

# SECOND GRADE CURRICULUM

## **Torah**

Stories from the first two books of the Torah will be reviewed and raised to a higher level of understanding than learned in previous years. We will capitalize on the second grader's growing language and reasoning skills, as well as his/her better developed sense of fairness and honesty. The students will continue to build their understanding of the different stories from the Torah and interpret them through the use of art projects, drama, discussions, and games.

## **MUSAR (Instruction/Jewish Values)**

Using creative and hands on activities children will learn about the different Middot or Soul Traits. Musar (moo-sar) is aimed at elevating one's character, or what Musar calls soul traits (middot). Mussar is the inner work of the soul. It is a Jewish spiritual practice that helps us refine traits of our personality, like generosity, compassion, patience and responsibility. Together, we will be exploring different virtues through a Jewish lens in order to strengthen our character and grow as mensches.

## **Jewish Holidays**

Students will experience the Jewish Holidays by following the adventures of three children, Daniel, Rivkah and Elijah. The children will help teach them the history, values, vocabulary (Hebrew and English), how they celebrate Jewish holidays, and why we celebrate them. Our students will have the opportunity to taste many of the food connected to the holidays we celebrate. They will create skits, projects and have discussions that will help connect the Jewish Holidays to their daily lives.

## **Hebrew, Prayer and Blessings**

Students will continue to learn the letters of the Hebrew Aleph-Bet (alphabet) in addition to the vowels. They will learn how to print the letters, and will be able to decode simple words. The students will continue to expand the vocabulary and phrases they have learned in previous years.

Second graders will participate in Hebrew Through Movement (HTM). HTM focuses on foundational Hebrew vocabulary through a language acquisition strategy in which students learn Hebrew by hearing and responding to Hebrew commands.

Students will continue to learn about prayer being a way they can speak with God and share their feelings. The teachers will help guide the students in attaining a sense of satisfaction and pride in their ability to participate in both individual and group worship. This will also be accomplished by participating in age appropriate, weekly T'filah services led by the clergy and song leader.

# ROAD MAP FOR SECOND GRADE

Masa

## Values in the Torah



### “Bein adam l’atzmo” - Self

#### Question:

- How do the Jewish values of honoring one’s parents, welcoming guests, and honesty play out in my everyday life?

#### Action:

- Defining a value by bringing in examples of Jewish values enacted in the home
- Connecting the values to the Torah stories of Adam and Eve, Abraham and Sarah, Jacob and Rebecca, Lot, and Laban



### “Bein adam l’chavero” - Community

#### Question:

- How are the relationships in the Torah stories like and unlike the relationships I have in my life?

#### Action:

- Examining relationships with family members and friends
- Comparing personal relationships illustrated in Torah stories as found in the books of *Genesis*, *Numbers*, and *Deuteronomy*



### “Bein adam l’Makom” - God

#### Question:

- How is God in the Torah similar to or different from the God with whom I have a relationship?

#### Action:

- Engaging in role playing to explore the Torah stories of the characters mentioned above
- Discussing God’s role in stories and relating it to the role God plays in our lives today
- Continuing to learn the basic prayers as a way to communicate with God