

# San Diego Jewish Academy Golda Meir Lower School Second Grade Judaic Studies Curriculum

## Ivrit / Hebrew

### Philosophy of Hebrew Language and Literature at SDJA

Our Hebrew language program is an integral part of the curriculum. Hebrew is a key that opens the doors of Jewish learning and connects us with Jews past and present. It is both the language of classical Jewish texts - from the *TANAKH* (Bible) to the *SIDDUR* (prayer book) -- and the modern, living language that unites us with Israel.

We seek to have our students develop facility in reading, speaking, and understanding both written and oral Hebrew, as well as some ability in writing. Our Hebrew program is taught through the immersion process (*ivrit b'ivrit*) wherein the teacher speaks in Hebrew and the goal is for students to do the same. The ability to speak Hebrew with confidence will enable our students and graduates to feel at home in Israel and to communicate with Jews around the world. In second grade, the students use a booklet called *Lomdim Ivrit* (studying Hebrew) and *Havrim Be'ivrit*. These programs use stories and different topics that students can relate to, and place an emphasis on everyday conversational Hebrew used in Israel.

### Literary Units of Study:

1. *Lomdim Ivrit* booklet covers the following topics: family, weather, food, clothes, and body parts.
2. *Yom Huledet* (Birthday) engages students with all of the different aspects of having a birthday. The beginning chapters will focus on students being able to describe themselves, and the necessary preparation for planning one's own birthday party. In the chapters to follow, students will focus on the feelings associated with having a birthday and receiving presents.

### Based on the above units of study, students will be able to:

- Strengthen comprehension and verbal skills through textbooks, class conversations and activities.
- Develop Hebrew writing skills in cursive letters.
- Strengthen reading skills through different units of study and independent reading.
- Expand Hebrew vocabulary.
- Write simple sentences (e.g. I go to school).
- Begin to recognize definite articles (e.g. to, the, in the).
- Distinguish between singular and plural nouns and adjectives.
- Distinguish between masculine and feminine nouns and adjectives.
- Conjugate the *Pa'al* verb form in the present tense including in the singular and plural form and the masculine and feminine form.
- Identify the infinitive verb form (e.g. TO walk, TO sit).

# Tanakh / Bible

## Philosophy of Bible Study at SDJA

An integral part of the Judaic Studies curriculum at San Diego Jewish Academy is the study of the *TANAKH* (Bible)\* because it is the source of the spiritual history, literature and values of our people. It is the foundation of our Jewish civilization and the source of the ethical and ritual *MITZVOT* (commandments), which have been central to Jewish life throughout the ages. It is the record of what the Jewish people have understood as the basis and meaning of the covenant between G-d and the Jewish people.

We teach both the simple, literal understanding of the text as written (*pshat*) and the interpretive understandings of the text (*drash*) at appropriate grade levels, always maintaining the distinction between the two. While both are integral to the study of Torah, teachers are expected to distinguish between them when teaching Torah to their students. Through the study of classical and modern day commentaries and interpretations, alongside the literal text, we are encouraging our students to analyze, interpret and internalize the original text as it relates to their lives today and as a guide for their lives in the future.

As a pluralistic school, we recognize that our students and their families reflect a range of perspectives on Torah. As a community school, we acknowledge a variety of perspectives in our teaching and share this with our students in age-appropriate ways. We concentrate our studies on the content and meaning of the text.

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\*The *TANAKH* includes the *TORAH* (Five Books of Moses) as well as the *NEVIIM* (Early and Latter Prophets) and the *KETUVIM* (Writings).

Students will learn about important Biblical stories:

1. *Creation*
2. *Adam and Eve*
3. *Noah*
4. *The Tower of Babel*
5. *Abraham and Sarah*
6. *Isaac and Rebecca*
7. *Jacob and Esau*
8. *Joseph and His Brothers*
9. *Baby Moses*
10. *Let My People Go*
11. *Moses on the Mountain*
12. *Samson*
13. *Ruth and Naomi*
14. *David and Goliath*
15. *Solomon, the Wise King*
16. *Jonah and the Great Fish*

During the course of these studies students will:

- Examine the *peshat*, the straight meaning of the Biblical text.
- Examine the *derash*, the interpretation of the Biblical text.
- Discuss the *remez*, the lessons that we can learn from the Biblical text which will continue to foster personal meaning from the history of our past.
- Be able to describe the Biblical figures and the roles they played in our history.
- Be exposed to basic key terms in Hebrew and English.
- Become familiar with simple Biblical quotes.

Additionally, students will also learn *Parshat Hashavua*, the weekly Torah portion.

During this time students will:

- Study the content from each week's Torah portion and see how the story of our people builds from one week to the next.
- Learn Jewish ethics and values from the weekly Torah portion and how they relate to our daily life.

### **Jewish Holidays**

San Diego Jewish Academy strongly believes that observing the Jewish holidays enhances Jewish life on a consistent basis. To that end, each year students are engaged in studying the meaning and observances of *Shabbat*, *Rosh Hodesh*, *Rosh Hashanah*, *Yom Kippur*, *Sukkot*, *Simhat Torah*, *Chanukah*, *Tu B'Shevat*, *Purim*, *Pesach*, *Yom Ha'atzmaut*, *Lag Ba'Omer*, and *Shavuot* through a variety of teaching methods and practices. In addition to this, and through the assistance of our PTO, we are able to provide unique opportunities for our students to mark these special occasions on the calendar.

Students will be able to:

- Explain key concepts about the Jewish holidays.
- Continue to read and recite basic prayers in Hebrew associated with each of the Jewish holidays.
- Continue to identify holiday terms.
- Continue to identify holiday symbols.
- Continue to identify holiday rituals and customs.

### **Tefilah (prayer)**

*Tefilah* links Jews from the past to the present. Students participate in prayer services on a regular basis. During this time, students learn both the *kevah* (fixed words and times) and *kavannah* (meaning and intention) of the prayers for the weekday and *Shabbat* service. Every Friday afternoon, students participate in a grade-wide *Kabbalat Shabbat* service to anticipate the arrival of *Shabbat*.

### **Israel**

Recognizing the significance of the State of Israel, its national institutions, and our strong bonds to the land and the people of Israel, we seek to instill in our students a connection to Israel as well as a sense of responsibility for its future.

Utilizing an exciting, colorful, and charming 4-page folder, with lively text and photographs, the students will learn core concepts about our biblical and modern ties with Israel, the country's major cities, and the diversity of Israel's people and geography.

Units the students will learn:

1. *Our Homeland*
2. *Modern Israel*
3. *Jerusalem*
4. *Tel Aviv*
5. *Northern Israel*
6. *Southern Israel*
7. *Israeli Kids*
8. *Israeli Food*

## **Jewish Life & Thought**

Building a foundation for Jewish ethical living is integral to the curriculum of San Diego Jewish Academy. We teach these values through a unique approach that includes a wide range of Jewish perspectives about our relationship with one another, our relationship with G-d, and our responsibility as Jewish individuals. Embedded in this curriculum are projects that help our students put these Jewish values into action.

Students will learn about what it means to be a *Mitzvah* hero and how ordinary people can help other people in need. Students will also learn about the laws of giving *tzedakah* and why Judaism places such great importance on this value. Other related topics to include:

- Different noteworthy non-profit organizations
- *Kavod* versus *Bushah* (Honor versus embarrassment)
- *Gemilut Hasadim* (Acts of loving kindness)

### **Special Jewish Events Include:**

- SDJA Celebrates Integration
- *Chanukah* and Passover celebrations
- Ongoing *Tikkun Olam* Projects
- Special grade wide event that culminates a unit of study – *Mattan Torah*.