

2020-2021/5781

Parent Handbook



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Beth El Synagogue

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www.betheldurham.org

BETH EL SYNAGOGUE TALMUD TORAH STUDENT + PARENT HANDBOOK (2019-2020)

Beth El main office: 919-682-1238

Education and Youth Director, Alexandra Bicks: Alexandra@betheldurham.org

Rabbi Daniel Greyber: rabbigreyber@betheldurham.org

Welcome to the Beth El Synagogue Talmud Torah

Beth El is an egalitarian, Conservative congregation. We are a pluralistic community and welcome members who have diverse backgrounds, ideas, levels of knowledge and observance.

Beth El strives to be a place that is actively welcoming of Jews of all ages, backgrounds, affiliations, family structures, and sexual orientation.

We are a congregation that makes every effort to be a place that is:

- is warm and caring, where members are supportive of each other's needs and take care of each other.
- committed to tradition where religious knowledge and experience and life's spiritual dimension are important.
- open, egalitarian, accessible, diverse and welcoming to students, newcomers and visitors; to gay and lesbian members, interfaith families, and the marginalized.
- somewhere our kids want to be, where they are engaged, and that values education and learning for our children; and where the preparation for children is rigorous.
- full of opportunities for lifelong learning and education, particularly Jewish learning.

We recognize that Jewish education is a lifelong process, involving children and their parents. Our mission is to instill in our children a positive Jewish identity and a connection to the Beth El community and to *k'lal Yisrael* (the Jewish people). We aim to provide our children with encouragement, guidance and support as students gain a strong grounding in Jewish literacy through knowledge of Bible, holidays, prayers, history and values. We seek to guide our children in their individual religious growth and help them become responsible, caring members of our community. We also see to it that our children are comfortable with prayer book Hebrew as well as basic conversational vocabulary. We strive to provide an education that will foster the growth of Jewish individuals, homes and communities—both now, in Durham/Chapel Hill—and in the ongoing lives of our students and their families.

School Goals

- Create a spirit of engagement and enthusiasm for Judaism
- Enhance students' understanding of Jewish history, observance and ethical teachings which will allow the concepts of Torah, Mitzvot, Tzedakah and Tikkun Olam to inform everyday living.
- Raise awareness and understanding of rituals of daily life, holidays and life cycle events as well as personal prayer.
- Support relationships and values between one's self, the family, the Jewish community, the State of Israel, the broader community and humankind.
- Prepare students and families for lifelong Jewish learning, including the ability to read Siddur and Modern Hebrew, navigate Jewish texts, and appreciate Jewish literature, poetry, music and art.

Handbook Addendum:

Dear Talmud Torah families,

This is an unprecedented time in the life of our Beth El community. The Covid-19 pandemic has disrupted nearly every aspect of our normal lives, and we are entering the uncharted territory of, at minimum, a virtual semester of Talmud Torah.

And yet, I remain confident that we are facing this new year and this challenge head-on, armed with every tool at our disposal. We have a dedicated team of faculty who have been working incredibly hard to prepare a year of engaging learning for our students, from the youngest pre-kindergarteners to our hardworking B'nei Mitzvah students and everyone in between. We have redesigned the shape of our schedule and our curriculum to adapt to virtual learning, shortening our class time and adding electives on Sunday mornings to supplement the traditional curriculum with different modes of learning. And during the high holidays, the lead-up to the formal start of the school year, we will be providing Talmud Torah families with their own Days of Awe-some High Holiday bag, with hands-on activities to build community and facilitate engagement with the season.

This handbook is quite similar in structure and content to that of previous years. I have added a new section related to Zoom etiquette and changed the detailed curriculum at the back of the handbook. While many of our educational tools have evolved, the overall goals of cultivating community, Hebrew literacy, and positive connections to Judaism remain constant from year to year.

I look forward to working in partnership with you to guide our students through this most unusual, but vital and creative year in the life of our Talmud Torah.

Kol tuv (all best),

Alexandra Bicks

Education and Youth Director

Registration

Registration & Enrolling

Beth El's Talmud Torah is open to all children of **Beth El members**.

Registration Material

Unless you receive special permission from the school Education Director or Rabbi, you need to complete and submit the following forms to the office at least TWO weeks **before** starting school:

- **Registration Forms Form including, health information for each enrolled child.**
- **Payment of tuition (full payment, auto-draft or another approved payment plan).**

Tuition Policy

In an effort to continue to keep Talmud Torah tuition affordable for Beth El members, we have implemented a Flexible Tuition model. Flexible Tuition replaces the prior model of set tuition based on your child's grade level with a suggested range for tuition that allows you decide how much to contribute towards your child's formal Jewish Education at Beth El. School tuition is now recognized as tax deductible contributions. Please know that your child's Talmud Torah education is largely financed by Beth El Synagogue. Tuition only covers about half of our expenses. Your tuition dollars help cover costs, including reading materials, supplies, teacher salaries and snacks.

GRADES	SUGGESTED TUITION
PreK-1 st grade (Sundays Only)	\$475-\$900
2 nd -6 th grade (Sundays and Wednesdays)	\$640-\$1000
7 th grade (Sundays and designated Fridays)	\$640-\$1000

***No family will be turned away for financial need. If you wish to apply for a scholarship, please contact the Executive Director in the Beth El office (919-682-1238, ext.110)

Checks should be made payable to Beth El Synagogue. Auto draft will be available for anyone wishing to pay tuition directly through their bank. Please contact the Executive Director if you are interested in this option.

Children Entering after First Grade

Beth El encourages families to enroll their children at Kindergarten age, but generally admits children in subsequent grades. If students enroll in later years they must speak with the Education Director first. Preliminary tutoring may be required before joining the class. Our goal is to work with families to create a situation where the child will succeed in their Jewish education.

Interfaith Families

In Conservative Jewish practice, children are Jewish if their birth mother is Jewish, or if they have had a valid conversion. Children who do not meet these criteria can participate in the Talmud Torah, although you will need

to consult with our Rabbi prior to doing so, especially in order to be certain your child is eligible for a Bar/Bat Mitzvah.

Children with Special Needs

We try to accommodate children with special needs whenever possible. Because we are a relatively small school, however, families with children who have special needs must discuss their children's particular situation with our Education Director *before* enrolling.

Who's Who in the School

Alexandra Bicks– Education and Youth Director

Alexandra arrived in Durham in August of 2019 and stepped in as the interim Education and Youth Director that October. After a national search and a year in the interim role, she was hired as the permanent EYD as of June 1, 2020. Alexandra relocated from Cambridge, MA, where she was a leader and frequent Torah reader at Cambridge Minyan. However, she grew up (and attended the Solomon Schechter School) in Memphis, so returning down south is a bit of a homecoming for her. She even attended Beth El for fun as a visiting 15-year-old camper at the Duke TiP summer program quite a few years ago! Alexandra has been involved in Jewish life and education in different capacities ever since she can remember. You can often find her leading services or reading Torah on Saturday mornings at Beth El, even over Zoom. She is passionate about teaching and empowering Jews of all ages and backgrounds to become involved in the community and spread the joy of Jewish life. Alexandra has taught Jewish education courses at the National Havurah Committee Summer Institute and worked as a high school ESL teacher in Boston. She received her BA in English from Yale and her MA in English from Boston College.

Rabbi Daniel Greyber

Rabbi Daniel Greyber arrived at the beginning of July 2011 to join us full time as our new pulpit rabbi. Rabbi Greyber spent the 2010-2011 academic year as a Jerusalem Fellow at the Mandel Leadership Institute in Israel and visited us several times throughout the year. At the end of the summer of 2010, he completed an eight-year tenure as the executive director of Camp Ramah in California and the Max & Pauline Zimmer Conference Center of American Jewish University. Rabbi Greyber was selected in 2006 for the inaugural Executive Leadership Institute (ELI) of the Foundation for Jewish Camp, a program which provides experienced camp professionals business, management, and leadership skills required to enrich their camps and compete in the summer marketplace. During rabbinical school, he founded The Neshama Minyan at Temple Beth Am in Los Angeles and Minyan Nifla at Sinai Temple in Los Angeles, soulful, egalitarian, Friday night services using the melodies of the late Rabbi Shlomo Carlebach. While in rabbinical school, Rabbi Greyber also founded LISHMA, an innovative learning program of Ramah and the Ziegler School of Rabbinic Studies (ZSRS) where young adult Jews spend the summer exploring traditional Jewish texts, prayer and practice in the beautiful setting of Camp Ramah in California. As a result of the success of the LISHMA program, he was selected in 2001 as a recipient of the Joshua Venture Fellowship, which supports and trains emerging Jewish social entrepreneurs to transform their visions into action. While in his role at Ramah, Rabbi Greyber was an adjunct faculty member of the Ziegler School of Rabbinic Studies, teaching courses on liturgy, Halakhah and a variety of seminars about Judaism and the American rabbinate. Greyber served as a scholar-in-residence for programs of the Jewish Federation of Greater Los Angeles and a variety of Conservative synagogues throughout the West, and as a teacher at conventions of the Rabbinical Assembly and Jewish Educators Assembly. Rabbi Greyber holds a Masters in

Speech and Communications Studies from Northwestern University and was ordained in 2002 at the Ziegler School of Rabbinic Studies of American Jewish University where received the Henry Fisher Award for outstanding achievement in Jewish Studies. He and his wife, Jennifer, and their three boys, Alon, Benjamin, and Ranon are happy to be joining us full time in Durham and look forward to many great years at Beth El Synagogue. Rabbi Greyber served as the USA Team Rabbi at the 19th World Maccabiah Games, Summer 2013.

Laura Oestreicher Ricon – PreKadima Programming Coordinator

Laura has been involved in Jewish education and programming for 15 years, starting as a Madricha in the eighth grade. After graduating with a BA in Psychology from the University of Massachusetts Amherst, Laura made Aliyah and lived in Israel for three years and worked in the tourism industry. Upon returning to the US, Laura earned her M.Ed in Educational Leadership from the University of New Hampshire and worked as a preschool teacher at a local synagogue. She moved to Chapel Hill in 2019 with her husband Or, daughter Sadie, and cats Olive and Pickle. Laura is excited to join the Temple Beth El community and looks forward to creating fun, engaging, and memorable programs for PreKadima!

Zosia DeWitt – Director of Teen Engagement

Zosia feels lucky to be working with teens of Beth El as the Director of Teen Engagement! She has been a member of the Beth El community since before she was born, but today she's a sophomore at NC State University, studying Psychology and Spanish. Two things she's passionate about are social justice and art. She is so excited to build strong connections through Judaism with such a fantastic crew of teens!

Teachers & on-site tutors

Beth El's outstanding teaching staff includes experienced teachers who are day school and *yeshiva* graduates, Ramah staff members, Jewish studies majors at some of the finest universities in the world and valued members of our community. Sunday/Wednesday tutors are available during class time for students in need of Hebrew remediation. Children new to the school (and especially those in the third grade and higher) may need additional tutoring outside of class, at the parents' expense, to help bring their Hebrew reading up to grade level.

Va'ad HaChinuch

Our school depends largely on parent volunteers who comprise the "Va'ad HaChinuch." The Committee is an excellent resource, comprised mainly of parents of current Talmud Torah students. They are more than willing to help in any capacity and are a wonderful source of support for other parents, teachers and students. The Va'ad HaChinuch assists and supervises in policy decisions for the Talmud Torah and Youth Programming. Additionally, they serve as parent representatives to the community and gladly accept feedback and insights that will help our school continue to grow and improve.

Parent Volunteers

In addition to the work of the Va'ad HaChinuch, the school benefits from many parent volunteers. We have class parents who make calls in the event of scheduling changes, snow days and as a reminder of special days. Class parents also help make the arrangements for special programming (such as Friday night services/dinners). Serving as a class parent does not consume much time, yet it is extremely helpful and rewarding. All parents are encouraged to become involved. There are lots of opportunities to help out with small projects, fundraisers, programs, etc. If there is a particular way you would like to get involved, don't hesitate to speak to a committee member or the Education Director. It is precisely this active community involvement that gives Beth El—and its school—its vibrant, participatory flavor. To volunteer, contact a committee member or the Education Director.

Students

The most important part of our school! Our students start Talmud Torah in Pre-K and go through the end of 7th grade. (We also have various opportunities for our post B'nei Mitzvah students to continue their Jewish education, but that is for another handbook and another day). Our students come from diverse families and have diverse backgrounds and levels of knowledge. We do our best to accommodate and include any Beth El student who is eager to learn. Our students will “graduate” with an appreciation for Jewish texts and a greater sense of their own Jewish identities.

WHO'S WHO: Contact Info

Beth El Synagogue

1004 Watts Street (between Green and Markham)

Durham, NC 27701

(919) 682-1238

www.betheldurham.org

NAME	POSITION	EMAIL ADDRESS	PHONE NUMBER
Daniel Greyber	Rabbi	RabbiGreyber@betheldurham.org	(919) 682-1238
Alexandra Bicks	Education & Youth Director	Alexandra@betheldurham.org	(919) 682-1238 Ext. 170
Alan Friedman	Executive Director	Alan@betheldurham.org	(919) 682-1238 Ext. 110
Sheri Hoffman	Congregational Services Coordinator (Main Office)	Sheri@betheldurham.org	(919) 682-1238 Ext. 100
Rachel Albert	B'nei Mitzvah Tutoring Coordinator	RachelA@betheldurham.org	
Michael Kornbluth	Chair of the Vaad HaChinuch (parents' committee)	mkornbluth@kglawnc.com	
Sandy Fangmeier	Kitchen Manager	Kitchen@betheldurham.org	
Rachel Greene	Communications Associate	Rachel@betheldurham.org	
Laura Oestreicher Ricon	PreKadima Programming Coordinator	Laura@betheldurham.org	
Zosia DeWitt	Director of Teen Engagement	Zosia@betheldurham.org	
Jenna Hyland	Program & Membership Coordinator	Jenna@betheldurham.org	
Zachary Marshall	Head of Building Maintenance	zachary@betheldurham.org	

School Attendance

Hours

For children in grades 2-6, the school operates on Sunday mornings from 9:30 am to 11:30 am, with electives from the 11-11:30 am time slot. Additionally, grades 2-6 meet on Wednesday afternoons from 4:30 pm to 6:00 pm. For children in grade 1, class meets Sunday mornings from 9:30 am to 10:50 am. Students in PreK-K will be enrolled in our Beth El BaBayit program, which will consist primarily of offline, asynchronous instruction, with monthly Zoom meetings scheduled. Students in 7th grade meet Sunday mornings from 9:30 am-11:30 am, (beginning with morning minyan) as well as select Friday evenings before Kabbalat Shabbat services on B'nei Mitzvah.

General Attendance

In order to receive full benefit from the school, it is essential that students attend regularly. Parents receive the Talmud Torah calendar with the Parent Handbook. Calendar updates are provided weekly through the *Shavuon L'Mishpachot* (family newsletter) as well as on the website. The school observes both the major Jewish holidays and generally those recognized by the Chapel Hill and Durham public schools.

School Vacations

Please make sure to write down when school IS and IS NOT in session and plan your calendar around ours so that you will not be forced to miss any extra days of school. We understand that occasional absences will occur. Please refer to the Talmud Torah Parent Calendar or check the website (<http://betheldurham.org/calendar/>).

Behavioral Expectations

We expect common courtesy and attentiveness from our students at all times. They are held responsible for their own behavior in class. Disruptive behavior will not be tolerated. This includes: rudeness, disrespectful speech, verbal abuse or harassment of the teacher or another student.

The following will occur when such disruptive behavior takes place: A student who is disruptive will be reminded by the teacher to stop such behavior. If the disruptive behavior persists, the student may be asked to sit apart from the class under the supervision of the Education Director, until the student feels s/he can participate in an appropriate manner with the class. The Education Director may review the signed *Brit Kavod* or "Behavioral Contract." The school recognizes that all children have days when they have trouble sitting still. But if such behavior occurs in subsequent classes, the teacher and Education Director will notify the parents. The first contact with the parents will be to notify them of the problem. If the classroom problems continue, then the Education Director may call the parents in for a joint meeting to see if together a solution can be found. If no solution is workable then the Talmud Torah reserves the right to remove the student from the school.

Note on Head Coverings:

All students, teachers and visitors are expected to wear a head covering (preferably a *kippah*) during minyan & class time. We STRONGLY encourage everyone to have their own head coverings. **We will be including kippot and head coverings in your Talmud Torah kickoff bags, so that you can have some of your own, ready for school!**

**Approved head coverings include kippot, laces, headscarves and hats. Hoods are not an acceptable head covering for Talmud Torah.*

PARENT AGREEMENT

- I will exhibit a positive attitude towards my child's Jewish education so I may positively influence their learning.
- I take pride in my child's Jewish Education and will check on their progress throughout the year.
- I will make every effort to attend Family Education and Life Cycle Programs and Family Services with my child.
- I will make sure my child arrives at school on time.
- I understand that early dismissal and late arrival are a disruption to my child's Jewish Education.
- I have read and understand the student Brit Kavod (Behavior Contract) and I have discussed this policy with my child(ren).
- I will read and understand the Parent Handbook.

-I will take responsibility to meet Talmud Torah tuition payments for my child(ren), and if I have financial difficulties in doing so, I will contact the shul to work out an arrangement.

BRIT KAVOD (STUDENT BEHAVIOR AGREEMENT)

I/We understand that every teacher has the right to teach and that every student has the right to learn.

I/We agree that no one has the right to violate this law.

I/We understand that every student helps create a positive school environment and agrees to take responsibility for the following behavior:

- To be in class on time
- To be courteous and respectful to other students and teachers
- To always use appropriate language
- To have a head covering, be it a kippah, hat, doily (but
- To respect school/shul/home property
- To be prepared for and participate in class
- To attend Talmud Torah programs

This year, as we embark on a journey of virtual learning, we have also added a special Brit Kavod for students related to technology use. We ask for your help in going over these rules with your child(ren) to make sure they are understood. We also ask for your help as well in creating a space for your child that is conducive to learning, to make sure they can see, hear, and fully participate in the class. We are incredibly appreciative of parent assistance and facilitation with the mechanisms of successful online learning!

Responsible Computer Use Class Agreement

- I will log into the virtual class session using my real name.
- I will not change my Zoom background during class, unless participating in a specific class activity where this is permitted. Any virtual backgrounds used should not be simple and not distracting.
- I will not use rude or mean language over the Internet, in the chat box, during the virtual class or on documents.
- I will only send relevant messages in the chat box. i.e. answers to teacher questions, links to pictures if asked, etc. I will not use the chat to private message my classmates.
- When given permission to write on the virtual white board, I will only write what is asked of me.
- I will be courteous at all times and I will not disrupt or interfere with the learning of others or the operation of the virtual class.
- Attending the virtual class is a privilege and opportunity to study my Jewish heritage in a new and exciting way. I will do the best that I can to meet this challenge with maturity and to participate in a way that contributes to the learning of the entire class.

Be a M.E.N.S.C.H.

MATURE—be polite and respectful to everyone (students & teachers).

ENTHUSIASTIC— Every teacher has the right to teach and every student has the right to learn (and enjoy the process)!!!

NEAT— Be respectful of the physical space around you and help keep it clean.

SENSITIVE—Use **INSIDE** voices and **RESPECTFUL** language when speaking to friends & teachers.

CARING—Be considerate of and care for others' feelings.

HELPFUL—Assist other students, teachers, parents, and visitors.

*Challenge Yourself to BE a **MENSCH**! If each of us is a **MENSCH**, Talmud Torah will be fun and exciting! Together, we will build a warm and friendly Kehillah, (Jewish community).*

We hope that children are always a **MENSCH** and demonstrate common courtesy and attentiveness at all times, but there will be instances in which students may have difficulty meeting behavioral expectations. When these behaviors are disruptive to the classroom or do not show respect for others, staff will work with the student to attempt to resolve the problem.

The following steps will occur:

1) The classroom teacher will utilize the classroom system to respond to the behavior and remind the student of the behavioral expectations in the classroom which will also serve as a warning that a change needs to occur.

2) If the disruptive behavior persists, the student will be asked to leave the classroom/step into a separate Zoom breakout room to have a discussion with either the classroom teacher, if he/she is able to leave the classroom at the time, or with the Education and Youth Director. The format for the discussion will include the following steps:

- A) Ask the child for information in order to have a clear understanding of his/her concern or perspective. The goal is not to challenge what the student is saying, but rather to understand his/her perspective.
- B) The next step will involve communicating to the student the teacher's concerns about the behavior emphasizing how the behavior is disruptive and not meeting the school's expectations. This may include reviewing the signed *Brit Kavod* or "Behavioral Contract."
- C) The third step is to problem-solve with the student on a solution that addresses both the student's and adult's concerns.
- D) The student will return to class ready to try the agreed upon solution.

3) If the behaviors persist and the student has to leave the classroom again, another discussion as described above will occur to try to work collaboratively to resolve the problem. At the discretion of the Education and

Youth Director, the student may remain out of the main classroom for the remainder of the day under the supervision of a member of the Talmud Torah staff. In addition, the teacher and Education and Youth Director will notify the parents. The goal of the first contact with the parents will be to notify them of the problem and the solutions that were attempted so that parents can help support resolution of the problem.

4) If the classroom problems continue on subsequent days, the previously outlined steps will be followed and the Education and Youth Director will call the parents in for a joint meeting to see if together a solution can be found. This meeting must occur before the student will be allowed to return to Talmud Torah. A document will be created following this meeting to include responsibilities of the student, the parents, and the Talmud Torah Staff based upon the collaborative agreement made.

5) If the disruptive behaviors continue, the Education and Youth Director will schedule another meeting with the parents and members of the Va'ad who have expertise in education and psychology to provide assistance in developing strategies within the classroom to help the student be successful. Again, a document will be created following this meeting to include responsibilities of the student, the parents, and the Talmud Torah Staff based upon the collaborative agreement made.

6) If despite these efforts, no solution is workable and the disruptive behaviors continue, the Talmud Torah program reserves the right to remove the student from the school. In such a situation, if tuition is being paid via auto draft, future payments will stop upon instruction from the parent and there will be no reimbursement for past payments. If tuition has been paid in full, and the student is removed from the school during 1st semester, then the 2nd semester tuition will be reimbursed. If the student is removed during the 2nd semester, then there is no reimbursement.

The aforementioned steps apply to behaviors that are disruptive to the classroom but do not create an unsafe environment for other students or staff. If a student engages in any of the following behaviors: any form of physical aggression towards another person, throwing of heavy objects at another person/overturning of desks, verbally threatening statements, or harassment, the student will be removed from class and will remain out of the classroom for the remainder of the day under the supervision of a member of the Talmud Torah staff. At the discretion of the EYD, parents may be contacted immediately and asked to come pick up the student. While waiting for the parents to arrive, The Education and Youth Director will engage the student in a conversation as described in #2 above. Before the student is able to return to Talmud Torah, a meeting will occur as outlined in Step 4 and the student will not be able to return unless both the parents and the Talmud Torah feel that the safety of all students and staff can be accomplished. See Step 6 above.

If the outcome of discussions for any student requires the presence of an additional staff member to be in the classroom or with the student in order for them to be successful, the cost of hiring another staff member will be incurred by the parents.

Class Schedules

CLASS	DAY	TIME
Pre-K/K	Sundays monthly	(subject to change)
1	Sunday	9:30 AM-10:50 AM

2	Sunday Wednesday	9:30 AM-11:30 AM 4:30 PM-6:00 PM
3	Sunday Wednesday	9:30 AM-11:30 AM 4:30 PM -6:00 PM
4/5	Sunday Wednesday	9:30 AM-11:30 AM 4:30 PM -6:00 PM
6	Sunday Wednesday	9:30 AM-11:30 AM 4:30 PM -6:00 PM
7	Sunday Friday (2x/month)	9:30 AM-11:30 AM 5:00 PM-6:00 PM (followed by services)
B'nei Mitzvah Class	Saturday	10:45-11:30 AM

Daily Schedule SUNDAYS

CLASS	T'fillot (services)	Judaics/Jewish Values	Electives
Kitah Gan (PreK/K)	Will be Zooming monthly and will otherwise be doing asynchronous activities at home		
Kitah Aleph (1)	Havdalah 9:30-9:50 AM	9:50 AM-10:30 AM (10:50 AM latest!)	11:00 AM-11:30 AM
Kitah Bet (2)	Havdalah 9:30-9:50 AM	9:50 AM-10:30 AM	11:00 AM-11:30 AM

		(10:50 AM latest!)	
Kitah Gimel (3)	Havdalah 9:40-10:00 AM	9:50 AM-10:40 AM (10:50 AM latest!)	11:00 AM-11:30 AM
Kitah Dalet (4)	Havdalah 9:40-10:00 AM	9:50-10:40 AM (10:50 AM latest!)	11:00 AM-11:30 AM
Kitah Hay (5)	Havdalah 9:40-10:00 AM	10:00-10:50 AM	11:00 AM-11:30 AM
Kitah Vav (6)	Havdalah 9:40-10:00 AM	10:00-10:50 AM	11:00 AM-11:30 AM
Kitah Zayin (7)	Minyan 9:30-10:15 AM	(their own special coursework and activities)	N/A

Daily Schedule WEDNESDAYS

CLASS	Hebrew (Ivrit)	T'fillah (Prayers)	Trop	T'fillot w/Rabbi Greyber (Services)
Kitah Bet (2)	4:30-4:55 PM	5:00 PM-5:25 PM	n/a	5:30-6:00 PM
Kitah Gimel (3)	5:00 PM-5:25 PM	4:30 PM-4:55 PM	n/a	5:30-6:00 PM
Kitah Dalet (4)	4:30-4:55 PM	5:00 PM-5:25 PM	n/a	5:30-6:00 PM
Kitah Hay (5)	n/a	5:00 PM-5:25 PM	4:30 PM-4:55 PM	5:30-6:00 PM

Kitah Vav (6)	n/a	4:30 PM- 4:55 PM	5:00 PM- 5:25 PM	5:30-6:00 PM
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Parent-School Communications

Homework Policy

Homework may be assigned from time to time. Homework, while minimal, is assigned with two goals in mind: to reinforce material learned in class and to open a dialogue with children's parents about what they are working on in class. In addition to short assignments, we encourage all children to practice their Hebrew reading for at least fifteen minutes each week (even if it is not explicitly assigned).

Contacting Teachers

If an issue arises that you would like to discuss with your child's teacher, you may email them to arrange a time to talk. You may also come early or stay a few minutes after class for a brief conference.

*Teachers are asked to send at least ONE email update to the class each month. If you are not receiving these updates, please be in touch with the teacher or Education Director.

Shavuon L'Mishpachot

The Shavuon L'Mishpachot (a weekly newsletter for families) will be sent out each week. "The Shavuon" will contain calendar updates, reminders, details for upcoming programs as well as Beth El announcements. Our school newsletter is also an opportunity for us to come together as a community and celebrate birthdays, simchas and other student achievements. The Shavuon L'Mishpachot is also posted to the Talmud Torah Facebook group weekly. You can find back issues there as well.

E-mail communications

Since e-mail has become the primary means of communication for the school, please be sure to share a current email address on your registration forms and let the office know if your address changes. The ***Shavuon L'Mishpachot*** (weekly newsletter for families, including announcements, upcoming dates, and other important information) will be posted online **Sundays at dismissal**. Be sure to pick up your copy so that you are always in the know!

Facebook

The Beth El Talmud Torah has a CLOSED Facebook group. This means that only current members of the school community (parents, students, and teachers) are allowed to join the group. All members must be approved by the administrator before gaining access to the group's content. ONLY APPROVED MEMBERS will be able to see content posted in the group. The Facebook group is a great way to communicate with other families, to read updates about the school, see pictures and get reminders about upcoming events. Visit here to request to join the group: <https://www.facebook.com/groups/528729923847472/members/>

Website

Beth El has an updated website which generally has the most current information with regards to the school and other synagogue events. We are always making tweaks and updating the site, so be sure to check back regularly for Talmud Torah resources and documents as well as details on upcoming events.

Family Participation & Other Programs

To instill our children with a love of Judaism, we need to help them have positive Jewish experiences outside of the classroom as well as inside. We—as well as the greater Beth El community—need to help engage them in Jewish rituals and activities with their families and communities in a stimulating, warm way. The Talmud Torah, therefore, seeks to involve parents and families in several “family participation” programs during the course of the year.

Family Beit Midrash

On designated days, parents are invited to join their child for a special lesson led by the teacher. As an additional component to the day, Rabbi Greyber will conduct a lesson with the parents on a topic which complements what the students are learning in class. Prior to his lesson that day, will join their child’s class for a parent-student lesson/activity led by the classroom teacher. Please make every attempt to send at least one parent to the Family Beit Midrash as it supports our mission of family learning and community building. *In Kitah Zayin Family Beit Midrash, the parents and students will remain together for the duration of the session.*

Holiday Programs/Special Events

Occasionally, throughout the year, the school will organize special events and/or holiday programs and activities, to some of which parents will be invited. Parents will be made aware of these special days in advance. We hope you can join us for these family learning/celebrating opportunities.

Family Services

Beth El holds Family Services for families with children in elementary school monthly from 10:30 a.m. – 11:30 a.m. This is designed to be a service where parents and children can celebrate Shabbat together and engage in a service designed especially for them.

***We encourage, but do not require, all families to attend Shabbat Services as often as possible. A great rule of thumb is to attend services as many times a year as years your child is old. For example, if you have a 6-year-old, aim to attend Shabbat services 6 times during the calendar year (not including High Holidays).*

Class Friday night services

Each class will have one family Friday night program where they will co-lead part of the service. Two or three grades are assigned to the same night, so your class will “share the Bimah” with another class. Following services, there will be a casual Shabbat dinner (either potluck or prepared by parent volunteers). This is a great way for families to get to know each other, as well as a great way for teachers, the Rabbi and Education Director to get to know the families. [Check the calendar for dates.]

Youth Groups

Beth El has three separate youth groups that serve the members of our community as well as any Jewish children in the area: PreKadima—Kindergarten through 5th grade, Kadima—6th through 8th grade, and USY—9th through 12th grade. Youth group programming is often additionally chaperoned by parents or other volunteers and includes programming/field trips that have social, religious, educational and social action based components.

PreKadima programs run approximately 12:00-3:00pm, immediately following Talmud Torah (unless otherwise specified). Parent chaperones are encouraged but not required.

B'nei Mitzvah Peer Tutoring

1 year prior to B'nei Mitzvah, students attend this class from 10:45 AM-11:30 AM on Shabbat morning. Families should arrive and be in the main sanctuary starting at 9:45 AM. Students do not need to sign up for this class, we know when to expect them. About a year prior to a child's Bar/Bat Mitzvah, you will receive an invitation to the class with all of the details. Speak to the Education Director or the B'nei Mitzvah Tutoring Coordinator for more details.

Midrasha

Midrasha is the Community Hebrew High program for students in 8th-12th grade. Students from all of the area synagogues come together for elective-style courses which meet at the Levin JCC. A pilot program for 11th and 12th graders, called ATID, was launched in 2019 and is continuing in 2020. We urge all of our post B'nei Mitzvah students to take part in this wonderful community learning experience. To learn more, visit: <https://www.shalomdch.org/community-midrasha/>

Talmud Torah Curriculum 2020-2021

Our curriculum focuses on:

- Hebrew language, primarily prayer-based Hebrew, but also some modern vocabulary and grammatical structures
- Sacred texts, such as Torah, Prophets, and Writings (*Tanach*)
- Traditions, including holidays, *Shabbat*, and life cycle events
- Ethics and values, including *Tzedakah* and other *Mitzvot*
- History and Jewish identity

Our teachers make learning come alive through creative use of drama, arts and music, as well as through the group celebration of the holidays. We also engage our children and their families in *Mitzvah* projects.

The program involves the whole family in the learning experience. We invite families to participate in specific school programs and also encourage children, with their families, to participate in Beth El-wide programming, whether virtual or in person. The Talmud Torah also provides parents with ideas for incorporating Judaism into life at home, **especially during this year of virtual learning. This is especially true for the fall high holiday season.** We will be sending home high holiday packages with kits and crafts you and your children can do together during that time, as we will not be having class on those weeks.

The curriculum was established fairly recently, with expressed goals for each year. For example, Kindergartners learn to recognize most Hebrew block letters. First graders will learn to read and write all Hebrew letters in block print and sight-read certain words. Fluency with reading and writing increases yearly so that by the time students are in the seventh grade, they will have achieved the competency and confidence required for *Bar/Bat Mitzvah*

and participation in community services. The Beth El curriculum presents a course of study which engages our students and equips them with the skills they need to become thoughtful, socially conscious and Jewishly literate members of the greater Jewish community.

This year, the curriculum has been pared down and modified to reflect the current reality of virtual learning during the Covid-19 pandemic. To do this, we are using an online learning program called Shalom Learning, which will help structure the year into different units.

Shalom Learning is divided into two basic components:

- **Jewish Values** incorporates ethics/*Mitzvot*/Jewish Identity, and each year approaches different components of those topics through a different, developmentally appropriate lens. For example, Kitah Gimel (third grade) begins approaching kindness by focusing on family and interpersonal relations, while Kitah Zayin (seventh grade) is centered around tikkun olam (repairing the world) and B'nei Mitzvah projects.
- The Jewish Values curriculum also incorporates traditions that are commonly practiced during Shabbat, the holidays and Life-Cycle events, including methods of how we worship. For example, a fall unit on Slichah (forgiveness) ties into observance of the high holidays.
- The **second** component of the Shalom Learning curriculum is called **Torah Aura**, which is focused on **Hebrew decoding, reading, and learning t'fillot (prayers)**. Our Hebrew language curriculum is focused on the reading and writing of block Hebrew. Our t'fillah curriculum is centered around the reading and chanting of specific prayers with the goal of fluency and participation in synagogue services. Students will also practice in-depth analysis of selected *T'fillot* with the goal of understanding the meaning and when the prayer is recited.

Shalom Learning will provide teachers and students with structure and support while learning online. However, teachers will be supplementing the curriculum with creative activities to enhance online learning and continue fostering connection and community.

Note that we are also rotating electives throughout the year, in order to boost our curriculum with more creative modes and styles of learning. The elective signups are a separate process from Talmud Torah registration, and thus are not outlined here in this document. More information will be coming on that later in August.

Listed below are curricular details for each subject in the style of previous years. I have amended and adapted that list to reflect the current reality and the inclusion of Shalom Learning. The list looks very similar to last year's, as we are building on foundations we have already established at Talmud Torah and things students have already learned. Furthermore, a lot of the concepts carry over from year to year and are repeated in each section. **Ultimately, Shalom Learning is meant to be a helpful tool and resource, but not to completely replace our own curriculum. Using sessions on Sundays and Wednesdays, including the electives, we will focus on the core of our Jewish values, holidays, t'fillah, and Hebrew, which are woven together nicely through our program.**

During this time of crisis, our focus is on maintaining a positive connection with teachers, classmates, and the Jewish community as a whole.

Kitah Gan (PreK/K)

Subject	Objectives	Specific Content
Holidays Pre-K/K	<p>Students will:</p> <ul style="list-style-type: none"> • Celebrate the major holidays as they occur throughout the year and discuss how each holiday is celebrated; • Identify and become familiar with the symbols associated with each holiday; • Understand the main principle of each holiday; 	<ul style="list-style-type: none"> ○ Shabbat ○ Rosh Hashanah ○ Yom Kippur ○ Sukkot ○ Simchat Torah ○ Chanukah ○ Tu B'Shevat ○ Purim ○ Passover ○ Yom Ha'atzmaut ○ Shavuot
Prayers Pre-K/K	Students will be introduced to:	<ul style="list-style-type: none"> • Shabbat dinner blessings • Blessing over Chanukah candles • Modeh Ani • Shema • Oseh Shalom • Ma Nishtana (chorus) • Mah Tovu
Tanach (Bible) Pre-K/K	<ul style="list-style-type: none"> ▪ Students will be introduced to the various biblical figures in the following stories: 	<ul style="list-style-type: none"> ▪ Creation ▪ Noah's Ark ▪ Abraham/Sarah welcoming guests to their tent ▪ Rebecca at the well and meeting Isaac ▪ Jacob and Esau and the selling of the birth right ▪ Baby Moses ▪ Moses liberating the Jewish people from Egypt ▪ Receiving the 10 Commandments from Mount Sinai
Ethics/Mitzvot Pre-K/K	<ul style="list-style-type: none"> ▪ Students will learn to be a M.E.N.S.C.H. ▪ Students will be encouraged to give Tzedakah weekly ▪ Students will be introduced to the 10 Commandments 	<ul style="list-style-type: none"> ▪ Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful
Israel Pre-K/K	<ul style="list-style-type: none"> • Students will be aware of the country of Israel. • Students will be able to identify the Israeli flag and the Jewish star. • Students will listen to Hatikvah. 	<ul style="list-style-type: none"> • Israel is a country where Jews live, built on Jewish laws, customs and celebrations.

Jewish Identity Pre-K/K	<ul style="list-style-type: none"> Students will identify themselves as a Jew. Students will be able to identify ritual items Students will know their Hebrew name. Students will learn that God is one and God is everywhere. 	<ul style="list-style-type: none"> What makes your home a Jewish home?
Hebrew PreK/K	<ul style="list-style-type: none"> Students will be introduced to the Aleph Bet. Students will be introduced to new vocabulary words/phrases. 	

Kitah Aleph (1st grade)

Subject	Objectives	Specific Content
Holidays 1st Grade	Students will: <ul style="list-style-type: none"> Celebrate the major holidays as they occur throughout the year and understand the main objective of each holiday; Identify the symbols associated with each holiday; Discuss how each holiday is celebrated at home and in the synagogue; 	<ul style="list-style-type: none"> Shabbat/Havdallah Rosh Hashanah Yom Kippur Sukkot Simchat Torah Chanukah Tu BiShvat Purim Passover Yom Ha'atzmaut Shavuot.
Prayers 1st GRADE	Students will be introduced to:	<ul style="list-style-type: none"> Blessings over different foods (besides HaMotzi) Shechechyanu Ma Nishtana (verses)
	Students will practice:	<ul style="list-style-type: none"> Shabbat dinner blessings Blessing over Chanukah candles Modeh Ani Shema Oseh Shalom Ma Nishtana (chorus) Mah Tov
Tanach (Bible) 1st Grade	<ul style="list-style-type: none"> Students will be introduced to the various biblical figures in stories including: 	<ul style="list-style-type: none"> Moses and the Burning Bush Joseph and his brothers

Ethics/Mitzvot 1st Grade	<ul style="list-style-type: none"> ▪ Students will learn mitzvot and values, including: 	<ul style="list-style-type: none"> ▪ Hakarat HaTov (gratitude or thankfulness) ▪ Hachnasat Orchim (welcoming guests) ▪ Tzedakah ▪ Slichah (forgiveness) ▪ Shalom Bayit (peace and respect with your family/at home)
Israel 1st grade	<ul style="list-style-type: none"> • Students will be aware of the country of Israel. • Students will be able to identify the Israeli flag, the capital, Israel's map, and the Jewish star. • Students will listen to Hatikvah and sing along with the first line. 	
Jewish Identity 1st grade	<ul style="list-style-type: none"> • Students will learn about the meaning/use of various ritual items. • Students will know that there is one God and that people can talk to God through prayer. • Students will learn that the Torah is the holiest ritual item for Jews. 	
Hebrew 1st grade	<ul style="list-style-type: none"> • Students will be able to name all of the letters of the Aleph Bet and identify the sound each letter makes. • Students will be introduced to the shapes and sounds each vowel makes. • Students will be introduced to new vocabulary words • Students will learn to count from 1-10 in Hebrew 	

Kitah Bet (2nd grade)

Subject	Objectives	Specific Content
Holidays 2nd Grade	Students will:	<ul style="list-style-type: none"> ○ Shabbat/Havdallah ○ Rosh Hashanah ○ Yom Kippur ○ Sukkot

	<ul style="list-style-type: none"> • Celebrate the major holidays as they occur throughout the year in class; • Understand and share how holidays are celebrated personally at home vs. in synagogue; • Recognize symbols which represent each holiday/Shabbat; • Identify ritual items associated with each holiday, comparing and contrasting items used at home vs. in the synagogue; 	<ul style="list-style-type: none"> ○ Shemini Atzeret ○ Simchat Torah ○ Hanukkah ○ Tu B'Shevat. ○ Purim ○ Passover ○ Yom HaAtzmaut ○ Shavuot
Prayers 2nd GRADE	Students will be introduced to:	<ul style="list-style-type: none"> • Blessing over hand-washing • V'ahavata • Adon Olam • L'Cha Dodi (chorus) • Ein Keloheinu
	Students will practice:	<ul style="list-style-type: none"> • Shechechyanu • Blessings over food (besides HaMotzi) • Ma Nishtana (chorus & verses)
	Students will review/master:	<ul style="list-style-type: none"> • Shabbat dinner blessings • Blessing over Chanukah candles • Modeh Ani • Shema • Oseh Shalom • Mah Tov
Tanach (Bible) 2nd Grade	<ul style="list-style-type: none"> ▪ Students will be introduced to biblical figures in stories including: 	<ul style="list-style-type: none"> ▪ Tower of Babel ▪ Golden Calf ▪
Ethics/Mitzvot 2nd Grade	<ul style="list-style-type: none"> ▪ Students will learn about mitzvot and values, including: 	<ul style="list-style-type: none"> ▪ Hakarat HaTov (gratitude or thankfulness) ▪ Bikur Cholim (visiting the sick) ▪ Tzedakah ▪ Shalom Bayit (peace and respect with your family/at home) ▪ Ba'al Taschit (environmentalism)
Israel 2nd grade	<ul style="list-style-type: none"> • Students will be able to identify the map of Israel and will locate the general region where Israel is on the globe. • Students will learn about Israel as a diverse, modern country with many different people living there • Students will be able to locate major Israeli cities on the map 	
Jewish Identity 2nd grade	<ul style="list-style-type: none"> • Students will learn that Jews are made B'tzelem Elohim (in God's image) • Students will discuss reasons for why we pray. 	

Hebrew 2nd grade	<ul style="list-style-type: none"> Students will master recognition, recall and writing of all of the letters and vowels, including final letters. Students will read 2, 3 and 4 letter/vowel combinations Students will be introduced to new vocabulary words. 	
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Kitah Gimel (3rd grade)

Subject	Objectives	Specific Content
Holidays 3rd Grade	Students will: <ul style="list-style-type: none"> Understand the progression of Shabbat from Kabbalat Shabbat to Havdallah; Identify the key practices/traditions of each holiday; Recite holiday-specific <i>brachot</i> and songs; 	<ul style="list-style-type: none"> Shabbat/Havdallah Rosh Hashanah Yom Kippur Sukkot Simchat Torah Hanukkah Tu Bishvat Purim Passover Yom Ha'atzmaut Lag B'Omer Shavuot
Prayers 3rd GRADE	Students will be introduced to:	<ul style="list-style-type: none"> Shalom Aleichem Havdallah Mi Chamocha Barchu Aleinu Eitz Chayim Hi
	Students will practice:	<ul style="list-style-type: none"> Blessing over hand-washing V'ahavata Adon Olam L'Cha Dodi (chorus) Ein Keloheinu
	Students will review/master:	<ul style="list-style-type: none"> Shechechyanu Blessings over food (besides HaMotzi) Ma Nishtana (chorus & verses)
Tanach (Bible) 3rd Grade	<ul style="list-style-type: none"> Students will understand the concept that the Torah is broken down into weekly parshiot Students will review the life of Moses from birth to receiving the 10 Commandments. 	
Ethics/Mitzvot		<ul style="list-style-type: none"> Tshuvah(forgiveness) Hakarat HaTov (gratitude) Gvurah (courage)

3rd Grade	<ul style="list-style-type: none"> Students will examine the following seven Jewish values through the lens of family, understanding their role in the family unit and the importance of growing and learning together. 	<ul style="list-style-type: none"> B'Tzelem Elohim (in the image of God) Achrayut (social responsibility) Kavod HaDibur (power of words) Shalom (peace)
Israel 3rd grade	<ul style="list-style-type: none"> Students will begin to explore Israeli culture. Students will identify the other countries in the general region of Israel. 	
Jewish Identity 3rd grade	<ul style="list-style-type: none"> Students will learn some of the different names for God, including: Students will know their Hebrew name. 	<ul style="list-style-type: none"> Adonai, Hashem, Elohim, El, Shadai, Yaweh. Etc. Explore who they are named for, and their full Hebrew name including "ben/bat"
Hebrew 3rd grade	<ul style="list-style-type: none"> Students will increase fluency in reading 3, 4 and 5 letter/vowel combinations. Students will be introduced to new vocabulary words. 	

Kitah Dalet (4th grade)

Subject	Objectives	Specific Content
Holidays 4th Grade	<p>Students will:</p> <ul style="list-style-type: none"> Identify each holiday, the significance and how it celebrated: Recite holiday-specific <i>brachot</i> and songs; Identify ritual items associated with each holiday; 	<ul style="list-style-type: none"> Shabbat/Havdallah Rosh Hashanah Yom Kippur Sukkot Simchat Torah Hanukkah Tu B'Shevat Purim Passover Yom HaZikaron Yom HaAtzmaut Lag B'Omer Shavuot
Prayers 4th GRADE	<p>Students will be introduced to:</p>	<ul style="list-style-type: none"> Birkat Hamazon (abbreviated version) Ashrei Yedid Nefesh L'Cha Dodi (verses) V'Shamru (Carlebach melodies) Kiddush for Friday night
	<p>Students will practice:</p>	<ul style="list-style-type: none"> Shalom Aleichem Havdallah Mi Chamocha Barchu

		<ul style="list-style-type: none"> • Aleinu • Eitz Chayim Hi
	Students will review/master:	<ul style="list-style-type: none"> • Blessing over hand-washing • V'ahavata • Adon Olam • Ein Keloheinu
Tanach (Bible) 4th Grade	<ul style="list-style-type: none"> ▪ Students will discuss the weekly parshiot. ▪ Students will identify the three parts of Tanach. ▪ Students will study biblical heroes, heroines, and prophets. 	<ul style="list-style-type: none"> ▪ Stories in Numbers/Bamidbar. ▪ Torah, Nevi'im, and Ketuvim
Ethics/Mitzvot 4th Grade	<ul style="list-style-type: none"> ▪ Students will examine the following Jewish values through the lens of the self, of developing confidence and inner strength to grow as a member of a family and of a community: 	<ul style="list-style-type: none"> ▪ Tshuvah(forgiveness) ▪ Hakarat HaTov (gratitude) ▪ Gvurah (courage) ▪ B'Tzelem Elohim (in the image of God) ▪ Achrayut (social responsibility) ▪ Kavod HaDibur (power of words) ▪ Shalom (peace)
Israel 4th grade	<ul style="list-style-type: none"> • Students will study about the people of Israel. 	<ul style="list-style-type: none"> • Jerusalem is made up of four quarters which represent the four main religions in Israel (Eastern Orthodox/Armenia, Jewish, Muslim and Christian).
Jewish Identity 4th grade	<ul style="list-style-type: none"> • Students will discuss and discover their beliefs about God. 	<ul style="list-style-type: none"> • What role does God play in their personal life? What role does God play in their family's life?
Hebrew 4th grade	<ul style="list-style-type: none"> • Students will continue to increase their reading fluency. • Students will be introduced to new vocabulary words. 	

Kitah Hay (5th grade)

Subject	Objectives	Specific Content
Holidays 5th Grade	Students will:	<ul style="list-style-type: none"> ▪ Shabbat ▪ Rosh Chodesh ▪ Rosh Hashanah ▪ Kol Nidre/Yom Kippur ▪ Sukkot/Simchat Torah

	<ul style="list-style-type: none"> Understand the cycle of the lunar/Jewish calendar vs. the Gregorian calendar; Recite holiday-specific <i>brachot</i> and songs; Identify ritual items associated with each holiday; Compare and contrast customs of American Jews vs. Israeli Jews on each holiday; 	<ul style="list-style-type: none"> Hanukkah Tu B'Shevat Purim Passover Yom Hashoah Yom HaZikaron/Yom HaAtzmaut Lag B'Omer Shavuot Tisha B'Av
Prayers 5th Grade	Students will be introduced to:	<ul style="list-style-type: none"> Yigdal
	Students will practice:	<ul style="list-style-type: none"> Birkat Hamazon (abbr. version) Ashrei Yedid Nefesh L'Cha Dodi (verses) V'Shamru (Carlebach melodies) Kiddush for Friday night
	Students will review/master:	<ul style="list-style-type: none"> Shalom Aleichem Havdallah Mi Chamocha Barchu Aleinu Eitz Chayim Hi
Tanach (Bible) /Jewish History 5th Grade	<ul style="list-style-type: none"> Students will study additional biblical heroes, heroines, and prophets through the seven pillars of the Jewish Values curriculum (in the next row), including: Students will discuss broad historical events and effects of the Holocaust (with an emphasis on righteous gentiles and age-appropriate historical fiction) 	<ul style="list-style-type: none"> Jonah Amos Esther Moses
Ethics/Mitzvot 5th Grade	Students will examine the following seven Jewish values with an emphasis on peer relationships and extending concepts of community from just themselves and their families to their friends, classmates, and peer groups, all connected as part of the larger Jewish people:	<ul style="list-style-type: none"> Tshuvah(forgiveness) Hakarat HaTov (gratitude) Gvurah (courage) B'Tzelem Elohim (in the image of God) Achrayut (social responsibility) Kavod HaDibur (power of words) Shalom (peace)
Israel 5th grade	<ul style="list-style-type: none"> Students will define Zionism. Students will study some major figures in Israel's early history, including: 	<ul style="list-style-type: none"> Theodore Herzl, Golda Meir, David Ben Gurion, Yitzhak Rabin.
Hebrew 5th grade	<ul style="list-style-type: none"> Students will continue to increase their reading fluency. Students will be introduced to new vocabulary words. 	

Kitah Vav (6th grade)


Subject	Objectives	Specific Content
Holidays 6th grade	Students will: <ul style="list-style-type: none"> Identify ritual items associated with each holiday; Recite holiday-specific <i>brachot</i> and songs; Understand God's role or presence in each holiday; Identify the source/origins of each holiday in historical or ritual texts. 	<ul style="list-style-type: none"> Shabbat Rosh Hodesh Rosh Hashanah Yom Kippur Sukkot Simchat Torah Hannukah Tu B'Shevat Purim Passover Yom HaShoah Yom HaZikaron Yom HaAtzmaut Lag B'Omer Shavuot Tisha B'Av
Prayers 6th GRADE	Students will be introduced to:	<ul style="list-style-type: none"> How to have an aliyah + appropriate brachot Lechu Neraneneh Tov L'hodot Tzaddik Katamar Ahavat Olam Ufros Aleinu Hatzi Kaddish V'yichulu Ein Kamocha Bei Ana Yotzer Mor Ahava Rabah Blessings before/after Haftarah
	Students will practice:	<ul style="list-style-type: none"> How to have an aliya + appropriate brachot Yigdal
	Students will review/master:	<ul style="list-style-type: none"> Birkat Hamazon (abbr. version) Ashrei How to have an aliya + appropriate brachot Yedid Nefesh L'Cha Dodi (verses) V'Shamru (Carlebach melodies) Kiddush for Friday night
Tanach (Bible) /Jewish History 6th grade	<ul style="list-style-type: none"> Students will compare and contrast the major Jewish movements. Nevi'im (Prophets) Holocaust 	<ul style="list-style-type: none"> Identify 4 main movements of Judaism: Orthodox, Reform, Conservative & Reconstructionist. Understanding that Haftarah portions are writings from Nevi'im Students will learn more about Jewish life in Europe prior to the Holocaust and how things changed during the rise of Hitler; with a preliminary introduction to concentration camps and liberation.

Ethics/Mitzvot 6th grade	<ul style="list-style-type: none"> Students will examine the following seven Jewish values through the lens of community, of recognizing the importance of contributing to, and behaving as a part of, a larger group and part of the Jewish people Students will also be introduced to the TO:OT (Tikkun Olam: Our Time) curriculum to start the process of choosing and executing a B'nei Mitzvah project 	<ul style="list-style-type: none"> Tshuvah(forgiveness) Hakarat HaTov (gratitude) Gvurah (courage) B'Tzelem Elohim (in the image of God) Achrayut (social responsibility) Kavod HaDibur (power of words) Shalom (peace)
Israel 6th grade	<ul style="list-style-type: none"> Students will create a timeline documenting the events leading up to the establishment of the country Israel. 	<ul style="list-style-type: none"> What is the definition of "Zionist"? Is it possible to be a Zionist and disagree with Israel's various governmental policies/actions? Plot the wars between 1948-present day on the timeline.
Hebrew 6th grade	<ul style="list-style-type: none"> Students will continue to increase their reading fluency, specifically with the prayers listed in the prayer section of the curriculum. Students will be introduced to new vocabulary words: 	

KITAH ZAYIN (7th grade)

Kitah Zayin acts as a complimentary program to our B'nei Mitzvah preparation program. It focuses primarily on what it means to and how to be a Jewish adult in the Beth El community and the greater Jewish and secular community. Over the course of the year, the group will form a classroom community in which students will celebrate, care about, support, and teach one another. Our goal is to help the students make educated decisions about their religious involvement and practices and establish/form their own Jewish identities. Additional units or lessons may be added based on student interest, special events taking place in the community, or the unique backgrounds/skills of community members. Some topics listed below may be covered through Family Beit Midrash led by the Rabbi or another member of the community.

Subject/Units	Objectives	Specific Content
Jewish Ritual Life: T'fillah - Prayers	Students will develop a comfort with and understanding of the flow of the service.	<p>Hallel</p> <p>Background of prayers</p>

	<p>Students will become active participants in the Beth El prayer community.</p> <p>Students will be able to determine the differences between parts of the Shabbat versus weekday services as well as certain holidays or special days such as <i>Rosh Chodesh</i>, <i>Hoshana Raba</i>, etc.</p> <p>Students will be aware of the background and insight of the prayers.</p> <p>Students will discuss how psalms, <i>piyyutim</i>, songs, and poems play a role in the various prayer services.</p> <p>Students will appreciate the value of Ruach and engage when appropriate.</p> <p>Students will have the opportunity to generate hypotheses about origins of prayers and learn about the backgrounds and insights of specific prayers.</p>	<p>Amidah orientation</p> <p>Practice being a prayer leader</p> <p>Participation in services serves as a learning laboratory</p> <p>Prayers specifically said only with minyan</p> <p>Additional prayers based on students'/<i>Shaliach Tzibbur's</i> interest</p> 
Jewish Ritual Life: <i>Ma'aseh T'fillah</i> - Ritual Life/"Acts of T'fillah"	<p>Students will learn about Tefillin and Torah Skills including <i>Hagbah/G'lilah/Aliyah</i> choreography.</p> <p>Students will participate in a Family Beit Midrash on the background, meaning, and how-to's surrounding Tefillin.</p>	<p>Putting on <i>Tefillin</i> weekly.</p> <p>Practice <i>Hagbah/G'lilah</i>.</p> <p>Aliyah prayers and routine.</p>
<i>T'shuvah</i> - Repentance	<p>Students will be able to identify the ways in which Judaism instructs how individuals do <i>T'shuvah</i>. (to others, to self, and to God)</p>	<p>Students will use the Amidah and Yom Kippur service as a guide for <i>T'shuvah</i>.</p>
Jewish Life Cycle:	<p>Students will understand the roles and responsibilities of members of the <i>Chevre Kaddisha</i>.</p>	<p>Hear from members of the <i>Chevre Kaddisha</i> and learn about the various roles that community</p>

<i>Chevre Kadisha</i> - Burial and Mourning Rituals	<p>Students will visit the Beth El cemetery with the annual congregational trip between Rosh Hashana and Yom Kippur.</p> <p>Students will learn the customs of Jewish mourning and burial including <i>Shiva</i>.</p>	<p>members take on to help care for the dead as well as the mourners.</p> <p>They will have the opportunity to explore and observe the layout of the cemetery, details on the graves, learn about members buried there as well as rules and regulations for burial.</p>
<i>Bikkur Cholim</i> - Visiting the Sick*	<p>Students will discuss and understand the importance of caring for sick members in the community as well as the appropriate ways to approach the situation.</p>	<p>Family Beit Midrash and/or Text study TBD by teacher/rabbi</p> <p>Possible activity on visit a local nursing home or making a meal.</p>
<i>Koach ha'Lashon</i> - The Power of Speech	<p>Students will recognize the power of “speech” and both the positive and negative impact on others.</p> <p>Students will learn that “speech” includes tone, word choice, facial expression and body language.</p> <p>Students will have opportunities to share and discuss scenarios where they can identify bullying and learn skills to appropriately rebuke others.</p> <p>Students will discuss the impact of social media and how that relates to the power of “speech.”</p>	<p><u>Public Speaking</u></p> <ul style="list-style-type: none"> • Practice how to stand and speak effectively from the bimah, giving each other feedback. • Charge to the B’nei Mitzvah child (Gift speech) • Vocalizing clear and loud with speech and prayer <p><i>La’shon Hara</i></p> <ul style="list-style-type: none"> • Information versus gossip • White lies versus mean lies • When breaking someone’s trust because of safety (Pikuah Nefesh)
<i>Tikun Olam</i> - Repairing the World	<p>Students will give <i>Tzedaka</i>.</p> <p>Students will explore ways of repairing the world through their actions, beyond donating money.</p> <p>Students will investigate the differences between <i>Tikkun Olam</i> actions which take place locally vs</p>	<p>Students will participate in the Tikun Olam: Our Time curriculum, which will guide them in choosing and executing a mitzvah project.</p> <p>Students will have opportunities to participate in various BE Social Action Projects over the course of the year.</p>

	globally and in the Jewish community vs the greater world population.	
<i>Kehillah - Community</i>	<p>Students will learn about the cultures of our Jewish Community, American Jewry and World Jewry.</p> <p>Students will learn about growing up Jewish in the south, particularly the history of Jewish life in North Carolina.</p>	<p><i>Klal Yisrael</i> - respect for one another</p> <p><i>Kehilah Kedosha</i> - being a part of a holy community (respect for one another)</p> <p>Exposure to opportunities beyond Beth El and/or B'nei Mitzvah - Community Midrasha, Kadima/USY, B'nei Mitzvah Tutors, <i>Shaliach Tzibbur</i>, <i>Madrichim</i></p>
<i>Derech Eretz- Respect</i>	<p>Students will learn about the different aspects of respect/<i>Derech Eretz</i>:</p> <ul style="list-style-type: none"> • Of ourselves • Of each other • Of our teachers • Of all at Beth El • Of buildings and other non-living things • Of the wider community, both Jewish and not. 	
<i>Hachnasat Orchim - Greeting Guests</i>	Students will learn the importance and value in welcoming guests into your home, your synagogue, or greeting others when in public.	<p>Students will be tasked with demonstrating this practice (greeting a new student at school, greet a new face at Shabbat service or Sunday Minyan, service usher, etc.)</p> <p>Students may discuss times in history or current events where <i>Hachnasat Orchim</i> is important (such as Jews in the Diaspora and in times of persecution as well as other groups of people who have experienced similar plight).</p>
<i>Kashrut - Kosher</i>	Students will review the rules of <i>Kashrut</i> as well as the moral and religious values behind these practices.	<p>Students may learn about how to use the Beth El kitchen appropriately.</p> <p>Students may discuss the challenges of keeping kosher in the south or other areas with limited kosher options.</p>

<p>Study with Rabbi— Ancient texts and their relationship to modern day Judaism and Jewish life.</p>	<p>Students and their parents will come together for a Family Beit Midrash, studying various topics in both parent-student <i>Chevruta</i>, small groups or one larger group.</p> <p>Students and parents will have the opportunity to grapple with ancient texts and investigate how to apply them to modern Judaism.</p>	<p>Possible topics for Family Beit Midrash include but are not limited to:</p> <ul style="list-style-type: none"> • Bikkur Cholim • Kashrut • Conservative Judaism and Jewish Law • Prayer • Tefillin
<p>Student Interest</p>	<p>Students and teachers will have the opportunity to express their interest in various topics not necessarily listed in this curriculum.</p>	<p>Additional topics for possible discussion include, but are not limited to:</p> <ul style="list-style-type: none"> • Prophets • Current Events in the Jewish world and locally that may impact our Jewish community • Jewish Meditation • Scholar in Residence • Life Cycle events taking place at or near Beth El (such as <i>Brit Milah/Simchat Bat/Shiva Minyan</i>, etc.) • Other Congregational events, meetings, and discussions of interest.