

BO UL-MAD:
DYNAMIC JEWISH
EDUCATION FOR
FAMILIES AND

General
Curriculum

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CONGREGATION **Darchei Noam** 

A vibrant, egalitarian and inclusive community

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Contents

About the Program	2
Torah: The Values of our Tradition	3
Avodah	
Lashon Ha-Kodesh: Tefillah and Hebrew	6
Mo'adim Le-Simcha Ule-Zikaron: Days of Celebration and Commemoration	15
Gemilut Chasadim: Calls to Action	21
Israel: Land of our Hope	24
Curricular Topics at a Glance	26

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Our Take on Jewish Education

This is an exciting time to be Jewish, but also one of the most challenging. We live in a country that grants us unprecedented freedom to not only be Jewish, but to engage and impact the broader community in positive and meaningful ways. It is this freedom that poses our great challenge. How do we relate to the world around us without losing our cultural sense? How do we balance the call of our tradition with the pull of a modern lifestyle?

How can we inspire our children to develop their own Jewish sense?

The Reconstructionist approach to education encourages families and children to be full participants in the act of meaning-making. Congregation Darchei Noam offers a values-based curriculum for Kindergarten to Kitah Vav that begins with a fundamental respect for Jewish tradition and which emphasizes the positive family and social values that our ancestors have passed down to us.

Our Hebrew School creates a learning environment that is dynamic, interactive, stimulating and inspiring. We draw on our students' creativity and imaginations to foster a love of Judaism, a bond with our synagogue community, and a connection to Jews everywhere, and our teaching methodologies reflect this progressive attitude.

Our continuity as a people depends on our ability to provide positive experiences for our youth. Students at Darchei Noam have numerous opportunities during the year to participate fully in Shabbat and Holy Day celebrations, and they are given opportunities for social action. They will feel comfortable singing along in a worship service, they will develop a love for Israel and for Torah, and they will build basic literacy skills that will carry them to their Bar/Bat Mitzvah celebrations and beyond.

To enhance our program further, we offer weekly Music sessions, regular t'fillah prayer practice, and other elements for enrichment and enjoyment. There are also a number of opportunities for parents and families to join in their children's learning.

Judaism is a life-long endeavour, and Darchei Noam is a congregation of learners. We look forward to learning and growing together.

Nu, so what's the program about?

Our sages taught that the world stands on three pillars: *Torah* (education), *Avodah* (religious observance) and *Gemilut Chasadim* (acts of loving kindness). In the last century, the Jewish community has been blessed with a fourth pillar: the state of Israel. At Congregation Darchei Noam, we embrace these four pillars as a model for educating our families and children and we interlace them with Hebrew literacy and prayer readiness to provide a well-rounded program of study. For details on our Kindergarten and Music programs, please see the accompanying documents.

Torah

The Values of our Tradition

Traditionally, “Torah Study” refers to more than just the sacred scroll we store in the holy Ark. It is a collective term that includes the historical, literary and prophetic books of the Hebrew Bible as well as the vast body of knowledge that has grown around our scripture. The study of Torah is the ongoing, creative and sacred search for meaning in life. We recognize that the Jewish people’s experience of God, Torah and Community has changed and grown throughout history, but that it is grounded in our sacred texts. By the end of Kitah Vav, our students will be able to:

- identify the Torah as the basis for the values by which we live today;
- identify the Torah and the Hebrew Bible as the historical memory of the origins of the Jewish people;
- understand the *brit* (divine covenant) in terms of a personal agreement within ourselves to fulfill the Torah’s ethical imperative;
- understand *mitzvot* as the means through which we fulfill our personal *brit* with God;
- understand God as the driving force behind our desire to do good;
- draw connections between Shabbat / Holy Day celebrations and the ethical imperatives of Torah.

Important note:

- On occasion, it may be necessary to combine two grades levels into a single classroom. Classes in this situation may run on a Year One / Year Two cycle, so careful attention must be paid to the school’s current cycle. See the Director of Youth Education and Programming for details.

Kitot Alef & Bet

By recounting the stories of Genesis through Deuteronomy, the students will:

- identify the Torah as a record of stories of the first Jewish family;
- relate the Torah's emphasis on family to our lives today;
- identify the basic values inherent in each story;
- understand that the *Brit* with God relates to our behaviour to each other and to the world around us.

Textbooks: see teaching resources.

Kitah Gimel

By recounting the stories of the early Prophets in Joshua, Judges, Samuel and Kings, the students will:

- understand that the stories of Joshua, Deborah, Saul, David and Solomon continue the historical memory of the first Jewish families;
- understand the values and moral imperatives that are derived from these stories;
- make connections between these values and the celebrations for Shabbat and *Chagim*;
- identify the significance of the city of Jerusalem and relate it to their Israel study.

Textbooks:

Samuels, Ruth and Saul Scharfstein. *Prophets, Writings & You*. Ktav Publishing.

Kitah Dalet

By recounting the stories of the later Prophets and Writings in Kings, Jeremiah, Isaiah, Ruth, Daniel and Ezra, the students will:

- understand that the stories of Elijah, Jonah, Daniel, Ezra, Nehemiah, Ruth, Jeremiah, Isaiah, and the last kings of Judah continue the historical memory of the first Jewish families;
- understand the values and moral imperatives that are derived from these stories;
- make connections between these values and the celebrations for Shabbat and *Chagim*;
- identify the significance of the land of Israel and relate it to their Israel study.

Textbooks:

Samuels, Ruth and Saul Scharfstein. *Prophets, Writings & You*. Ktav Publishing.

Kitah Hay

By reviewing the stories of Creation, the family of Abraham and Sarah, Joseph, Moses and King David, the students will:

- understand what the Torah's moral imperatives mean to them as individuals;
- generate connections between the values of our ancestors and ways those values can be applied today;
- begin to develop a sense of the personal *Brit* as it relates to family values as outlined in the Torah and demonstrated by our ancestors.

Textbooks:

Torah Aura, *S'fatai Tiftach vol. 2*

Steinbock, Steven E. *Torah: The Growing Gift*, UAHC Press.

The Explorer's Bible, Behrman House

Kitah Vav

By reviewing the stories of Ezra, the revelation at Sinai and the Prophets, the students will:

- understand what the Torah's moral imperatives mean to them as individuals;
- generate connections between the ethical messages of the Prophets and ways those messages can be applied today;
- develop their sense of the personal *Brit* as it relates to social action and *Tikkun Olam* as outlined in the books of the Prophets;
- understand the connection between the Prophets and the weekly Shabbat *Haftarah* readings.

Textbooks:

Torah Aura, *S'fatai Tiftach vol. 3*

See teaching resources.

Avodah

Lashon Ha-Kodesh: T'fillah and Hebrew

The ultimate goal of any congregational school is to train its students to become fluent in the language of the host congregation. The following outcomes reflect the priorities of a liberal, Reconstructionist philosophy, and they address the reality that our students only attend Hebrew School once each week. By the end of Kitah Vav, they will be able to:

- Functionally read and write Hebrew;
- Identify and recite major prayers and blessings;
- Participate comfortably in prayer services;
- Demonstrate enough basic Hebrew knowledge to carry them into adulthood.

Please note that the *Lashon Ha-Kodesh* component of our program is strictly prayer-based. The materials we provide to our students and staff are designed to develop basic prayer and language proficiency at the same time. Although we encourage our teachers to incorporate elements of Modern Hebrew into their classrooms, it is not taught systematically during the Sunday program. **Modern Hebrew is a central element of our mid-week *Kesharim* program. For details, see the *Kesharim* curriculum document.**

The *Lashon Ha-Kodesh* component is supported by our Music program. For details, see the supporting curriculum document for Music.

Important notes:

- On occasion, it may be necessary to combine two grades levels into a single classroom. Classes in this situation may run on a Year One / Year Two cycle, so careful attention must be paid to the school's current cycle. See the Director of Youth Education and Programming for details.
- Due to time constraints and the appropriateness of some material for a Reconstructionist setting, some units in each textbook may not be covered, or the content may differ from what is published. Careful attention must be paid to the curricular outlines to ensure that the appropriate material will be covered.
- Many of the concepts discussed below are based on commentaries from *Kol Ha-Neshamah*, the Reconstructionist siddur for Shabbat and Holy Days. Please refer to this siddur for further readings and ideas.

Reading Benchmarks

Rather than use standard “grade-level” expectations, we find it more appropriate to use universal benchmarks when assessing the Hebrew literacy levels of our students and when tracking their progress. We do this for two reasons:

- Since Hebrew is a foreign language, the students must be allowed to develop their skills at their own pace. With benchmarks, students compete against themselves rather than being compared to their classmates with grade-level expectations.
- When we encounter older students whose reading skills are low or non-existent, benchmarks give us an assessment tool from which we can develop an individualized plan for advancement. These students can then remain with their peer groups rather than being assigned to a younger class.

The students will receive Hebrew readers based on the benchmark criteria that follow. When they master one level, they may move on to the next and thus receive a new reader. Please note that once students have mastered basic literacy, the reader and the prayer readiness text are one and the same.

Level One	- identify all consonants by sound and by name, excluding the soft vet, chaf, feh, sin and sofit letters
Level Two	- identify all vowels and consonants by sound and by name (consonant names only), including the soft vet, chaf, feh, sin and sofit letters - read short, simple words by sounding letters and vowels one at a time - recognize common words and phrases like “baruch ata Adonai”, “shalom”
Level Three	- read slowly, letter-by-letter - start to divide words into syllables at the silent shva vowel - read short, simple prayers like Shema
Level Four	- read slowly, but two or more letters at a time - read whole syllables at a time without pronouncing individual sounds - read selections of t’fillot
Level Five	- read slowly, but whole words at a time - read selections of Biblical Hebrew
Level Six	- read whole words at a time slowly and clearly - read exceptional cases (ie. yud-vav ending) with no mistakes - read selections of Biblical Hebrew
Level Seven	- read accurately and smoothly

Beginner Texts by Grade Level

Kitot Alef-Bet	Torah Aura, <i>Now I Know My Alef-Bet</i> OR Torah Aura, <i>Journeys Through the Alef-Bet</i>
Kitot Gimel-Dalet	Torah Aura, <i>Ot La-Baot: A Better Hebrew Primer</i>
Kitot Hay-Vav	Strauss et. al., Behrman House, <i>I Can Read Hebrew: Primer Reinforcement</i>

Optional for all students in their second year of reading:
Baum, Behrman House, *Back-to-School: Hebrew Reading Refresher*

Kitot Alef, Bet and Gimel: Introduction to Kabbalat Shabbat

Kitah Alef

By the end of the year, the students will be able to sound out every consonant sound and identify the names of letters, excluding the non-accented forms of *vet*, *chaf*, *feh*, and *sin*, and *sofit* forms for *tzadee*, *feh*, *chaf*, *mem* and *nun*. Students will be able to recite the Shema, Lecha Dodi, Shabbat Brachot, Havdallah Brachot and Shalom Aleichem. The students will be exposed to vocabulary concepts that relate to each letter.

Kitah Bet

By the end of the year, the students will be able to sound out every consonant sound and identify the names of letters, including the non-accented forms of *vet*, *chaf*, *feh*, and *sin*, and *sofit* forms for *tzadee*, *feh*, *chaf*, *mem* and *nun*. Students will be able to recite the Shema, Lecha Dodi, Shabbat Brachot, Havdallah Brachot, Shalom Aleichem and Etz Chayim Hi. The students will be exposed to vocabulary concepts that relate to each letter.

Kitah Gimel

By the end of the year, the students will master the Hebrew alphabet. They will be able to read whole words and simple sentences. Students will be able to recite the Shema, Lecha Dodi, Shabbat Brachot, Havdallah Brachot, Shalom Aleichem, Etz Chayim Hi, Barchu and Mi Chamocha. The students will demonstrate their understanding of vocabulary concepts that relate to each letter.

Table of Key Concepts

γνα Shema	- Shema as Judaism's central creed
ησυσ ωφκ Lecha Dodi	- inviting and greeting Shabbat - Shabbat Bride; Kabbalat Shabbat as a wedding feast
ωκσχω ,υφρχ Havdallah Brachot	- distinguishing Shabbat from the rest of the week - making Shabbat special
οφηκγ ουκκ Shalom Aleichem	- connection between Shabbat and "peace" - the ministering angels as symbols for welcoming guests to the Shabbat table
,υφρχ ,χα κκ Shabbat Brachot	- making Shabbat a day of "rest" - concepts of "rest"

τηω οηηφ .τ Etz Chayim Hi	- Torah as a “tree of life”
υφρχ Barchu	- call to prayer - making “thank you” a sacred act
ωφνφ ην Mi Chamocho	- our participation in miracle-making

By the end of Kitah Gimel, most students should be reading at the third level of the Reading Benchmarks. They will be able to demonstrate a knowledge and understanding of the customs and blessings associated with Kabbalat Shabbat.

Textbooks

Torah Aura, *Now I Know My Alef-Bet* (gr.1)

Torah Aura, *Journeys Through the Alef-Bet* (Kitah Bet)

Torah Aura, *Ot La-Baot: A Better Hebrew Primer* (Kitah Gimel)

Kitah Dalet: Erev Shabbat and *Shema U-Virchotayha* for Shabbat Shacharit

The students will demonstrate a basic understanding of key concepts from the Erev Shabbat service and the *Shema U-Virchotayha* section of the Shabbat Shacharit service. By the end of Kitah Dalet, the students should be reading at benchmark level four or five.

Table of Key Concepts and Vocabulary

Introduction to Brachot		- What is a “prayer? What is a “blessing”? - purpose of saying blessings
ωσμν ,υφρχ Brachot for Mitzvot	υβ- εωσμ ελκν εασ ε ω/υ/μ εφ/κ/ν εα/σ /ε	- What is a mitzvah? - Mitzvot as the Torah’s calls for ethical behaviour
υφρχ Barchu	λυρχ φ/ρ/χ	- call to prayer - call for kavannah
πη,υφρχυ γ να Shema & its Blessings		- relationship between God and Israel - review the account of the events at Mount Sinai

ρυτ ρμυη Yotzer Or	τρχ ερυτ τ/ρ/χ ερ/υ/τ	<ul style="list-style-type: none"> - review the stories of Creation and Adam & Eve - we connect with God when our lives are filled with “light” - our wonder and sense of smallness when we behold Creation give way to thankfulness for the gift of life
ωχρ ωχωτ Ahavah Rabah	υβ- ελ- εωχωτ χ/ω/τ	<ul style="list-style-type: none"> - the Torah guides us in creating a loving relationship between the Jewish people and God - we respond to God’s love through commitments to study, live the life of Torah and teach it to future generations
γνα Shema	γνα εκτραη γ/ν/α	<ul style="list-style-type: none"> - Judaism’s creed - γνα as the source from which Torah values flow - the “one-ness” of God is the force that binds all life together
,χωτυ V’Ahavtah	λ- εωχωτ χ/ω/τ	<ul style="list-style-type: none"> - loving God intellectually, emotionally, and through our actions - how God helps us fill the roles in our relationships between teachers / students, parents / children - mezuzah as a constant reminder of God’s “love”
ωφνφ ην Mi Chamocha	κτραη εασε α/σ/ε	<ul style="list-style-type: none"> - redemption is only possible if we participate in making it happen - crossing the Sea of Reeds as a symbol of our redemption
αυσε Kiddush	ρφζ εαυσε ρ/φ/ζ εα/σ/ε	<ul style="list-style-type: none"> - meaning of “holy” - sanctifying our daily lives through Shabbat - God makes holy all those who heed the call to engage in God’s service
ηβτ ωσυν Modeh Ani	ηφ	<ul style="list-style-type: none"> - “thanking” as a sacred act
υχψ ων Ma Tovv	χυψ	<ul style="list-style-type: none"> - the ability to pray involves thinking of ourselves as “dwellings” for holiness - review the story of Bilaam – turning anger into a blessing - a prayer is no greater than the person who speaks it

Textbook

Torah Aura, *S’fatai Tiftach vol. 1*

Kitah Hay: Shabbat Shacharit Amidah

The students will demonstrate a basic understanding of key concepts from the Shabbat Shacharit Amidah, and they will demonstrate their reading fluency of these selections. By the end of Kitah Hay, the students will be able to:

- read selections from the Torah or the Siddur
- read and sing the liturgy from the units described above
- read at level five or six of the Reading Benchmarks

Table of Key Concepts and Vocabulary

ηβστ φ,π, η,πα Adonai S'fatai Tiftach	φ/,/π εκ/κ/ω εσ/δ/ β	<ul style="list-style-type: none"> - introduction to prayer - how to begin the act of prayer when we don't know how to begin
ψσηγγ Amidah	σ/ν/γ	<ul style="list-style-type: none"> - distinctiveness of the Amidah - parts of the Amidah
,υωντυ ,υ χτ Avot V'Imahot	εκτ ε ,υχτ ε,υωντ ρ/φ/ξ εσ/ξ/φ	<ul style="list-style-type: none"> - Avot & Imahot projects (see Torah section of the curriculum) - praising God for caring for us for the sake of our ancestors - our ancestors are exemplars of God's presence in human lives - incorporating our ancestors' values into our lives
,υρυχδ Gevurot	οηηφ	<ul style="list-style-type: none"> - answering God's call to social action - God as the power that sustains life
παυσε Kedusha	α/σ/ε εσ/χ/φ εφ/κ/ ν	<ul style="list-style-type: none"> - God makes holy all those who heed the call to engage in God's service - difference between honour and respect - seeing Godliness in everything
ουηω ,αυ σε Kedushat HaYom	ε,χα ερνα εσηνα .ρτ εαπβ	<ul style="list-style-type: none"> - the idea of "covenant" refers to the steadfast devotion to what God wants for us and demands of us - observing Shabbat as a sign of the covenantal relationship with God - recharging our <i>neshamot</i> with a weekly day of "rest" - review the Exodus from Egypt and Creation from the Torah

<p>πτουω ,φρ χ Birkat Hoda'ah</p>	<p>που,</p>	<ul style="list-style-type: none"> - being in touch with our gratitude for the extraordinary workings of the world
<p>ουκα ,φρχ Birkat Shalom</p>	<p>ν/κ/α επ/α/γ εφ/ρ /χ</p>	<ul style="list-style-type: none"> - review the Torah values of “peace” and “love your neighbour” - each of us as individual peacemakers
<p>κκω Hallel</p>	<p>κκω επεσμ τ/μ/η εκ/κ/ω εε/σ/ μ</p>	<ul style="list-style-type: none"> - psalms of praise as markers of the past, present and future for the people of Israel - theme of deliverance - Review King David
<p>ηουσ πφκ Lecha Dodi</p>	<p>ρυνα ερυφξ ρ/ν/α ερ/φ/ξ</p>	<ul style="list-style-type: none"> - Review Kabbalat Shabbat - inviting and greeting Shabbat - Shabbat Bride; Kabbalat Shabbat as a wedding feast - “remembering” and “keeping” the Shabbat
<p>οφηκγ ουκ α Shalom Aleichem</p>	<p>φ/κ/ν ετ/μ/η εφ/ρ/ χ</p>	<ul style="list-style-type: none"> - connection between Shabbat and “peace” - the ministering angels as symbols for welcoming guests to the Shabbat table - by sharing our inner quiet and our joy, we can all become “angels of peace”
<p>ιζνω ,φρ χ Birkat HaMazon</p>	<p>σ/ξ/φ εν/φ/ρ</p>	<ul style="list-style-type: none"> - turning our place of eating into a sanctuary

Textbook

Grishaver, Joel Lurie. *S'fatai Tiftah Volume 2*. Torah Aura Productions.

Kitah Vav: Shabbat Shacharit Torah Service and Concluding Prayers

The students will demonstrate a basic understanding of key concepts from the Shabbat Shacharit Torah Service and Concluding Prayers, and they will demonstrate their reading fluency of these selections. By the end of Kitah Vav, the students will be able to:

- read selections from the Torah or the Siddur
- read and sing the liturgy from the units described above

– read at level six or seven of the Reading Benchmarks

Table of Key Concepts and Vocabulary

Being at Mount Sinai		- reading the Torah is like being at Mount Sinai
Beginning the Torah Service	λκν εωμρ ειητ ν/φ/ρ εφ/κ/ν	- the Torah is the voice of God refracted through human speech - in the words of the Torah we hear our ancestors' experience of the divine - the walls of Jerusalem are rising before our eyes
The Ark is Opened	τμη ερχσ εισημ τ/μ/η ερ/χ/σ	- the Torah links us to our past and our future
Taking the Torah out of the Ark	γνα εκυσδ γ/ν/α εκ/σ/δ	- the Torah is a sacred heirloom - review Jerusalem, David and Solomon's Temple - we hope that our worship brings God into the world
The Torah Blessings	ι,υβ β/,/β	- through blessing, study and community we manifest God, Torah and Israel - What is an <i>aliyah</i> ?
λρχα ην Mi Sheberach	πηκγ π/κ/γ	- bestowing God's blessing for a simcha - bestowing God's blessing for the sick
τηω οηηφ .τ ωρσ,ω ,τζ υ Etz Chayim Hi V'Zot HaTorah	πωχδω εωκηκδ	- What is <i>hagbah</i> ? - What is <i>gelilah</i> ?
Haftarah Blessings	ιвт επεσμ ε,ντ τηχβ εχσψ ρ/ν/τ ερ/φ/χ	- the prophets as divine conscience - discuss the three parts of the Tanakh - What is the <i>haftarah</i> ? - Prophet Projects (see Torah section of the curriculum)
ηρατ Ashray		- the sanctuary as God's house - the Torah as a source of happiness in God's house
Returning the Torah to the Ark	εουκα εοηηφ .γэ οα κτραη ηβχ ε/ζ/φ	- humanity as a "tree of life" - whenever it is handed down, the Torah binds every generation to every other generation
υβηπκτφ ι ητ Ayn		- review the importance of the Temple in Jerusalem

Kelohaynu		
υβηκγ Aleinu		<ul style="list-style-type: none">- reaffirming our responsibility to God through study and action- review the concept of <i>Tikkun Olam</i>

αησε Kaddish	αυσε εκυσδ εουκα	<ul style="list-style-type: none"> - Why praise God when we mourn? - Why include a prayer for mourners at the end of a service?
οκυγ ιστ Adon Olam		<ul style="list-style-type: none"> - Why do we end the service by talking about God?
ωκσχω ,υ φρχ Havdallah Brachot		<ul style="list-style-type: none"> - review the prophet Elijah - carrying the sweetness of Shabbat to the rest of the week - just as we greet Shabbat with blessing, we say goodbye to it with blessing

Textbook

Torah Aura, *S'fatai Tiftach vol. 3*

Avodah:

Mo'adim Le-Simcha Ule-Zikaron: Days of Celebration and Commemoration

Shabbat and *Chagim* are more than simple celebrations. They are expressions of faith, outlets for positive social action as outlined in the Torah and the Prophets, and memories of our national heritage. As such, our students are encouraged to participate as much as possible. To facilitate this, the program schedules for shul and school are fully coordinated. Please note the instances in the school schedule where regular Sunday sessions have been moved to Friday or Saturday.

- By the end of Kitah Bet, our students will be able to identify the basic symbols for Shabbat and the *Chagim*, and they will be able to sing popular songs and prayers associated with each celebration.
- By the end of Kitah Dalet, our students will be able to recount in basic detail the stories associated with Shabbat and the *Chagim*, and they will be able to identify the importance of life cycle events such as the *bris*, baby naming and Bar/Bat Mitzvah. The students will also be able to connect each celebration or commemoration to the modern world.
- By the end of Kitah Vav, our students will demonstrate a basic understanding of the origin of each Holy Day and apply modern meanings to them. They will understand that the *Chagim* are outlets for the Torah's messages of personal & social responsibility; that each *Chag* represents a unique way of establishing a personal relationship with God; and that each *Chag* represents a unique way of establishing a personal relationship with Jews and Jewish tradition.

The students will be exposed to the following celebrations and commemorations: Shabbat, Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah, Tu B'Shevat, Purim, Pesach, Yom Ha-Sho'ah, Yom Ha-Atzma'ut, and Shavu'ot.

The *Mo'adim Le-Simcha Ule-Zikaron* component is supported by our Music program. For details, see the supporting curriculum document for Music.

Important notes:

- On occasion, it may be necessary to combine two grades levels into a single classroom. Classes in this situation may run on a Year One / Year Two cycle, so careful attention must be paid to the school's current cycle. See the Director of Youth Education and Programming for details.

- Lessons about the *Chagim* will follow the Jewish calendar. In general, these lessons will be taught during the two sessions that precede each *Chag*, though some *Chagim* will be allotted more time. See the weekly schedule for details.

Kitot Alef and Bet: Basic Symbolism and Stories

Over two years, the students will be exposed to the basic symbolism of ritual objects that are associated with each *Chag*. They will understand that each *Chag* gives us an opportunity to converse with God in a different way and for different reasons. By thanking God for what we have (ie. “freedom” as a concept for Pesach), the students will start to see the stories of the *Chagim* as inspiration to help others who lack what we have. The primary focus is on the symbols and on how ritual objects remind us of the stories of the *Chagim*. The emphasis is on the mechanics of **what** we do and **how** we do it.

Table of Concepts and Key Ideas

ϩβαω αρ ϩυπφ ουη Rosh Hashanah Yom Kippur	<ul style="list-style-type: none"> - Symbols: shofar, apples & honey - sweet new year - forgiveness, <i>teshuvah</i> - we pray to God for the strength to make the right choices in the new year
,υφυο ωρυ, ,φνα Sukkot & Simchat Torah	<ul style="list-style-type: none"> - Symbols: sukkah, lulav/etrog - God as the inspiration for providing food and shelter
πφυβφ Hanukkah	<ul style="list-style-type: none"> - Symbols: dreidle, hanukkah, Maccabees - miracle of the oil - festival of freedom
ψχαχ υψ Tu B'Shevat	<ul style="list-style-type: none"> - Symbols: seven species - planting as a sign of our connection to the land - planting as a sign of our commitment to the environment
οηρυπ Purim	<ul style="list-style-type: none"> - Symbols: megillah, grogger, hamentashen - story of Esther
φξπ Pesach	<ul style="list-style-type: none"> - Symbols: items on the seder plate, matzah - learn to sing <i>Mah Nishtanah</i> - God as a provider of freedom - story of Passover
πγυαω ουη Yom Ha-Shoah	<ul style="list-style-type: none"> - Symbols: yellow star - Finding hope in times of hardship - “The Tattooed Torah”: a story of sadness and hope
,υτυμτω ουη Yom Ha-Atzma'ut	<ul style="list-style-type: none"> - Symbols: flag of Israel, Menorah - just as Jews have two birthdays, so do we have two homelands

,שׁוּבֹת Shavuot	<ul style="list-style-type: none"> - Symbols: Aseret Ha-Dibrot, Torah scroll - thanking God for giving us the teachings of the Torah - God Talk: the difference between what people make and what God creates
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Textbooks

See teacher resources.

Torah Aura, *Whole-School Holiday Curriculum: High Holidays 1* (Kitah Alef)

Torah Aura, *Whole-School Holiday Curriculum: High Holidays 2* (Kitah Bet)

Torah Aura, *Whole-School Holiday Curriculum: Sukkot 1* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Sukkot 2* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Hanukkah 1* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Passover 1* (Kitah Alef)

Torah Aura, *Whole-School Holiday Curriculum: Passover 2* (Kitah Bet)

Torah Aura, *Whole-School Holiday Curriculum: Shavuot 1, 2, 3* (both years)

Kitot Gimel and Dalet: Foundational Stories, Developing Concepts

Over two years, the students will build on their knowledge of the basic symbols to prepare for the more abstract ideas they will learn in Kitot Hay and Vav. In Kitot Gimel and Dalet, the stories of the *Chagim* are used as the basis to discuss modern values. The emphasis is on the continuing relevance of the *Chagim* despite some of their ancient origins. The students will begin to see Jewish observance as an ongoing evolution of meaning. They will draw thematic connections between the *Chagim*, thereby beginning the process of understanding them as a continuum rather than isolated celebrations.

Table of Concepts and Key Ideas

רֹשׁ הַשָּׁנָה רוּפְּוּיָה Rosh Hashanah Yom Kippur	<ul style="list-style-type: none"> - new year, fresh beginnings - we must forgive each other before we ask God for forgiveness - Year 1 (Kitah Gimel): story of the Akedah - Year 2 (Kitah Dalet): story of Jonah
,שׁוּבֹת שׁוּבֹת, שִׂמְחַת תּוֹרָה Sukkot & Simchat Torah	<ul style="list-style-type: none"> - review symbols - God inspires us to provide food and shelter - <i>Al netilat lulav; L'shev basukkah</i> - Shalosh Regalim: connection to Pesach and Shavu'ot - Year 1 (Kitah Gimel): review the two parashot for Simchat Torah - Year 2 (Kitah Dalet): explore the origins of Sukkah and Lulav/Etrog from the Torah and from Ezra/Nehemiah

ωφυβφ Hanukkah	<ul style="list-style-type: none"> - candle blessing; She'asah Nissim; Maoz Tzur - review the story of Hanukkah - Maccabees through metaphor: modern ways of "fighting" for freedom
ψχαχ υψ Tu B'Shevat	<ul style="list-style-type: none"> - <i>Eretz Chittah</i> - connection to Simchat Torah and Creation: our responsibility for "ruling over" the world - Year 1 (Kitah Gimel): "The Giving Tree" – respect for the environment - Year 2 (Kitah Dalet): Trees as symbols from the Torah (Burning Bush, Tree of Life, etc.)
οηρυσ Purim	<ul style="list-style-type: none"> - Review the story of Esther - God works in the background to inspire action
φξπ Pesach	<ul style="list-style-type: none"> - Review the symbols, story and <i>Mah Nishtanah</i> - <i>Kadesh Urchatz; Echad Mi Yodeah</i> - the account of the Four Children as paradigms for our own behaviour - Shalosh Regalim: relationship to Sukkot and Shavu'ot
πγυαω ουη Yom Ha-Shoah	<ul style="list-style-type: none"> - understanding the Holocaust through personal accounts (ie. Anne Frank, "Keeping the Promise", "The Righteous Gentile", "The Stripes on my Grandmother's Sweater", etc.)
,υτνμτω ουη Yom Ha-Atzma'ut	<ul style="list-style-type: none"> - Israel binds us to the Jewish people - Jewish Independence Day
,υγυχα Shavuot	<ul style="list-style-type: none"> - Ten Utterances; giving of the first Torah teachings - Story of Ruth: we should love God willingly, not forcibly - <i>Shalosh Regalim</i>: relationship to Sukkot and Pesach - God talk: <i>B'Tzelem Elohim</i> – God is revealed in the world through our actions

Textbooks

See teacher resources.

Torah Aura, *Whole-School Holiday Curriculum: High Holidays 3* (Kitah Gimel)

Torah Aura, *Whole-School Holiday Curriculum: High Holidays 4* (Kitah Dalet)

Torah Aura, *Whole-School Holiday Curriculum: Sukkot 3* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Sukkot 4* (Kitah Dalet)

Torah Aura, *Whole-School Holiday Curriculum: Hanukkah 2* (Kitah Gimel)

Torah Aura, *Whole-School Holiday Curriculum: Hanukkah 3* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Hanukkah 4* (Kitah Dalet)

Torah Aura, *Whole-School Holiday Curriculum: Passover 3* (Kitah Gimel)

Torah Aura, *Whole-School Holiday Curriculum: Passover 4* (Kitah Dalet)

Torah Aura, *Whole-School Holiday Curriculum: Shavuot 4* (both years)

Kitot Hay and Vav: Partners with God

Having reviewed the symbolism, practices and background stories of the *Chagim*, the students are now ready to contribute their thoughts on how the *Chagim* are to be understood as outlets for the fulfillment of our covenantal relationship with God. The students will demonstrate their understanding of this concept by connecting the *Chagim* to modern ethical behaviour described in the Torah and our traditions. **Each of the *Chagim* will be understood as providing different and unique ways in which we become God’s partners in fixing the world and completing the act of Creation.**

Table of Concepts and Key Ideas

ρβ ατ ρ ρυ φ ου η Rosh Hashanah Yom Kippur	<ul style="list-style-type: none"> - sins against human beings and sins against God - <i>Yom Hazikaron</i>: reflecting on our choices from the past year - <i>Teshuvah</i>: taking responsibility for our choices from the past year - Year 1 (Kitah Hay): <i>Avenu Malkenu</i>, Akedah - Year 2 (Kitah Vav): <i>Kol Nidre</i>, Jonah
, υ φ υ ο π ρ υ , , φ ν α Sukkot & Simchat Torah	<ul style="list-style-type: none"> - creating a “shelter of peace” - <i>V’ahavtah et re’echah kamocho</i>
π φ υ β φ Hanukkah	<ul style="list-style-type: none"> - True story of Hanukkah - tolerance vs. acceptance - freedom of religion
ψ χ α χ υ ψ Tu B’Shevat	<ul style="list-style-type: none"> - Tzedakkah for the environment - <i>Bal Tashchit</i>: we are caretakers to the world around us - Year 1 (Kitah Hay): “The Lorax” - Year 2 (Kitah Vav): Tikkun Olam
ο η ρ υ π Purim	<ul style="list-style-type: none"> - <i>Mishloach Manot</i> - <i>Tzedakkah U-Mishpat</i>: promoting social justice
φ ξ π Pesach	<ul style="list-style-type: none"> - <i>Avdut Le-Cherut</i>: promoting personal journeys of slavery to freedom - <i>Ma’ot Chittin</i> - by recounting a foundational story of freedom, we participate in the experience of freedom
π γ υ α ω ου η Yom Ha-Shoah	<ul style="list-style-type: none"> - the nature of anti-Semitism - “Never Again”: have we learned the ultimate lesson of the Holocaust?
, υ τ ν μ τ ω ου η Yom Ha-Atzma’ut	<ul style="list-style-type: none"> - Israel Video Projects (see “Israel” component of General Curriculum)

,שָׁבֻעַ Shavuot	<ul style="list-style-type: none"> - <i>Na'aseh V'nishmah</i>: why the Torah teaches “doing” before “understanding” - “Wedding anniversary” between God and the Jewish people - God Talk: Revelation – how God approaches us and how we approach God
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Textbooks

See teacher resources.

Cardin, Behrman House, *Rediscovering the Jewish Holidays*

Torah Aura, *The True Story of Hanukkah*

Torah Aura, *Whole-School Holiday Curriculum: Sukkot 4, 5, 6* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Sukkot 7* (Kitah Vav)

Torah Aura, *Whole-School Holiday Curriculum: Passover 5, 7* (both years)

Torah Aura, *Whole-School Holiday Curriculum: Shavuot 6* (both years)

G'milut Chasadim:

Calls to Action

The term “chosen people” is often used in reference to Jews, but what does this mean? Far from conveying a sense of superiority, it means that by embracing our divinely-inspired tradition, we “choose” to model a certain kind of ethical behaviour. We “choose” to answer the human call to action for the benefit of those who cannot advocate on their own behalf or who those need help.

G'milut Chasadim, or acts of loving-kindness, take on many forms that can be demonstrated within the synagogue, the Jewish community, and in the broader community of Canada and the world. Two well-known examples of *G'milut Chasadim* are *Tzedakah* (charity or social justices) and *Tikkun Olam* (literally “fixing the world”). Congregation Darchei Noam places a strong emphasis on various forms of *G'milut Chasadim*, and the programming for our children and youth reflects this priority. Our Hebrew School exposes students to the Jewish expectation to engage in social action by exploring some of the ethical concepts that underlie this expectation.

By the end of Kitah Vav, our students will be able to:

- identify the role of the synagogue as a hub for social action within the Jewish community and for the broader community;
- apply ethical concepts from their Torah studies and from other traditional sources to modern situations;
- draw direct connections between the various Holy Day celebrations and the opportunities for social action that are inherent within them;
- demonstrate their understanding of *G'milut Chasadim* by engaging in school *chesed* projects.

Kitot Alef & Bet

By touring the synagogue, meeting the Rabbi and recounting stories from our tradition about acts of loving kindness, the students will:

- understand the role of the synagogue within the Jewish community;
- understand the emphasis our tradition places on the importance of *G'milut Chasadim*;
- identify the synagogue as a place for carrying out acts of loving kindness.

Textbooks:

BJL Synagogue, Torah Aura Productions

Let's Discover the Synagogue, Behrman House

See teaching resources.

Kitah Gimel

By exploring specific mitzvot from the Torah and God's expectations of us, the students will:

- draw connections between their ideas about God and ethical concepts that are derived through mitzvot;
- relate the application of Jewish values to divine moral imperatives handed down to us through our traditions.

Textbooks:

BJL Mitzvot, Torah Aura Productions.

BJL God, Torah Aura Productions.

Kitah Dalet

By discussing ethical situations that derive from traditional sources, the students will:

- identify the modern applications for *Pikuach Nefesh* (saving a life), *Tza'ar Ba'alay Chayim* (cruelty to animals), *Kiddush Hashem* (honouring the sanctity of God) and *Sakanah* (needless danger);
- draw conclusions about Jewish observance based on these concepts;
- make connections between these concepts and the expectation of *G'milut Chasadim*.

Textbooks:

Mah La'asot, Torah Aura Productions.

Kitah Hay

By studying the Yiddish concept of "mentsh", the students will:

- connect their understanding of ethics to issues of respect for themselves, for others and for the world around them;
- identify ways in which they as individuals can make a difference to others.

Textbooks:

A Kid's Mentsh Handbook, Behrman House

Babaganewz school subscription

Kitah Vav

By engaging in a general introduction to the Talmud and by leading a school *chesed* project, the students will:

- identify the Talmud along with the Torah as a primary source for Judaism's moral imperatives;
- understand that Jewish tradition, through adaptation and interpretation, has applications in the modern world;
- model the concepts of G'milut Chasadim and demonstrate their understanding of the connection between classroom lessons and real-life.

Textbooks:

Sample of *Bava Qama* from the Talmud

Babaganewz school subscription

See teacher resources.

Israel:

Land of our Hope

When asked what they think Israel looks like, many students describe a place of mountains and deserts, oases and palm trees. While this is partly true, children need to see that Israel is a modern, thriving country in order to develop a connection. They need to see Israel as more than just the land of our ancestors. If we want them to care, they need to see the modern state as a home away from home, but in a way that values their roots in Canada. We do this by using a variety of media, including newspapers, video, magazines and internet.

By the end of Kitah Vav, the students will be able to:

- identify Israel as a major benefactor of our community's acts of *chesed*;
- draw connections between our community's support for Israel and our cultural tie to the land;
- draw connections between the "Israel" from their Torah lessons and the "Israel" of today;
- understand that Israel is a functioning democracy with values that are consistent with Canada's institutions;
- identify the most significant challenges faced by the modern state of Israel and connect them to the ethical concepts from past years;
- articulate Israel's relevance to them on a personal level.

Kitot Alef & Bet

Through the use of music, stories and visuals, the students will:

- identify basic geographic regions such as the Galilee, the Negev, and the Dead Sea;
- identify the major cities of Tel Aviv, Jerusalem, Haifa, Eilat and Tzfat;
- read and sing Hatikvah;
- identify the Israeli flag;
- understand that while Israel is our cultural “homeland”, it is possible to have two national homelands;
- understand the special importance of Jerusalem.

Textbooks:

Places in Israel, Torah Aura Productions

Our Jerusalem, Behrman House

See teacher resources.

Kitot Gimel & Dalet

Through the use of music, stories, visuals and video, the students will:

- explain the significance of Jerusalem as Judaism’s cultural center and as the capital of the modern state of Israel;
- identify the unique features of the major cities of Tel Aviv, Haifa, Eilat and Tzfat.

Textbooks:

Passport to Israel, Torah Aura Productions (Grade 3)

The Great Israel Scavenger Hunt, Behrman House (Grade 4)

See teacher resources.

Kitot Hay & Vav

By researching modern media and by writing and performing their own short videos, the students will:

- achieve a basic understanding of ongoing developments in Israel and in Jewish communities around the world;
- demonstrate a personal connection to the modern state of Israel.

Textbooks:

Canadian Jewish News (school subscription)

Babaganewz (school subscription)

See teacher resources.

Torah, Gemilut Chasadim and Israel at a Glance

Grade 1/2

Torah	Stories of <u>Genesis</u> through <u>Deuteronomy</u>	Stories of <u>Genesis</u> through <u>Deuteronomy</u>
Gemilut Chasadim	Understand the role of the synagogue within the Jewish community; understand the emphasis our tradition places on the importance of <i>G'milut Chasadim</i> ; identify the synagogue as a place for carrying out acts of loving kindness.	Understand the role of the synagogue within the Jewish community; understand the emphasis our tradition places on the importance of <i>G'milut Chasadim</i> ; identify the synagogue as a place for carrying out acts of loving kindness.
Israel	Identify basic geographic regions such as the Galilee, the Negev, and the Dead Sea; identify the major cities of Tel Aviv, Jerusalem, Haifa, Eilat and Tzfat; read and sing Hatikvah; identify the Israeli flag; understand that while Israel is our cultural "homeland", it is possible to have two national homelands; understand the special importance of Jerusalem.	Identify basic geographic regions such as the Galilee, the Negev, and the Dead Sea; identify the major cities of Tel Aviv, Jerusalem, Haifa, Eilat and Tzfat; read and sing Hatikvah; identify the Israeli flag; understand that while Israel is our cultural "homeland", it is possible to have two national homelands; understand the special importance of Jerusalem.

Grade 3/4

Torah	Stories of the early Prophets in <u>Joshua</u> , <u>Judges</u> , <u>Samuel</u> and <u>Kings</u>	Stories of the later Prophets and Writings in <u>Kings</u> , <u>Jeremiah</u> , <u>Isaiah</u> , <u>Ruth</u> , <u>Daniel</u> and <u>Ezra</u>
Gemilut Chasadim	Draw connections between their ideas about God and ethical concepts that are derived through mitzvot; relate the application of Jewish values to divine moral imperatives handed down to us through our traditions.	Identify the modern applications for <i>Pikuach Nefesh</i> (saving a life), <i>Tza'ar Ba'alay Chayim</i> (cruelty to animals), <i>Kiddush Hashem</i> (honouring the sanctity of God) and <i>Sakanah</i> (needless danger); draw conclusions about Jewish observance based on these concepts; make connections between these concepts and the expectation of <i>G'milut Chasadim</i> .
Israel	Explain the significance of Jerusalem as Judaism's cultural center and as the capital of the modern state of Israel; identify the unique features of the major cities of Tel Aviv, Haifa, Eilat and Tzfat.	Explain the significance of Jerusalem as Judaism's cultural center and as the capital of the modern state of Israel; identify the unique features of the major cities of Tel Aviv, Haifa, Eilat and Tzfat.

Grade 5/6

Torah	Revisit the stories of Creation, Patriarchs and Matriarchs, Joseph, Moses and King David	Revisit the stories of the revelations at Sinai and through the Prophets
Gemilut Chasadim	Connect their understanding of ethics to issues of respect for themselves, for others and for the world around them; identify ways in which they as individuals can make a difference to others.	Identify the Talmud along with the Torah as a primary source for Judaism's moral imperatives; understand that Jewish tradition, through adaptation and interpretation, has applications in the modern world; model the concepts of G'milut Chasadim and demonstrate their understanding of the connection between classroom lessons and real-life.
Israel	Achieve a basic understanding of ongoing developments in Israel and in Jewish communities around the world; demonstrate a personal connection to the modern state of Israel.	Achieve a basic understanding of ongoing developments in Israel and in Jewish communities around the world; demonstrate a personal connection to the modern state of Israel.

Lashon Ha-Kodesh: T'fillah and Hebrew

Organized by Grade Level

Kitah Alef	<p>Introduction to Hebrew and Kabbalat Shabbat: ησυσ πφκ επκσχω ,σφρχ εοφηκγ ουκα ε,χα κα ,σφρχ εγνα Shema, Shabbat Brachot, Shalom Aleichem, Havdallah Brachot, Lecha Dodi</p>
Kitah Bet	<p>Introduction to Hebrew and Kabbalat Shabbat: τηω οηηφ .τ εησυσ πφκ επκσχω ,σφρχ εοφηκγ ουκα ε,χα κα ,σφρχ εγνα Shema, Shabbat Brachot, Shalom Aleichem, Havdallah Brachot, Lecha Dodi, Etz Chayim Hi</p>
Kitah Gimel	<p>Introduction to Hebrew and Kabbalat Shabbat: εησυσ πφκ επκσχω ,σφρχ εοφηκγ ουκα ε,χα κα ,σφρχ εγνα σφρχ επφνφ ην ετηω οηηφ .τ Shema, Shabbat Brachot, Shalom Aleichem, Havdallah Brachot, Lecha Dodi, Etz Chayim Hi, Mi Chamocho, Barchu</p>
Kitah Dalet	<p>Shabbat Morning Prayers: ρυτ ρμση εσυμν ,σφρχ εσφρχ πχω πχωτ εγνα ε,χωτω επφνφ ην εαυσε εηβτ πσυν εσχωπ πω Barchu, Brachot for Mitzvot, Yotzer Or, Ma Tovu, Modeh Ani, Kiddush, Mi Chamocho, V'Ahavtah, Shema, Ahavah Rabah</p>
Kitah Hay	<p>Shabbat Shacharit Amidah: παυσε ε,σρυχδ ε,σπντυ ,σχετ εσηγγ εφ,π, η,πα ηβστ ησυσ πφκ εκκω εουκα ,φρχ επτστω ,φρχ εουηω ,αυσε ιζνω ,φρχ εοφηκγ ουκα Adonai S'fatai Tiftach, Amidah, Avot V'Imahot, Gevurot, Kedusha, Kedushat HaYom, Birkat Hoda'ah, Birkat Shalom, Hallel, Lecha Dodi, Shalom Aleichem, Birkat HaMazon</p>
Kitah Vav	<p>Shabbat Shacharit Torah Service & Concluding Prayers επρψπω ,σφρχ ετηω οηηφ .εθπρυ,τ ,τζυ ελρχα ην ε πρυ,τ ,σφρχ επρυ, π ,τμσπ πκσχω ,σφρχ εοκυγ ιστ εαησε εσβηκγ εσβηπκτφ ιητ επρυ,τ ,ξβφω εηρ ατ Beginning the Torah Service, The Ark is Opened, Taking the Torah out of the Ark, The Torah Blessings, Mi Sheberach, V'Zot HaTorah, Haftarah Blessings, Ashray, Returning the Torah to the Ark, Ayn Kelohaynu, Aleinu, Kaddish, Adon Olam, Havdallah Brachot</p>

Mo'adim Le-Simcha Ule-Zikaron
Organized by *Chag*

Rosh Hashanah & Yom Kippur

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: shofar, apples & honey - sweet new year - forgiveness, <i>teshuvah</i> - we pray to God for the strength to make the right choices in the new year
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - new year, fresh beginnings - we must forgive each other before we ask God for forgiveness - Year 1 (Kitah Gimel): story of the Akedah - Year 2 (Kitah Dalet): story of Jonah
Kitot Hay & Vav	<ul style="list-style-type: none"> - sins against human beings and sins against God - <i>Yom Hazikaron</i>: reflecting on our choices from the past year - <i>Teshuvah</i>: taking responsibility for our choices from the past year - Year 1 (Kitah Hay): <i>Avenu Malkenu</i>, Akedah - Year 2 (Kitah Vav): <i>Kol Nidre</i>, Jonah

Sukkot & Simchat Torah

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: sukkah, lulav/etrog - God as the inspiration for providing food and shelter
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - review symbols - God inspires us to provide food and shelter - <i>Al netilat lulav</i>; <i>L'shev basukkah</i> - Shalosh Regalim: relationship to Pesach and Shavu'ot - Year 1 (Kitah Gimel): review the two parashot for Simchat Torah - Year 2 (Kitah Dalet): explore the origins of Sukkah and Lulav/Etrog from the Torah and from Ezra/Nehemiah
Kitot Hay & Vav	<ul style="list-style-type: none"> - creating a "shelter of peace" - <i>V'ahavtah et re'echah kamocho</i>

Hanukkah

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: dreidle, hanukkah, Maccabees - miracle of the oil - festival of freedom
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - blessing over the candles; She'asah Nissim; Maoz Tzur - review the story of Hanukkah - Maccabees through metaphor: modern ways of "fighting" for freedom
Kitot Hay & Vav	<ul style="list-style-type: none"> - True story of Hanukkah - tolerance vs. acceptance - freedom of religion

Tu B'Shevat

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: seven species - planting as a sign of our connection to the land - planting as a sign of our commitment to the environment
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - "Eretz Chittah" - connection to Simchat Torah and Creation: our responsibility for "ruling over" the world - Year 1 (Kitah Gimel): "The Giving Tree" – respect for the environment - Year 2 (Kitah Dalet): Trees as symbols from the Torah (Burning Bush, Tree of Life, etc.)
Kitot Hay & Vav	<ul style="list-style-type: none"> - Tzedakkah for the environment - <i>Bal Tashchit</i>: we are caretakers to the world around us - Year 1 (Kitah Hay): "The Lorax" - Year 2 (Kitah Vav): Tikkun Olam

Purim

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: megillah, grogger, hamentashen - story of Esther
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - Review the story of Esther - God works in the background to inspire action
Kitot Hay & Vav	<ul style="list-style-type: none"> - <i>Mishloach Manot</i> - <i>Tzedakkah U-Mishpat</i>: promoting social justice

Pesach

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: items on the seder plate, matzah - learn to sing Mah Nishtana - God as a provider of freedom - story of Passover
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - Review the symbols, story and <i>Mah Nishtanah</i> - <i>Kadesh Urchatz; Echad Mi Yodeah</i> - the account of the Four Children as paradigms for our own behaviour - Shalosh Regalim: relationship to Sukkot and Shavu'ot
Kitot Hay & Vav	<ul style="list-style-type: none"> - <i>Avdut Le-Cherut</i>: promoting personal journeys of slavery to freedom - <i>Ma'ot Chittin</i> - by recounting a foundational story of freedom, we participate in the experience of freedom

Yom Ha-Sho'ah

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: yellow star - Finding hope in times of hardship - “The Tattooed Torah”: a story of sadness and hope
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - understanding the Holocaust through personal accounts (ie. Anne Frank, “Keeping the Promise”, “The Righteous Gentile”, “The Stripes on my Grandmother’s Sweater”, etc.)
Kitot Hay & Vav	<ul style="list-style-type: none"> - the nature of anti-Semitism - “Never Again”: have we learned the ultimate lesson of the Holocaust?

Yom Ha-Atzma'ut

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: flag of Israel, Menorah - just as Jews have two birthdays, so do we have two homelands
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - Israel binds us to the Jewish people - Jewish Independence Day
Kitot Hay & Vav	<ul style="list-style-type: none"> - Israel Video Projects (see “Israel” component of General Curriculum)

Shavuot

Kitot Alef & Bet	<ul style="list-style-type: none"> - Symbols: Ten Commandments, Torah scroll - thanking God for giving us the teachings of the Torah - God Talk: the difference between what people make and what God creates
Kitot Gimel & Dalet	<ul style="list-style-type: none"> - Ten Utterances; giving of the first Torah teachings - Story of Ruth: we should love God willingly, not forcibly - <i>Shalosh Regalim</i>: relationship to Sukkot and Pesach - God talk: <i>B'Tzelem Elohim</i> – God is revealed in the world through our actions
Kitot Hay & Vav	<ul style="list-style-type: none"> - <i>Na'aseh V'nishmah</i>: why the Torah teaches “doing” before “understanding” - “Wedding anniversary” between God and the Jewish people - God Talk: Revelation – how God approaches us and how we approach God