

FOURTH GRADE CURRICULUM

Torah

Students will experience stories from the Torah by reading them as a play and acting them out, listening to and discussing them. There will be deeper learning about specific sections by learning what different commentators have said about what is written and finally, by creating videos, art projects, games, having jury trials and more, students will understand stories from the Torah in such a way, that they will become part of them.

Beginning in January, fourth graders will participate in the “Our Hevrutah” program. On Tuesday afternoons, they will learn and discuss the torah portion of the week with the help of parents and senior members of the congregation.

Ethics

Students will hear or read in hevrutah (small studying groups) a “collection of Ethical Cases”, short stories, drawn from the headlines that question what is right and wrong. Real-life situations and their ethical problems that are submitted to the test of Jewish law in order to find “the right solution.” Students will have the opportunity discuss these cases with their classmates to share values, discuss ethics, and take a first look into the Talmud, the codes, and the wisdom of the Jewish legal process.

Jewish Holidays

Students will learn new details about the celebration of the Jewish holidays and their origins. Using different methods, they will continue to learn about the symbols, practices and traditions of Jewish holidays. Our students will focus on understanding the importance of creating a connection between the celebration/observance of holidays being a part of a community. Our students will be able to be active participants in holiday celebrations in our community and the Jewish community at large.

Hebrew, Prayer and Blessings

At the start of the school year, our students will review the Hebrew letters and vowels learned in previous years, once this review is complete, they will learn the meaning of the *Sh'ma*, *V'ahavta*, *Mi Chamocha* and *Mi Shebeirach* prayers. Students will be able to chant and decode the blessings, understand their meaning not only in translation, but what do these prayers mean to them and to Jews around the world. They will learn why those prayers are part of daily services and will practice them when we do t'fillah every week.

Fourth 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.

ROAD MAP FOR FOURTH GRADE

Masa

Ethics in the Torah



“Bein adam l’atzmo” - Self

Question:

- How are the stories of the Torah and their lessons relevant to me?

Action:

- Using bibliodrama, art, games, and different writing experiences to better understand and relate to the stories of Cain and Abel, Abraham and Sarah, Isaac and Ishmael, Jacob’s early life, Jacob’s wrestling the angel, Joseph the Dreamer, Moses and the Burning Bush, Moses in the Desert, the Laws of the Holiness Code, sending the spies into Israel, Balaam and Balak, and Moses’ death



“Bein adam l’chavero” - Community

Question:

- What can the Jewish values from the Torah stories teach me about ethics and what can I bring to my community?

Action:

- Examining the biblical adage “Am I my brother’s keeper?”
- Judging Rebecca and Jacob’s actions towards his brother and father in stealing Esau’s birthright and blessing, and exploring the issues of favoritism and treatment of siblings
- Analyzing the ethics of a leader; identifying how we apply the Holiness Code in society today and comprehending the value of telling the truth



“Bein adam l’Makom” - God

Question:

- What is the connection between God and ethics?

Action:

- Understanding God’s role in the creation of ethics and pikuach nefesh (saving a life)
- Identifying the origins of tzedakah
- Analyzing the difference between when something is lashon hara (gossip) and when you have to share things in order to help someone