

San Diego Jewish Academy Golda Meir Lower School Fourth 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 the fourth grade, students will be using *Haverim B'Ivrit*. Other curricular materials may be used based on student needs. Students will be grouped based on their Hebrew knowledge.

Haverim B'Ivrit

Literary Units of Study:

1. [*Aharei Halimudim \(After school\)* teaches about different activities that children in Israel explore after school hours. The children will learn about activities including: swimming, playing the recorder, performing in a concert, playing basketball, going to the museum, and taking folk dancing and cooking classes. The stories will also focus on the emotional aspect of the children's feelings when they have to perform or play a match in front of their family and friends. Another part of the book refers to the children's different personalities and compares one of them to an old story about King David.](#)
2. ***Hafetzim V'siporim – Objects and Stories***
This unit of study focuses on several topics that all relate to objects and their connections to people. In the first story, a child becomes *bar mitzvah* and receives his grandfather's *Kiddush* cup. In another story, students will read about a fire that occurred in a person's house and the only thing that survived was the cup of Elijah. Throughout the stories in this book, students will be able to make connections between the objects and various people that they relate to.

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

- Strengthen comprehension and verbal skills through class conversations and activities (e.g. in a Hebrew conversation students will be able to state the time, date, weather, and their age).
- Strengthen reading skills through the above-mentioned units of study and independent reading.
- Strengthen writing skills through compound sentences, usage of paragraphs, short stories, and descriptive themes.
- Conjugate possessive words (e.g. MY school, HER school, HIS school).
- Conjugate verbs in the present and past tense in *Pa'al* and *Pei'el* verb forms.
- Expand Hebrew vocabulary.
- Continue to distinguish between masculine and feminine, singular and plural, nouns and adjectives.
- Continue to identify Hebrew root of words (e.g. *LoMeD*).
- Continue to identify the infinitive verb form (e.g. TO read).
- Easily identify definite article (e.g. IN THE school).

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 continue to do a close reading of the Bible by studying the second part of *Bereisheet* (Genesis) and a few selected parts of *Sh'mot* (Exodus). 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 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.

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

Students will be able to:

- Gain a deeper understanding of the historical context to the Jewish holidays.
- Continue to engage in basic critical analysis of the Jewish holidays in English.
- Continue to 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.

Utilizing the book *Welcome to Israel* the students will learn about the miracle of the Jewish state. Students will learn about Israel's history; geography; and political, commercial, and cultural life. The students will learn about Israel's struggle to coexist peacefully with its neighbors (it will be presented in a thoughtful and age-appropriate way). The students will also learn about Israelis their own age: what they do for fun, their favorite sports and foods, and what their schools are like.

Special Jewish Events Include:

- SDJA Celebrates Integration
- Ongoing *Tikkun Olam* Projects
- *Tu B'Shvat* and Passover celebrations
- Special grade wide event that culminates a unit of study - *Havdalah*