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Hey – Grade 5

Our overarching curricular goals for Hebrew are for a graduate of the Congregational School to be able to:

- Decode Hebrew texts, with emphasis on *tefillot* (prayers), *brakhot* (blessings), and Torah texts
- Participate in Shabbat services, both singing and reading *tefillot*
- Feel connected to the larger Jewish community and Israel

Hebrew Curriculum

The Hebrew curriculum for Grade 5 has three components:

1. **Semi-private Hebrew tutoring.** Tutoring sessions focus on pronunciation of letters and vowels with the goal of Hebrew decoding. Learners will participate in a Hebrew-decoding assessment midyear and at the end of the year. Based on the assessment, children will be given a Hebrew primer that is appropriate to further their Hebrew reading abilities.
2. **Tefillah learning during weekday classes.** In grades 3–6, we use a curriculum called “Hebrew in Harmony” to teach *tefillah* effectively and meaningfully. The focus is on learning how to sing and recite prayers, as well as on the meaning of the words. Students will learn key prayer vocabulary in Hebrew. All their Hebrew learning will be applied in prayer services both during the week and on Shabbat.
3. **Tefillah sessions** both during the week and on Shabbat, led by Principal Music Educator Josh Rosenberg.

Tefillah – Prayers & Skills and Rituals

The *Amidah* is the core of our worship service. Grade 5 students will learn the recitation and choreography of the *Amidah*, including *Adonai s'fatai tiftah*, *avot v'imahot*, *g'vurot*, *k'dushah*, and *birkhat shalom*. Learners will also study the deeper meanings of these prayers and learn key Hebrew words. In addition, they will study the prayer for the State of Israel in the context of learning about the establishment of the State of Israel and *Yom HaAtzma'ut*.

Core Judaics

- **Weekday**

The curricular lens for Grade 5 is Jewish peoplehood and Israel. This will be the focus for their learning about Jewish history and holidays. The fall semester is dedicated to the history of Israel and Judah with an overview of the First and Second Temple eras, periods of exile and the adaptation to life in the diaspora, the early Zionist movement, and the modern rebirth of the

Jewish state. Learners will explore how *Eretz Yisrael* (the Land of Israel) and *Am Yisrael* (the people of Israel) are connected. During the spring semester, learners will participate in a five-session unit about the Holocaust using curricular materials adapted from The International School for Holocaust Studies at *Yad Vashem*, Israel's Holocaust Museum.

- **Shabbat**

The Shabbat curriculum is focused on Israel. Using materials that cover events past and present, learners will engage with a broad spectrum of issues, including personal relationships with Israel, Jewish peoplehood, the *Kotel* (Western Wall) and the concept of a Jewish democratic state.

Learning Objectives/Goals

Hey learners will . . .

- Gain a deep understanding and mastery of the *Amidah* prayer, including key words, meaning, and choreography.
- Become familiar with an overview of the history of the Jewish people, including ancient Israel, exile, life in the diaspora, the rise of Zionism, the Holocaust, and the establishment of the State of Israel.
- Learn about the powerful connection between *Eretz Yisrael* (the Land of Israel) and *Am Yisrael* (the people of Israel) throughout our history.
- Decode longer Hebrew texts and continue building vocabulary.