

SIXTH GRADE CURRICULUM

Jewish Heroes and Jewish Values

Students will learn Jewish values by learning about the lives of people who exemplify those values. Our students will discover how to live Jewish values by reliving some of the most dramatic moments in the twentieth century with famous Jews, including: Robert Kraft, Elie Wiesel, Rabbi Regina Jonas, Albert Einstein, Natalie Portman, Steven Spielberg and others. The account of each climatic event shows students how they can live and fulfill core Jewish values in their own lives. At the end of the year, students will pick one of their American Jewish heroes and we'll create a "Living Museum" where each student will present their hero.

Israel

Students will gain a meaningful understanding of modern Israeli culture. They will learn about Israel's origins, political system, culture, and the challenges it faces that are internal and external. Our students will use Google Earth to create a tour of Israel. They will do research in small groups. They will use their research, videos, and pictures to create a lesson to teach their classmates. As a class, they will listen to Israeli music old and new, taste traditional foods, get to know the country, and they can choose to visit with the Temple when they are in the eighth grade.

Holocaust Studies

Students will have a brief introduction to the life of Jews in a concentration camp, then they will learn about several forms of cultural and spiritual resistance that occurred during this period. They will examine the importance of personal and cultural identity and each person's struggle to maintain it

Hebrew, Prayer and Blessings

At the start of the school year, sixth graders will review the Hebrew letters and vowels they learned in previous years by practicing with prayers and blessings that they already know. Once this review is complete, they will learn the meaning of the *Kiddush*, *Torah Blessings*, *Kaddish*, *Aleinu* and *Tallit blessing*. They will be able to chant and decode the blessings, understand their meaning not only in translation, but what do those 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 they participate t'fillah/services every week.

Sixth 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 SIXTH GRADE

Masa

Jewish Values, Jewish Heroes



“Bein adam l’atzmo” - Self

Question:

- How do Jewish values apply to my everyday life?

Action:

- Discussing and applying values in the students’ daily lives, especially secular activities
- Sharing examples of acts of tzedakah as a class and individually



“Bein adam l’chavero” - Community

Question:

- How does enacting Jewish values make me part of the community?
- Why is it important to enact these Jewish values in order to be part of the community?

Action:

- Learning narratives of famous Jewish heroes and how they have embodied Jewish values
- Learning how the actions of certain people represent Jewish values and how these values are specifically Jewish and not universal
- Attending the Jewish World Watch Walk



“Bein adam l’Makom” - God

Question:

- How does emphasis on “Godliness” and those qualities which are “Godlike” or “Divine” fit in with the way I think about God?
- How does Israel being a land of many faiths complicate it?

Action:

- Analyzing values and how these values relate to God: tikkun olam (repairing the world), shmirat haguf (guarding the body), rodef shalom (pursuing peace), kol yisrael aravim zeh bah zeh (all of Israel being responsible for one another), tzedek tzedek tirdof (pursuing justice), tzedakah (righteous giving), and t’shuvah (repentance)