

San Diego Jewish Academy Golda Meir Lower School Third 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 third grade, students use a Hebrew program called *Haverim B'Ivrit*. This program uses stories that students can relate to and places an emphasis on everyday conversational Hebrew used in Israel.

Literary Units of Study:

1. *Haverim Sheli* (My Friends) explores the relationship a child has with his/her friends and the many different ways children can interact with each other. Students will also see that a friend can be a trusted pet and how special that relationship can be. This unit also teaches students the way we show kindness and respect towards our friends and the Jewish value of visiting a sick friend.
2. *Hatiyul Shel HaKitah* (Field trip with the Class) focuses on taking a class field trip in Israel. The beginning chapters emphasize the preparation for the field trip, including getting permission slips signed by parents and learning the rules of riding a school bus. In the middle chapters, students will learn about Israel through the five senses, with an emphasis placed on the seven species related to Israel. In the concluding chapters, students will be comparing the Biblical story of Abraham welcoming the three strangers to situations as they relate to us today.

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

- Strengthen comprehension and verbal skills through class conversations and activities.
- Strengthen reading skills through different units of study and independent reading.
- Strengthen writing skills including compound sentences and short paragraphs (e.g. I go to school and learn Hebrew).
- Expand Hebrew vocabulary.
- Identify and use question words (e.g. who, what, where, when, why).

- Begin to identify the Hebrew root of words (e.g. *LoMeD*).
- Conjugate the *Pa'al* verb form in the present and past tense.
- Identify definite articles (e.g. to, the, in the).
- Identify the infinitive verb form (e.g. TO walk, TO sit).
- Continue to distinguish between masculine and feminine, singular and plural, nouns and adjectives.

Tanakh / Bible

Philosophy of Bible Study at SDJA

An integral part of the Judaic Studies curriculum at the 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.

*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 how to do a close reading of the Bible by studying the first part of *Bereisheet* (Genesis). Students will use an English translation of the biblical text that is age appropriate so that they can experience first hand the beauty and richness of our primary Jewish text.

Students will be able to:

- Recount the various Biblical stories with a deeper understanding.
- Begin to do close reading of text in both English and Hebrew.
- Begin to notice Biblical patterns in the text (e.g. the use of particular words that repeat themselves throughout *Bereisheet* – the Hebrew root of *ADaM*: *DAM* – blood, *ADAM* – human, *ADAMA* – soil).
- Utilize *midrashim*, interpretive texts and commentaries, to gain further insight into the meaning of the Torah.
- Develop a deeper understanding of key Biblical figures in text and their impact on the Jewish people.
- Be exposed to *hevruta* style learning when studying Biblical text.
- Continue to find personal meaning from text.
- Continue to be exposed to basic key terms in Hebrew and English (e.g. *SHOMER AHI* – my brother's keeper, and *HINEINI* – I am here).
- Continue to learn about *parashat hashavuah*, (the weekly Torah portion).

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'Shvat*, *Purim*, *Pesach*, **Yom Hashoah*, *Yom Ha'atzmaut*, *Lag B'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.

*Yom Hashoah is taught age appropriately to the third, fourth, and fifth grades with great care and sensitivity.

Students will be able to:

- Explain basic meaning of the Jewish holidays.
- Engage in basic critical analysis of the Jewish holidays.
- Develop personal meaning of the Jewish holidays.
- Continue to read and recite prayers in Hebrew associated with each of the Jewish holidays.
- Continue to identify key terms, symbols, 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.

Students will learn how Israel plays a major role in their Jewish heritage. The students will understand the link between Israel and Jewish tradition, discover the variety of life in Israel today, and learn the primary vocabulary associated with its people and places, celebrations, and daily life. The students will learn about the special places, cities, and people of Israel.

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 engage in studying the ideals of being *Klal Yisrael* (a united Jewish people), with the idea that all Jewish people have a shared belief system and yet understand what it means to respect different Jewish practices and backgrounds through the study of synagogue life. To that end, students will learn about:

- *Beit Hamikdash* (The ancient Holy Temple)
- Synagogues from around the world.
- The sanctuary.
- The *Sefer Torah*.
- How we pray.
- The synagogue as a combination of:
 - Beit Tefilah* (House of worship).
 - Beit Midrash* (House of study).
 - Beit Kneset* (House of Meeting).

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 – *Kabbalat Shabbat*