

2018-2019/5778-5779

Parent Handbook



Elisabeth Gerson, Education and Youth Director

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Daniel Greyber, Rabbi

Alan Friedman, Executive Director

Debbie Goldstein, Synagogue President

Steve Sager, Rabbi Emeritus

Beth El Synagogue

1008 Watts Street

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www.betheldurham.org

BETH EL SYNAGOGUE TALMUD TORAH STUDENT + PARENT HANDBOOK (2018-2019)

Beth El main office: 919-682-1238

Talmud Torah office: 919-682-1238 x170

Education and Youth Director, Elisabeth Gerson: Elisabeth@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.

Our Talmud Torah provides a warm, welcoming, and inclusive learning environment for students in Pre-Kindergarten through *Bar/Bat Mitzvah*. We also maintain an excellent teacher-student ratio with an average class size of about ten children.

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.

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 one week **before** the 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.

Books and Materials Policy

Textbooks are included in the tuition, and each child is issued the necessary book(s) on the first day of school. *(Lost textbooks are replaced at the family's expense—usually \$10 per book).*

Who's Who in the School

Elisabeth Gerson – Education and Youth Director

Elisabeth became the Education and Youth Director at Beth El in June 2013, coming to Durham from Brooklyn, NY, where she served as the Director of Family Education and the Hebrew School Principal for the Park Slope Jewish Center since 2005. In these capacities, Elisabeth has developed educational programs for elementary school children, worked closely with B'nai Mitzvah students and their families, and planned family educational and cultural events. Elisabeth has also served as a Fellow of the Leadership Institute for Congregational School Educators, a program that develops leadership and pedagogy for congregational school educators, and has been on the Advisory Board for the Metropolitan Educators Council, which supports New York area educators. A native of St. Louis and a graduate of Solomon Schechter Day School, Elisabeth spent her high school and college summers as a Rosh Aidah (Unit Head) at Machane Ramot Amooona and graduated from the Columbia/JTS joint degree program with a B.A. in both Anthropology and Jewish History.

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.

Averyl Edwards—Director of Teen Engagement

Averyl graduated from UNC-Chapel Hill in 2017 with a double major in Jewish Studies and Women's & Gender Studies, with a minor in Modern Hebrew. She was very involved in her campus Hillel, working as an Office Assistant, serving on the student board, and leading Passover seders every year. Her involvement at Hillel first began through joining Sababa, the Jewish a capella group, of which she eventually became the music director. She also was a sister of Sigma Rho Lambda, UNC's only Jewish sorority, where she served as the Judaism Chair and the Social Justice Chair. Through Hillel, she attended a leadership program called Leadershape, and participated in a Birthright extension program which consisted of volunteering in refugee communities in South Tel Aviv. During other trips to Israel, Averyl has dug for three seasons at UNC professor Jodi Magness' excavation of a 5th Century synagogue at Huqoq, in the north of Israel. Connect with Averyl on Facebook or Instagram to learn about all of the programming for 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

Beth El is largely a member-run institution, as we have very little paid staff. Our school is no different. Its administration 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 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 parent volunteers. We have room parents who make calls in the event of scheduling changes, snow days and as a reminder of special days. Room parents also help make the arrangements for special programming (such as Friday night services/dinners). Serving as a room 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'nai 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
Elisabeth Gerson	Education & Youth Director	Elisabeth@betheldurham.org	(919) 682-1238 Ext. 170
Alan Friedman	Executive Director	Alan@betheldurham.org	(919) 682-1238 Ext. 110
Sheri Hoffman	Congregational Services Coordinator (<i>Main Office</i>)	Sheri@betheldurham.org	(919) 682-1238 Ext. 100
Jessie Zaleon Lunk	B'nei Mitzvah Coordinator	JMZLunk@gmail.com	
Sandy Fangmeier	Kitchen Manager	Kitchen@betheldurham.org	
Rachel Greene	Communications Associate	Rachel@betheldurham.org	
Julie Halpert	Youth Advisor	Youth@betheldurham.org	
Averyl Edwards	Director of Teen Engagement	Averyl@betheldurham.org	(919) 682-1238 x102

School Attendance

Hours

For children in grades 2-6, the school operates on Sunday mornings from 9:30 am to 12:30 pm and additionally on Wednesday afternoons from 4:40 pm to 6:20 pm. For children in grades PreK-1, class meets Sunday mornings from 9:30 am to 12:30 pm. Students in 7th grade meet Sunday mornings from 9:30 am-12:30 pm (beginning with morning minyan) as well as select Friday evenings from 5:00pm-6:00pm, followed by Kabbalat Shabbat services.

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). The school observes both the major Jewish holidays and generally those recognized by the Chapel Hill and Durham public schools.

Arrival and dismissal

ARRIVAL: During the course of Beth El's renovation project, all students should enter through the main doors of the Freedman Center (the doors at the top of the stairs on Watts Street). A portion of Watts Street in front of the Freedman Center will be blocked off with cones and is solely used for DROP OFF. **Please ONLY let your child out of the car via the passenger side on the synagogue side of the street.** If you would like to park and walk your child in, please use street parking in the surrounding areas. The 2 spots in the parking lot are reserved for those with mobility issues.

Please arrive on time (or a few minutes early!). The children only have a few hours each week to cover a lot of material, and the sooner everybody is ready to start the better. Moreover, a late student interrupts the entire class. Students arriving more than 15 minutes early must be accompanied by adult supervision. Students are not permitted to play outside prior to the start of school without parent supervision. The Talmud Torah cannot provide child supervision prior to the start of school, as our teachers are prepping for the day's lessons and activities.

Parking Lot: The parking lot is unavailable during the course of Beth El's renovation project. There are 2 spots reserved for those with mobility issues.

DISMISSAL: ALL students will be dismissed from the upper level/main entrance to the Freedman Center. The Education Director will stand at the main doors at the top of the stairs and parents must park their cars and come to the main steps to pick up their children. Until children have been picked up, they will NOT be allowed to play on the playground/basketball court. Children will NOT be dismissed to parents waiting in the parking lot. **In the unusual event of the Education Director's absence, another approved teacher or parent will assume the role of dismissal coordinator.*

If you arrive to pick up your child after dismissal has ended (approximately 15 minutes after school is over), your child may be in the Talmud Torah office, downstairs, supervised by an adult.

*Please note that it is our biggest priority to provide a SAFE environment for arrival/dismissal. Please use extreme caution while driving through the parking lot or along Watts Street during drop off/pick up. The Education Director will not be available to have long conversations with parents at this time, please arrange another time during the day/week to speak if you have questions, comments or concerns.

Dismissal Times

	SUNDAYS	WEDNESDAYS
PreK-1 & 7 th grade	12:30 PM	X
2 nd -6 th grade	12:30 PM	6:20 PM

Late Arrival

If you are late, and the is locked, please ring the doorbell and wait with your children until they have been let in. We cannot be responsible for children who have not yet entered the building.

Leaving Early

Although we strongly discourage the removal of students prior to the conclusion of class, we recognize that sometimes it is unavoidable. Please provide your child with a note so that the teacher is aware of the dismissal. Children may not leave the building without permission. **No child will be allowed to wait outside by him or herself during school hours! If you need to pick up your child early, you will need to come into the building,** and let the teacher and/or Education Director know that you have picked up your child.

Students Leaving Alone

Parents must provide the Education Director with advanced notice if their child is allowed to leave school without an adult. Students will not be allowed to leave without written permission.

Snow Day Policy

Wednesday sessions: Talmud Torah will be held on Wednesday **generally** any day that Durham/Chapel Hill public schools are open. If after school activities have been cancelled due to weather, the Talmud Torah will use this information to decide whether or not to close. You will be made aware of this via email, Facebook, the website and/or telephone.

Sunday sessions: Talmud Torah will be held unless you hear otherwise. We will make every effort to operate on a normal schedule, but if we are in the middle of a very severe storm on Saturday, the Education Director and chair of the Va'ad HaChinuch will confer after Shabbat is over. If it does not seem that it will be possible to hold school on Sunday morning, class parents will call and email all families and teachers Saturday night to tell them that Talmud Torah is cancelled. **If you have any doubt as to whether or not Talmud Torah will be held, call Beth El. Please remember to check your email after Shabbat or early Sunday morning if you have not heard from the Education Director.**

*If a severe storm begins near the start of class time (either on a Wednesday afternoon or a Sunday morning), we will follow the procedures outlined above. Additionally, the Facebook page will have the most current updates.

First Day of School

Mark your calendar for the first day of school: **Sunday, September 16, 2018 for Grades PreK-7.** We start each year with an all-school assembly at 9:30AM (parents are invited too!)

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/>).

School Routines and Policies

What to bring to each class

Children should come to class prepared each session with sharpened pencils, the appropriate books, a folder or a 3 ring binder and a *kippah* (or other suitable head covering) plus any supplies specifically requested by your child's teacher(s). It is a good idea to designate a Talmud Torah backpack/book bag that contains all the necessary supplies.

Recess

A short recess (approximately 20 minutes) is on Sundays (weather permitting, students who are supervised by their teacher may play on the playground or on the basketball court). On Wednesdays there will be a 5-10 minute break for snack/stretch/bathroom use/etc.

Snack

For years now, the Talmud Torah (TT) has offered a snack to students during their recess. While we believe that students should have an opportunity to enjoy a tasty (and healthy) snack in the middle of the TT day, the snack that we are currently able to provide does not meet the needs and preferences of the greater school community.

Recess will continue and a snack time will be provided. However, in order to optimize the valuable time of our Education staff and to reduce any non-essential costs that may strain our budget, families will be asked to provide their own small snack for their children on SUNDAYS. TT **will** continue to provide snack for students on Wednesdays. Should a child forget snack on a Sunday, the school office will have extra snack on hand.

We do ask that you are sensitive to the Kashrut rules of Beth El when packing a snack. Please send only pareve/dairy items. *Please see below for more specific guidelines with regards to Beth El's Kashrut policy. Feel free to approach Rabbi Greyber or Elisabeth with questions about Kashrut at Beth El. To reiterate, Beth El **will no longer be providing daily snack for students during Sunday classes, but WILL provide snack on Wednesdays**. Students who wish to enjoy a snack during break, should bring a kosher snack from home. We appreciate the support of our families as we try this new policy for our school.

Suggested kosher snacks

(with or without hechsher):

- Fruit/Vegetables
- Pretzels/chips/popcorn/crackers
- Bagel and Cream Cheese
- Granola bars
- Cheese
- etc.

The following snacks are NOT permitted:

- Meat products of any kind (with or without hechsher)
- Shellfish products of any kind
- Items containing gelatin (unless marked kosher)

Students will be asked to recite the appropriate *bracha* (blessing) before eating snack.

*Students with extensive food restrictions should consider bringing their own snack on Wednesdays as well as Sundays.

Kashrut and Shabbat

We ask all staff, parents and students respect Kashrut while in the school or synagogue building. All food given to students will be certified kosher with a recognized *Hechsher* (kosher symbol). The synagogue kitchen is strictly kosher. Please ask permission before you bring in food or use the kitchen.

****If you have any questions about the Kashrut policy, please speak directly to Rabbi Greyber or the Kitchen Manager.**

If you are at Beth El for Shabbat, we ask all staff, parents and students to respect Shabbat (no writing, turning on or off lights, exchanging money, etc.)

Cell Phones

There is a telephone in the Education Director's office if students need to call home before, after or even during school hours for some reason. If parents need to be in touch with their child(ren) during school hours, please call the Talmud Torah office or email the Education Director and the message will be relayed. **Students' cell phones MUST be turned off during class hours in order to maintain an academic atmosphere. If a phone is seen during class hours, it will be taken away unless specific permission has been given by the teacher or director.** Please help us enforce this policy.

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. Students may leave their personal headcoverings in their classrooms or bring them back and forth each day. Should anyone not have their own head covering, one will be provided for you. If a student has not brought their own head covering, they will be asked to use one of ours.

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

Tzedakah Collection

We make the collection of *Tzedakah* a regular part of each class day at Beth El's Talmud Torah. At the beginning of school each day, students and teachers will have the opportunity to contribute to the school collection. If any student has something they wish to contribute, they are encouraged to do so, although it is not a requirement. There is no need for students to go broke by donating \$20 bills every week. This is a wonderful opportunity to learn the importance of *Tzedakah* and *Gemilut Chasadim*.

Class Schedules

CLASS	DAY	TIME
Pre-K/K	Sunday	9:30 AM-12:30 PM
1	Sunday	9:30 AM-12:30 PM
2	Sunday Wednesday	9:30 AM-12:30 PM 4:40 PM-6:20 PM
3	Sunday Wednesday	9:30 AM-12:30 PM 4:40 PM-6:20 PM
4	Sunday Wednesday	9:30 AM-12:30 PM 4:40 PM-6:20 PM
5	Sunday Wednesday	9:30 AM-12:30 PM 4:40 PM-6:20 PM
6	Sunday Wednesday	9:30 AM-12:30 PM 4:40 PM-6:20 PM
7	Sunday Friday (2x/month)	9:30 AM-12:30 PM 5:00 PM-6:00 PM (followed by services)
B'nei Mitzvah Class	Saturday	9:00 AM-9:45 AM (followed by services)

Daily Schedule SUNDAYS

CLASS	Mi Po? (Welcome, Attendance, Tzedakah)	T'fillot (services)	Hebrew/ Prayers (Ivrit/T'fillah)	Judaics (Yahadut)	Break/Snack (Hafsaka)
Kitah Gan (PreK/K)	9:30-9:40 AM	T'fillah w/Kitah Aleph 10:15-10:35 AM	9:40-10:15 AM	11:00 AM-12:30 PM	10:35-11:00 AM
Kitah Aleph (1)	9:30-9:40 AM	T'fillah w/Kitah Gan 10:15-10:35 AM	9:40-10:15 AM	11:00 AM-12:30 PM	10:35-11:00 AM
Kitah Bet (2)	9:30-9:40 AM	Havdallah (2-6) 9:40-10:00 AM	11:20-12:30 AM	10:00-11:00 AM	11:00-11:20AM
Kitah Gimel (3)	9:30-9:40 AM	Havdallah (2-6) 9:40-10:00 AM	11:30 AM-12:00 PM w/T'fillah specialist & 12:00-12:30PM	10:00-11:00 AM	11:00-11:20AM
Kitah Dalet (4)	9:30-9:40 AM	Havdallah (2-6) 9:40-10:00 AM	10:00-10:45AM & 12:00-12:30 PM w/T'fillah specialist	10:45AM-12:00PM	11:00-11:20AM
Kitah Hay (5)	9:30-9:40 AM	Havdallah (2-6) 9:40-10:00 AM	10:00-10:30AM w/T'fillah specialist & 10:30-11:00AM	11:20-12:30 PM	11:00-11:20AM
Kitah Vav (6)	9:30-9:40 AM	Havdallah (2-6) 9:40-10:00 AM	10:00-10:30AM w/T'fillah specialist & 10:30-11:00AM	11:20 AM-12:00PM	11:00-11:20AM
Kitah Zayin (7)	N/A	Minyan 9:30-10:15 AM	N/A	10:25 AM-12:30 PM	10:15-10:25AM/ 11:30-11:45AM

Daily Schedule WEDNESDAYS

CLASS	Hebrew/Prayers (Ivrit/T'fillah)	Judaics (Yahadut)	Trop	Break/Snack (Hafsaka)	T'fillot w/Rabbi Greyber (Services)
Kitah Bet (2)	5:25-6:00 PM	4:40-5:15 PM	n/a	5:15-5:25 PM	6:00-6:20PM
Kitah Gimel (3)	5:25-6:00 PM	4:40-5:15 PM	n/a	5:15-5:25 PM	6:00-6:20PM
Kitah Dalet (4)	4:40-5:15 PM	5:25-6:00 PM	n/a	5:15-5:25 PM	6:00-6:20PM
Kitah Hay (5)	5:25-6:00 PM	n/a	4:45-5:15PM	5:15-5:25 PM	6:00-6:20PM
Kitah Vav (6)	4:40-5:15 PM	n/a	5:30-6:00PM	5:15-5:25 PM	6:00-6:20PM

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. Parents are encouraged to look over their children's assignment folder or planner (depending on the age) to stay in touch with teacher expectations. 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. If you are unable to come to Beth El at these times, please contact the Education Director by phone or e-mail and she will put you in touch with your child's teacher.

*Teachers are required 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.

E-mail communications

Since e-mail has become the primary means of communication for the school, please print your e-mail address carefully on the registration form 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 handed out/posted online **Sundays at dismissal**. Be sure to pick up your copy so that you are always in the know!

Shavuon L'Mishpachot

The Shavuon L'Mishpachot (a weekly newsletter for families) will be handed 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.

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.

Fundraising Efforts

Tuition cannot fully meet the cost of running the Talmud Torah; therefore, from time to time fundraising events are undertaken to help defray the costs. Please support and participate in these fundraisers. Additionally, you can link your Kroger Rewards and Harris Teeter VIC cards to Beth El to support our school.

Website

Beth El has an updated website which generally has the most up to date information with regards to the school and other synagogue events. We are still 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.

Kitah Zayin Family Beit Midrash

Parents of 7th graders are invited to morning minyan, followed by parent-student class led by Rabbi & teacher (minyan is optional). The Kitah Zayin Family Beit Midrash is an important and meaningful piece of the B’nai Mitzvah experience. At least one parent from each family should strive to attend each Family Beit Midrash Session.

Family Beit Midrash (for Kitot Gan-Vav)

On designated days (one day per class per year), 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. Following the first part of the day, parents will join their child’s class for a parent-student lesson/activity led by the classroom teacher. Parents should plan on being at Beth El for the duration of the school day. 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.

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.

Jr. Jr. Congregation/Junior Congregation

Beth El is fortunate to have two terrific Shabbat services for children of elementary school age, a Jr. Jr. Congregation (Aleph Bet) service (for children in PreK-2nd grade) and a Junior Congregation service (for children in 3rd grade-6th grade). Jr. Jr. Congregation meets monthly from 10:30 a.m. – 11:30 a.m., and Junior Congregation meets monthly from 10:30 a.m. to 12:00 p.m. 6th graders can choose between attending the main service or Junior Congregation.

**We encourage, but do not require, all families to attend Shabbat Services as often as possible.

Tot Shabbat

On weeks when Junior and JrJr. Congregation meet, we also offer a service for our youngest members (kids ages 4 and under). Our talented service leader will engage children and their parents through creative music, storytelling, movement, age-appropriate discussion and prayer.

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 four separate youth groups that serve the members of our community as well as any Jewish children in the area: AlephBet—Kindergarten through 2nd grade, PreKadima—3rd 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.

Simchat Tot

Simchat Tot is a special program at Beth El Synagogue for all families with children ages 4 & under (Sunday mornings at 9:45-10:30 AM). Join us for this fun introduction to Jewish education, complete with music, arts & crafts, hands-on projects, stories and more! *These programs are FREE and open to everyone, so invite your friends to come along! No pre-registration required. (RSVPs appreciated). In addition to the Sunday morning program, Simchat Tot also has an annual Havdalah in Pajamas event and an end-of-year Shabbat Picnic. See the calendar for specific dates.

B'nei Mitzvah Peer Tutoring

1 year prior to B'nei Mitzvah, students attend this class from 9:00-9:45 AM on Shabbat morning. 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 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. We urge all of our post B'nei Mitzvah students to take part in this wonderful community learning experience.

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.

PARENT AGREEMENT

- I will exhibit a positive attitude towards my child's Jewish education so I may positively influence his/her learning.
- I take pride in my child's Jewish Education and will check on his/her progress throughout the year.
- I will make every effort to attend Family Education and Life Cycle Programs and Family Services (Jr. Jr. Congregation/Junior Congregation) 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). 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 respect school/shul property
- To be prepared for and participate in class
- To attend Talmud Torah programs
- To leave cell phones turned off and to leave all electronics (video games, CD players, iPods, etc.) at home or turned off in my backpack.

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 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 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.

Hebrew School Curriculum 2018-2019

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. Talmud Torah children and their families also have a special role in designated children's Shabbat programs—Jr. Jr. Congregation, Junior Congregation, and designated Friday night services. The Talmud Torah also provides parents with ideas for incorporating Judaism into life at home.

Beth El is currently undergoing an evaluation process with regards to the curriculum. 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.

Our curriculum is always a rough draft. Talmud Torah believes that this state is the best in which to be constantly revising, reflecting and evaluating the process. We welcome feedback from parents and rely on faculty input in order to best meet the needs of our students and families.

Curricular Components

The following components (and their definitions) are the basic “units” that each teacher will incorporate into his/her lesson plans for each week.

- Hebrew language: Both the reading and writing of block Hebrew.
- Prayer: The reading and chanting of specific prayers with the goal of fluency and participation in synagogue services. In -depth analysis of selected *T'fillot* with the goal of understanding the meaning and when the prayer is recited.
- Tanach (Bible)/History: The details of the stories and characters in the 5 books of the Torah as well as *Nevi'im* (Prophets) and *Ketuvim* (Writings) and how we transition from biblical stories to Jewish History.
- Israel: Culture, history and geography.
- Ethics/*Mitzvot*/Jewish Identity - The importance of *Tzedakah* in Jewish Life, as well as values, ethics and theology as they relate to Judaism. The traditions that are commonly practiced during Shabbat, the Holidays and Life-Cycle events, including methods of how we worship.

CURRICULUM BY GRADE

Kitah Gan (PreK/K)

Subject	Objectives	Specific Content
Holidays Pre-K/K	Students will: <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 Tov
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; • Participate in a Family Education program where they take a tour of a Torah and the ark; 	<ul style="list-style-type: none"> ○ Shabbat/Havdallah ○ Rosh Hashanah ○ Yom Kippur ○ Sukkot ○ Simchat Torah ○ Chanukah ○ Tu B'Shevat ○ Purim ○ Passover ○ Yom Ha'atzmaut ○ Shavuot
Prayers 1st GRADE	Students will be introduced to:	<ul style="list-style-type: none"> • Blessing over mezonot • Blessing over fruit from a tree • Shechechyanu • Blessing over fruit from the earth • Blessing over shehachol • 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 Tovu
Tanach (Bible) 1st Grade	<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"> ▪ Jonah and the Whale/Big Fish ▪ Jacob and Rachel/Leah ▪ Joseph and his brother ▪ Burning Bush ▪ Golden Calf
Ethics/Mitzvot 1st Grade	<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 review the 10 Commandments ▪ Students will understand that Mitzvah means "commandment" 	<ul style="list-style-type: none"> ▪ Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful
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. 	<ul style="list-style-type: none"> • Israel is a country where Jews live, built on Jewish laws, customs and celebrations. • Compare and contrast the Israeli and American flags.
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"> • 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; • Recite the chorus to Ma Nishtana; 	<ul style="list-style-type: none"> ○ Shabbat/Havdallah ○ Rosh Hashanah ○ Yom Kippur ○ Sukkot ○ 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"> • Blessing over mezonot • Blessing over fruit from a tree • Shechechyanu • Blessing over fruit from the earth • Blessing over shehachol • 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 able to recite the names of the 5 books of the Torah in Hebrew and English. ▪ Students will be introduced to biblical figures in these stories: 	<ul style="list-style-type: none"> ▪ Cain and Abel, Tower of Babel, Binding of Isaac, Burning Bush
Ethics/Mitzvot 2nd Grade	<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 learn that there are 613 Commandments, specifically focusing on and providing modern examples of: 	<ul style="list-style-type: none"> ▪ Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful ▪ <i>Tzedakah, Derech Eretz, Ba'al Taschit, Kibud Av v'Em</i>
Israel 2nd grade	<ul style="list-style-type: none"> • Students will listen to Hatikvah, learn the general theme and sing along with the first and second lines. • Students will be able to identify the map of Israel and will locate the general region where Israel is on the globe and will locate major cities on the map and learn a significant fact about each one. 	
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. 	

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; Understand that Shabbat is the central holiday in Judaism; 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 B'Shevat 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"> Blessing over mezonot Blessing over fruit from a tree Shechchiyanu Blessing over fruit from the earth Blessing over shehachol 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 and discuss the weekly parshiot. Students will review the life of Moses from birth to receiving the 10 Commandments. 	
Ethics/Mitzvot 3rd Grade	<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 define and provide examples of Mitzvot, Tikkun Olam & Gimilut Chasadim and will review that there are 613 Commandments, specifically focusing on and providing modern examples of: 	<ul style="list-style-type: none"> Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful <i>Bikkur Cholim, Tzaar Ba'alei Chayim, Hachnasat Orchim.</i>
Israel 3rd grade	<ul style="list-style-type: none"> Students will listen to Hatikvah and sing along with the first half and will read and learn the translation of Hatikvah. Students will locate the sites of specific biblical events such as: Students will begin to explore Israeli culture. Students will identify the other countries in the general region of Israel. 	<ul style="list-style-type: none"> Receiving the Torah at Mount Sinai, Leaving Egypt, crossing the Sea
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	Students will: <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	Students will be introduced to:	<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 practice:	<ul style="list-style-type: none"> Shalom Aleichem Havdallah Mi Chamocha Barchu 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 learn to be a M.E.N.S.C.H. Students will be encouraged to give Tzedakah weekly Students will compare and contrast examples of <i>Mitzvot</i>, <i>Tikkun Olam</i> and <i>Gimilut Chasadim</i> and focus on and provide modern examples of: 	<ul style="list-style-type: none"> Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful <i>Lashon HaRah, Talmud Torah, Kashrut</i>
Israel 4th grade	<ul style="list-style-type: none"> Students will listen to Hatikvah and sing along with it as well as read and discuss the translation. 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. Students will learn about the rules and regulations of Kashrut, according to the Conservative movement 	<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? What makes something kosher or not kosher?
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"> • Understand the cycle of the lunar/Jewish calendar vs. the Gregorian calendar; • Compare and contrast customs of Sephardic vs. Ashkenazic Jews on each holiday; • 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"> ▪ Shabbat ▪ Rosh Chodesh ▪ Rosh Hashanah ▪ Kol Nidre/Yom Kippur ▪ Sukkot/Simchat Torah ▪ 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. • Students will understand the challenges of being a stranger in a strange land. • Students will be able to determine if they are Ashkenazi and Sephardi and determine which regions each settlements occurred in the Diaspora. • Students will discuss broad historical events and effects of the Holocaust. 	<ul style="list-style-type: none"> • Emphasis on survival and assistance given by righteous gentiles. Read age-appropriate stories.
Ethics/Mitzvot 5th Grade	<ul style="list-style-type: none"> • Students will learn to be a M.E.N.S.C.H. <ul style="list-style-type: none"> ▪ Students will be encouraged to give Tzedakah weekly • Students will discuss how being Jewish impacts their daily decisions and involvement in the Jewish community and that their behavior in the greater community is associated w/being Jewish. 	<ul style="list-style-type: none"> • Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful • Compile a collection of Mitzvot in which students are able to participate in regularly.
Israel 5th grade	<ul style="list-style-type: none"> • Students will define Zionism. • Students will compare and contrast the life of a 5th grade in Israel vs. the USA. • Students will study some major figures in Israel's early history, including: • Students will understand that Israel is a democracy. 	<ul style="list-style-type: none"> • Theodore Herzl, Golda Meir, David Ben Gurion, Yitzhak Rabin.
Jewish Identity 5th grade	<ul style="list-style-type: none"> • Students will learn about different metaphors for God, such as: • Students will learn that there are 613 Commandments. 	<ul style="list-style-type: none"> • Makom, Rock and Redeemer, Melech, etc. Students can create their own personal metaphor for God.
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 • Hatzki 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 learn to be a M.E.N.S.C.H. ▪ Students will be encouraged to give Tzedakah weekly • Students will list and give modern examples of Maimonides 8 levels of Tzedakah. • Students will identify ritual Mitzvot and debate ethical dilemmas given the parameters of the learned Mitzvot. 	<ul style="list-style-type: none"> • Be Mature, Enthusiastic, Neat, Sensitive, Caring and Helpful
Israel 6th grade	<ul style="list-style-type: none"> • Students will compare and contrast daily Israeli life to daily American life. • 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.
Jewish Identity 6th grade	<ul style="list-style-type: none"> • Students will identify the 3 types of prayer: Praise, Petition & Thanks. 	<ul style="list-style-type: none"> • Items necessary for a Jewish adult to pray: kippah, tallit, tefillin. • Where can you pray? • Where are you most comfortable praying? • When do you personally use each of the 3 different types of prayer?
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
<p>Jewish Ritual Life: T'fillah - Prayers</p>	<p>Students will develop a comfort with and understanding of the flow of the service.</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, 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>Hallel</p> <p>Background of 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> 
<p>Jewish Ritual Life: Ma'aseh T'fillah - Ritual Life/"Acts of T'fillah"</p>	<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>
<p>T'shuvah - Repentance</p>	<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>

<p>Jewish Life Cycle:</p> <p>Chevre Kadisha - Burial and Mourning Rituals</p>	<p>Students will understand the roles and responsibilities of members of the <i>Chevre Kaddisha</i>.</p> <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>Hear from members of the <i>Chevre Kaddisha</i> and learn about the various roles that community 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>
<p>Bikkur Cholim - Visiting the Sick*</p>	<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>
<p>Koach ha'Lashon - The Power of Speech</p>	<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>Public Speaking</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>La'shon Hara</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)
<p>Tikun Olam - Repairing the World</p>	<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 globally and in the Jewish community vs the greater world population.</p>	<p>Students may discuss their ideas and share progress on their individual “Mitzvah Projects” as well as have the opportunity to speak with members of Beth El's Social Action Committee</p> <p>Students will have opportunities to participate in various BE Social Action Projects over the course of the year.</p>
<p>Kehillah - Community</p>	<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</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</p>

	North Carolina.	B'nei Mitzvah - Community Midrasha, Kadima/USY, B'nei Mitzvah Tutors, <i>Shaliach Tzibbur, Madrichim</i>
Derech Eretz- Respect	Students will learn about the different aspects of respect/ <i>Derech Eretz</i> : <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. 	
Hachnasat Orchim - Greeting Guests	Students will learn the importance and value in welcoming guests into your home, your synagogue, or greeting others when in public.	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.) 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).
Kashrut - Kosher	Students will review the rules of <i>Kashrut</i> as well as the moral and religious values behind these practices.	Students may learn about how to use the Beth El kitchen appropriately. Students may discuss the challenges of keeping kosher in the south or other areas with limited kosher options.
Study with Rabbi— Ancient texts and their relationship to modern day Judaism and Jewish life.	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. Students and parents will have the opportunity to grapple with ancient texts and investigate how to apply them to modern Judaism.	Possible topics for Family Beit Midrash include but are not limited to: <ul style="list-style-type: none"> • Bikkur Cholim • Kashrut • Conservative Judaism and Jewish Law • Prayer • Tefillin
Student Interest	Students and teachers will have the opportunity to express their interest in various topics not necessarily listed in this curriculum.	Additional topics for possible discussion include, but are not limited to: <ul style="list-style-type: none"> • Prophets • Current Events in the Jewish

		<p>world and locally that may impact our Jewish community</p> <ul style="list-style-type: none">• 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.
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