

Temple Beth-El Religious School – Las Cruces, NM – Proposed Curriculum Objectives/Benchmarks

Students should be able to	By the end of Kindergarten	By the end of 2 nd grade	By the end of Fourth Grade	By the end of 7 th Grade
Hebrew	Identify Hebrew as the language of the Jewish people, the Torah and Jewish prayer and visually recognize some Hebrew letters (e.g. through Aleph-Bet Yoga); identify his or her Hebrew name	Identify some Hebrew letters and vowels and associate them with their sounds Recognize some Hebrew words by sight and build upon a growing Hebrew vocabulary	Recognize by name and sound all letters and vowels and read sentences in Hebrew with confidence and build upon a growing Hebrew vocabulary	Fluently read Hebrew passages, including in the prayerbook, and identify root-word families and translate often-used vocabulary
Prayer	Appreciate prayer as an expression of gratitude to God and recite a few brief prayers over food and for Shabbat (including the motzi and the Shema)	Associate prayers and their accompanying actions or rituals; recite short prayers for food, Shabbat and holidays; recognize the blessing formula in Shabbat and holiday worship	Identify the major themes and prayers and in Jewish worship; compose personal prayers as an expression of one's belief; practice appropriate movement/bowing in prayer	Express thoughts about God and God's presence; outline the order of prayers in Shabbat evening and morning worship
Israel	Identify Israel as the homeland of the Jewish people and Identify the flag of the State of Israel	Locate Israel on a map and major landmarks and regions	Locate major Israeli cities and explain how Israeli Jewish customs differ from American Jewish practices	Identify major events that led to the establishment of the State of Israel and describe Israel's place in the Middle East
Synagogue and Symbols	Recognize the symbols of the synagogue and one major symbol for each holiday; define the synagogue as a special place to pray, learn and celebrate	Explain the meaning of major synagogue and holiday symbols; describe the roles of leaders in synagogue worship (rabbi, cantor, lay person)	Compare/contrast our Temple with other synagogues and Temples; associate blessings with symbols for Shabbat, holidays, and life-cycle events	Explain the role of the synagogue/Temple in building Jewish life.
Holidays/Jewish Calendar	Name major Jewish holidays; associate at least one food, song, prayer or practice/custom with each holiday	Name major Jewish holidays; associate foods, songs, prayers AND practices/customs with each holiday	Discuss the meaning and themes of Jewish holidays; explain how rituals express the themes of each holiday; understand the Jewish calendar as a lunar calendar	Associate Jewish holidays with biblical and rabbinic texts and origins; articulate the meaning of each holiday for Jewish life today and for himself/herself; explain the "workings" of the Jewish calendar; lead a holiday celebration for the school community
Life-cycle	Identify the "Jewish part" of himself/herself; answer the question, "Why do you come to Religious School?"	See himself/herself as a part of a chain of traditions related to the life-cycle that repeat from one generation to the next	Describe the rituals associated with Jewish life-cycle events: birth/naming; bar/bat mitzvah; marriage; and the death of a loved one	Outline the history and origins of Jewish life-cycle events in the context one's own family; explain the role of Bar/Bat Mitzvah in the Jewish life cycle
Values/Mitzvot (Especially Tzedakah – all classes will bring tzedakah contributions for projects to be designated by the students)	Define mitzvah as doing good and kind deeds; identify/articulate good and kind deeds that they do at home, in school, in the greater community etc.; associate the giving of Tzedakah with good and kind deeds	Define mitzvah as a commandment from Jewish teachings; identify major mitzvot that are a part of daily life including the Ten Commandments explain "being a mensch," Tzedakah and Tikkun Olam	Associate the concept of mitzvah with prayer, observance of Jewish holidays, and Jewish and general community life; appreciate how applying Jewish values makes us better people; explain what Jewish values we can practice to bring Tikkun Olam, repairing/improving the world	Identify personal core values; Develop and lead a congregation-wide mitzvah project that expresses the core values of the students; list the mitzvot/values essential to building a caring community; explain what Jewish values we can practice to bring Tikkun Olam, repairing and improving the world
Torah/Bible and other Jewish texts	Identify the Torah as the "history book" of the Jewish people; describe how a Torah is made	List the books in the Torah; identify major characters in the Bible	Identify themes and morals presented in the Bible and understand their applicability in daily life, associating those themes with particular stories	Outline the chain of Jewish tradition from the Torah through writings of the Rabbis; explain the significance of commentary in Jewish tradition; Write a d'var Torah on a specific passage
History	See themselves and their families as part of a Jewish story; associate the theme of survival in holiday stories with Jewish history	Describe biblical characters and stories as the beginnings of Jewish history; identify world regions where Jews have lived and still live	Describe their family history as a part of Jewish history (such immigration of their families to the US); place holidays and biblical stories on a timeline	Outline major events in Jewish history from ancient times until now: Exodus, Ancient Israel, Chanukah story, Destruction of Temple, worldwide communities, American Jewry, Holocaust, Israel
Jewish Music, Arts, Drama	Interpret all learning through storytelling, puppetry, dance, arts and crafts, music (use of instruments) and drama	Interpret all learning through storytelling, puppetry, dance, arts and crafts, music (use of instruments) and drama	Interpret all learning through storytelling, puppetry, dance, arts and crafts, music (use of instruments) and drama	Interpret all learning through storytelling, puppetry, dance, arts and crafts, music (use of instruments) and drama