p> <p>How do we show our gratitude for being allowed to reach each milestone in our lives?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>experience through various modalities what the celebration of the holidays mean</li> </ul>	Integration of text study, creative arts, reflective writing and discussion of the various holidays
Torah *Mitzvot	<p>What is the origin of the celebration of our holidays?</p> <p>Where does the holiday come from?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>connect the holiday with the value incorporated in its observance.</li> </ul>	Torah is explored in depth through a well-rounded and thoughtful experience of Torah study.
Jewish Identity *Eemunah	How can Judaism contribute to my life as a child?	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>show appreciation for the different observances of families in their class community</li> </ul>	Etgar curriculum materials including skits, readings, activities.
Israel *Ahavat Tzion	How are holidays connected to ancient Israel?	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>connect the Jewish calendar with origin of the holiday</li> </ul>	Integration of text study, creative arts, reflective writing and discussion of the various holidays and its values of
Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek	How do the values of our tradition show up in the observance of our holidays?	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>articulate the Jewish value most closely associated with holidays of Sukkot, Rosh Hodesh, Hanukah, Shabbat and Passover</li> </ul>	Integration of text study, creative arts, reflective writing and discussion of the various holidays and its values of welcoming guests, publicizing the miracle of Hanukah, showing gratitude, passover and freedom.
Hebrew/Tefilla	What is my relationship with Hebrew as the language of the Jewish people?	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>recite with proficiency the tefillot for the third grade level</li> <li>know and understand the Hebrew words embodied in the Etgar curriculum</li> </ul>	Etgar Curriculum Tefilla Packets Siddur Shema Yisrael

## Machaneh Shai Fourth Grade Curriculum

Subject	Essential Questions	Objectives	Content/Resources
Torah *Mitzvot *Emet *Eemunah	<ul style="list-style-type: none"> <li>• How do I develop my relationship with God?</li> <li>• How do I relate to God in my own individual way and as a member of a larger community?</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge that asking and exploring questions is an important step in developing relationships, even when those questions remain unanswered.</li> <li>• Demonstrate the knowledge that developing a relationship with God takes attention, appreciation, and action.</li> </ul>	Students will study biblical accounts of their earliest ancestors and will apply the lessons of these ancestors' legacies to their modern lives; they will create artistic renditions of a blessing said on Shabbat eve that refers to our biblical ancestors.
Jewish Identity *Eemunah	<ul style="list-style-type: none"> <li>• What does it mean to be part of the larger Jewish family?</li> <li>• How does my family connect me to a Jewish past and present?</li> <li>• How can I honor my family's memories?</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge that sharing family stories builds connections among family members and across families.</li> <li>• See that the Jewish people find connections with a common genealogy.</li> <li>• List some ways that Jewish tradition provides many ways to remember those who have lived before us.</li> </ul>	Family stories as starting points for deepened connections to their Jewish ancestors, family trees that depict their immediate families as part of a larger Jewish family that date back to matriarchs and patriarchs, they will consider the symbolism behind common Jewish remembrances, and creating a remembrance to celebrate a family story of their own.
Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek *Mishpat	<ul style="list-style-type: none"> <li>• How do communal needs such as hunger and food insecurity affect me?</li> <li>• What guidance can I take from Jewish texts in developing a proper response to specific communal needs such as hunger and food insecurity?</li> <li>• How can I address a communal need using my unique talents and abilities?</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of incorporating acts of תְּצַדַּק (tzedakah) into their personal narratives.</li> <li>• practice <i>ma'akhil re'evim</i> - feeding the hungry -by learning about the plight of the food-insecure in America</li> </ul>	Empty Bowls Project, a program in which individuals arrange a minimal meal, create empty bowls for guests to take home as a reminder of those who are lacking in food, and donate the proceeds to a local charity.
Hebrew/Tefilla	What is my relationship with Hebrew as the language of the Jewish people? How does Hebrew help us form our Jewish identity? How can prayer connect me with my heritage? How do brachot help me with my awareness of my place in the world?	Students will be able to recite with proficiency and understand: <ul style="list-style-type: none"> <li>• Ma Tov</li> <li>• Birkot HaShachar</li> <li>• Barchu</li> <li>• Shema/V'Ahavtah</li> <li>• The first three brachot of the Amidah</li> <li>• Torah Service</li> <li>• Expressions of gratitude</li> </ul>	Siddur Shema Yisrael and tefilla games, Etgar curriculum

		<ul style="list-style-type: none"> <li>• Hebrew words embodied in the Etgar curriculum</li> </ul>	
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## Machaneh Shai Fifth Grade Curriculum

Holidays *Mitzvot *Eemunah	How is time an important and sacred part of Jewish life?	Students will be able to: <ul style="list-style-type: none"> <li>• experience through various modalities the meaning celebration of the holidays</li> </ul>	Jewish calendar and textbook: <i>Our Sacred Times</i>
Torah *Mitzvot	Why are different biblical texts connected to different holidays?	Students will be able to <ul style="list-style-type: none"> <li>• Connect the holiday with the value incorporated in its observance.</li> </ul>	Torah text from the Five Books. Discussions and projects and actions related to the values
Jewish Identity *Eemunah	How is my Jewish identity similar to others? What makes a home Jewish? How do I tell my story?	Students will be able to: <ul style="list-style-type: none"> <li>• Make connections between Jewish tradition and their everyday lives.</li> <li>• Create a project based on a meaningful object and combine it with a story from their family</li> </ul>	Stories, interviews and activities that explore the ethical teachings, laws and language rituals, symbols that create a distinctive world view.  My Family Story Project in conjunction with the Breman Museum and the Museum of the Jewish People in Israel
Ethics/Mitzvot *Chesed *Rachamim *Mitzvot *Tzedek	How do mitzvot help us build our best possible community?	Students will be able to: <ul style="list-style-type: none"> <li>• Define the following values: hakarat HaTov (gratitude) Shalom Bayit,(peace in the home), Emet (truth), Kedusah (holiness)</li> </ul>	Stories, interviews, and activities that explore the ethical teachings, laws, language rituals, symbols that create a distinctive world view. Strategies to adapt these values.
Hebrew/Tefilla	What is my relationship with Hebrew as the language of the Jewish people? How does Hebrew help us form our Jewish identity? How can prayer connect me with my heritage?	Students will be able to recite with proficiency and understand: <ul style="list-style-type: none"> <li>• Ma Tov</li> <li>• Birkot HaShachar</li> <li>• Barchu</li> <li>• Shema and V'Ahavtah</li> <li>• The first three brachot of the Amidah</li> <li>• Torah Service</li> </ul>	Siddur Shema Yisrael and Tefilla games and activities. Tefilla packets
Israel *Ahavat Zion	What is my connection to Israel as a young Jewish person?	Students will be able to: <ul style="list-style-type: none"> <li>• Develop a connection to Israel through discussions, individual and class projects</li> </ul>	Israel curriculum written by the Center for Israel Education at Emory University with interactive discussions and activities centered around key focus areas

		<ul style="list-style-type: none"> <li>List key personalities involved in the creation of the State</li> <li>Recognize key terms like kibbutz, Knesset, <i>Ir HaBira</i> (capitol)</li> </ul>	
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## Machaneh Shai Sixth Grade Curriculum

Torah *Mitzvot	Why is Judaism and the study of Jewish text rooted in argumentation and debate	Students will be able to: <ul style="list-style-type: none"> <li>Analyze the value conflict at the core of historic Jewish debates</li> <li>Apply Jewish values to similar conflicts today.</li> </ul>	Students will be introduced to classic debates from Jewish tradition and history. This will be a jumping off point for research or holding debates of their own.
Israel *Ahavat Zion	What is my connection to Israel as a young Jewish person	Students will be able to: <ul style="list-style-type: none"> <li>Develop a connection to Israel through discussions, individual and class projects</li> <li>Identify key points in time of the founding of the Jewish state</li> <li>Understand that Israel is a modern country and on the forefront of the start-up culture</li> <li>List key personalities involved in the creation of Israel.</li> </ul>	A six unit course of study consisting of: Jewish connection to the Land; the beginnings of Zionism; people and places; institutions; culture; Israel's place in the world
Ethics/Values *Chesed *Tzedek *Kehillah *Emet	How are being a good friend, not gossiping and standing up to peer pressure Jewish values?	Students will be able to <ul style="list-style-type: none"> <li>Read and pronounce the Hebrew term for the four Jewish values</li> <li>Understand the core value</li> <li>Identify the Jewish text associated with each value</li> </ul>	Stories from classical Jewish literature which will stimulate discussion Concrete strategies to adopt these values in their Jewish lives Values: <i>Dan L'Chaf Zechut</i> (judging favorably), (Friendship) ( <i>Reyut</i> ), the power of speech ( <i>koach HaDibur</i> ), courage ( <i>Ometz Lev</i> )
Jewish Identity	Who am I in the line of people who came before me? What is my story?	Students will be able to:	My Family Story Project in conjunction with the Museum of the Jewish People in Israel and The Breman Museum in Atlanta.

Hebrew/Tefillah	What is my relationship with Hebrew as the language of the Jewish people?	Students will be able to: <ul style="list-style-type: none"> <li>develop reading and prayer fluency while constantly adding to individual knowledge of the siddur</li> </ul>	Siddur Sim Shalom Individual tefillah packets <ul style="list-style-type: none"> <li>Torah Service</li> <li>Haftarah Blessings</li> <li>Hatzi Kaddish</li> <li>Full Kaddish</li> <li>Aleinu</li> </ul>
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## Machaneh Shai Seventh Grade Curriculum

Our goal in our Seventh grade class is to facilitate students' transition to Jewish adulthood and engage them in lifelong commitment to our tradition through a sense of personal obligation, study, prayer and an ongoing relationship with their synagogue community, and to prepare our students to become proud and responsible adult members of our Jewish community

**Na'aseh V'Nishma**:- "We will do and we will learn", is a quote from the Torah when B'nai Israel received the Torah. Our seventh grade this year will learn by doing. The seventh grade year will focus heavily on "Jewish values in action" and mitzvot. We have several trips planned for opportunities in our community and to learn at other locations.

Subject	Essential Questions	Objectives	Content/Resources
Torah *Mitzvot	How does study enhance my identity as a young Jewish person?  How do Torah laws and narratives affect my contemporary life?  What is a <i>mitzvah</i> ? What does it mean to be commanded? How do <i>mitzvot</i> form the foundation for Jewish life?	Students will be able to: <ul style="list-style-type: none"> <li>Apply lessons learned from Torah discussions</li> <li>Assimilate the learning and text study into their life as a Bar/Bat Mitzvah</li> </ul>	Students will examine Hebrew and English texts collected from the weekly parsha and students' assigned <i>bar</i> and <i>bat mitzvah</i> portions, using the knowledge and skills that they have acquired
Jewish Identity *Emunah	How do I consider complex contemporary issues from a Jewish perspective?	Students will be able to <ul style="list-style-type: none"> <li>Explore contemporary issues using stories and anecdotes</li> <li>Relate Jewish texts that are relevant to the contemporary issue</li> </ul>	Discussion and exploration of the following topics: The Digital World Israel Social issues Sports ethics Food ethics
Israel *Ahavat Zion	Why does Israel matter in my life?	Students will be able to articulate their feelings toward Israel in a coherent fashion.	Class discussions, articles
Ethics/Values *Chesed *Tzedek *Kehillah *Arevut	What is difference between seeking justice and getting what you want? How do we show <i>arevut</i> to international Jewish communities	Students will be able to <ul style="list-style-type: none"> <li>Understand the value concepts</li> <li>Read and pronounce the Hebrew term for the values studied</li> <li>Recognize the relevance of these values to society</li> </ul>	Na'aseh V'Nishma Visits to Food Bank, Jewish Home, Greenwood Cemetery
Hebrew/Tefillah	What is my relationship with Hebrew as the language of the Jewish people?	Students will be able to: <ul style="list-style-type: none"> <li>Strengthen Hebrew skills with the goal of reading proficiency and the ability to sight-read new texts both in modern Hebrew, siddur Hebrew and biblical texts.</li> </ul>	Modern Hebrew words, practice tefillot, reading Humash in Hebrew and English

