



## Jewish Education Curriculum Pre-school

The Pre-School Jewish Education curriculum is infused with fun, creativity, spirituality and Jewish values. An important overall goal is to help students develop love and enthusiasm for their own Jewish identity, as well as beginning to acquire a strong knowledge base about their Jewish history. We concentrate on the following areas and integrate them into the overall programme in the Pre-School.

- Shabbat and the Chagim (Jewish Festivals): Shabbat and the Festivals that occur throughout the year are presented and celebrated. A variety of methods are used: dancing, music, singing, sharing stories, baking, and creating usable ritual objects.
- Bible Studies / Jewish History: The students learn the story of Creation, Noah's Ark, and Moshe through storytelling, art and craft activities and re-enactment. We introduce the material which is meaningful to the student and age appropriate.
- Tefilah (Prayer): The students are introduced to the basic morning prayers, blessing for holidays and Shabbat through songs and activities. The purpose of preschool prayer is for students to show their love of G-d and to verbalise their appreciation for the world G-d created.
- Brachot (Blessings): The students become familiar with which blessings to say in the appropriate settings and time.
- Ivrit (Hebrew Reading, Writing and Language Skills): Our children learn Hebrew by the best possible method: language immersion. This is a natural and comfortable way for young children to begin the acquisition of a second language, or even a third language. They learn Hebrew vocabulary, with much gesturing and drama, through conversation, listening to stories, music, singing, playing games, following directions, and the natural activities that effect the ebb and flow of the day.

It is our aim that the students gain a solid grasp of what is being taught in the various Jewish topics, so that we can build vocabulary acquisition through games, songs and stories that are always implemented in Hebrew during class time.

**Jewish Education**  
**K1 – K2**

**Chagim (Festivals)**

The Festivals curriculum in K1 and K2 is infused with spirituality and Jewish Values. An important overall goal is to help students develop love and enthusiasm for their Jewish identity, as well as beginning to acquire a strong knowledge base about their Jewish history. We concentrate on the following areas: Jewish Festivals (Chagim), Bible stories (Torah) and Values (Middot).

**Shabbat**

Every Week the students of K1 and K2 re-enact the Shabbat rituals and customs through their Kabbalat Shabbat celebration, an Imma (mother) and Abba (father) is chosen weekly to host the Kabbalat Shabbat. The students are introduced to the objects, the prayers, the songs and rituals of a Shabbath celebration. They light candles, say the Kiddush (blessing over wine), make their own challah and sing all the related songs.

**Middot (Jewish Values)**

At the centre of our Preschool education are Middot – Jewish Values. Our goal is to produce responsible, respectful and outstanding citizens and members of the general community. By being role models to the students, we are successful in achieving our goal in building little Mensches - Good and upright individuals.

**MFL: Ivrit (Hebrew Reading, Writing and Language Skills)**

**K1**

In K1 we follow the Migdal Or curriculum. A Hebrew readiness programme that is useful at the pre-reading stage of the language acquisition. It prepares the young children to speak in the Hebrew language using a basic and frequently used vocabulary simultaneously with teaching the sounds and all of the Hebrew alphabet.

The programme is comprehensive, interactive easy to use and fun. It focusses on Hebrew reading (developing decoding skills) and Hebrew language acquisition simultaneously, and provides a research based and solid instruction for beginning readers. It is teacher and child friendly.

**K2**

In K2 we use Ariot which covers the acquisition of Hebrew letters through songs stories comprehension activities and games. The goal of the programme is for the students to enjoy the Hebrew language and develop the ability to understand Hebrew, read Hebrew, speak in Hebrew and connect with the Heritage of the Jewish people. In addition, students will develop active vocabulary, communicate in Hebrew and make mistakes of their own. An emphasis is placed on creating an immersive Hebrew environment with workbooks, posters flashcards and games.

In the programme, students use all the communication skills at their disposal to absorb the various content, areas of emphasis include: listening, exposure to standardised Hebrew over an extended period of time; developing listening skills and focusing on learner's attention skills. Reading includes a combination of phonetic reading and complete word reading; writing focuses on sharpening the letter to sound connection; speaking by building confidence through oral expression in Hebrew.

**Jewish Education  
Grade 1- Grade 5**

From Grade 1 students are given the choice between two Jewish Education Tracks:

1. Jewish Education: Tal Am, which is taught in Hebrew
2. Jewish Education: Culture, which is taught in English and is combined with a course in World Religions.

**Track One: Jewish Education: TalAm**

**Tefilla (Prayer)**

The children begin each day with Tefila (prayer) which progresses through each grade. They are introduced to the meaning of the prayers being said, their origin and the concept of Kavana (how we should be focusing during prayer).

**Chagim (Festivals)**

Throughout the year, the students learn about each Jewish festival. They look at the festivals from both a historical and contemporary perspective, the stories behind the festivals and how they lead to the laws and customs Jews practice today. The students feel the atmosphere of the festivals with songs, crafts, role playing and experience the rituals connected to the festival.

**Torah – Bereishit and Shemot**

We begin our study of Chumash at the beginning of the second grade, after the students have acquired an adequate level of proficiency in Hebrew reading. Our focus is on acquiring the skills necessary to learn and understand the original text, understanding the layout of the Chumash: Psukim; Parashot; Chumashim. This includes translation skills (from biblical to modern Hebrew) knowledge of prefixes, suffixes, root words, and the ability to recognise the similarities of the Psukim.

We begin the study of Rashi commentaries in Grade 3 to encourage questioning that leads to a deeper understanding of the text and the reading of Rashi letters begins in Grade 4 to enable the students to read Rashi text on their own.

**Parasha**

The study of the weekly Parasha familiarises the students with the characters, events and laws of the Torah. As they learn the storyline, they discuss the Jewish values and ethics found, and how they can be practically incorporated into their daily lives.

The younger children are encouraged to share the weekly Parasha at home with their parents with the use of a weekly Parasha workbooks while the older students are required to prepare a Dvar Torah (an oral summary) to share at home.

**Halachot and Minhagim (Laws and Customs)**

The students follow the units on Jewish laws and customs applicable to daily life and festivals including: Shabbat; Tefilla; Brachot, and Kashrut.

The material is presented progressively, from simple to advanced, and is accompanied by maps, charts, diagrams, illustrations and an assortment of interactive activities. The material is designed to promote love for Judaism, acquaint the student with various Jewish customs and enhance Hebrew comprehension.

### **Middot (Jewish Values)**

Jewish Values have a central focus in the curriculum where students are encouraged to explore Jewish values from the perspectives that are thought provoking and meaningful. Each class will focus on Jewish values in a way that highlights the distinctive contribution Judaism can make to the challenges of modern life. There is a strong emphasis on Tikun Olam, Healing the World and each class will be expected to be involved in a Social Action project

### **Track Two: Jewish Education: Culture**

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers key Jewish beliefs, stories, rituals, leadership, festivals and sacred texts. Students are encouraged to respond and reflect on the lessons being taught with a strong emphasis on the importance of respecting each other's beliefs.

Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations

### **Judaism**

- To know about and understand the origins and development of Judaism and its rituals
- To appreciate the vibrancy of Judaism, its rich heritage and culture
- To appreciate the central role of Jewish rituals to the Jewish experience and practice
- To develop a meaningful and life long relationship with Judaism, its rich heritage and culture

### **Sacred Texts**

- To know and understand the origins and importance of Jewish Sacred texts
- To appreciate the different ways of interpreting texts
- To develop and analyse own interpretations of Jewish Sacred texts

### **Jewish People**

- To know about and understand the origins and the development of the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To develop a lifelong, meaningful commitment to the Jewish People whilst connecting to their history and contributing to Jewish communal life

### **Jewish Learning and Culture**

- To know about and understand the vibrancy and development of Jewish learning and culture
- To value the importance of Jewish learning and culture

- To engage in life-long Jewish learning and to become both creators and consumers of Jewish culture

### **Israel**

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

### **Tikun Olam (Social Action)**

- To know and understand how the Jewish people have engaged in Social Action throughout the ages
- To appreciate the value of Social Action as a fundamental aspect of Judaism
- To engage in Social Action, as an expression of Jewish values. Both inside and outside of the Jewish community

### **Universal Values**

- To understand that Jews have a responsibility to have a positive impact on the world
- To understand similarities between Judaism and other cultures and have shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives

### **MFL: Ivrit, TalAm**

At SMMIS we follow the TalAm Ivrit B'Ivrit philosophy where the students are fully immersed in a Hebrew environment, which leads to a mastery of conversational and written Hebrew.

A progressive Hebrew language programme is introduced through the use of themes and concepts which are explored in Hebrew. Common Hebrew phrases are integrated into the classroom, objects are referred to by their Hebrew names, and instructions are given in Hebrew.

Hebrew vocabulary holds a main focal point in the study of Hebrew and is emphasised with weekly lists and various games and activities. The students practice their language skills by reading and writing Hebrew in correlation to the topics taught in class. From Grade 1 the students are divided per class based on their ability and proficiency in Hebrew. We ensure that an appropriate enrichment and levelling programme is implemented in all Hebrew classes.

A special enrichment programme is offered to Hebrew speakers and the use of various workbooks relevant to each level is implemented.

### **MFL: Ivrit, Native Speakers**

We follow the Israel Ministry of Education recommended syllabus for native Hebrew speakers.

From K2 the students perfect their Hebrew writing through the Ariot and TalAm programmes. By Grade 2 the students learn how to write Hebrew script. Older students practice and reinforce

these skills through various level appropriate workbooks. Each class is given a set of Matarot, goals to achieve throughout the year.

### **MFL: Ivrit, Ulpan, Beginners**

We ensure that students that are new to the Hebrew language or that do not have enough prior language acquisition are placed in our Ulpan programme, which enables them to have a solid foundation before entering the mainstream classroom.

In our Hebrew programme the students placed in Ulpan have an opportunity to move up to the next level once a set of goals are acquired. Students are monitored regularly throughout their time in Ulpan.



## **Jewish Education Secondary School**

### **Overview**

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers 4 key areas: Jewish Values/ Tikun Olam; Jewish History; Israel/ Zionism, and the Holocaust. The curriculum has been designed for SMMIS by our team of international educators.

Students are encouraged to respond to and reflect on the lessons being taught with a strong emphasis on an understanding of the impact that Jewish History has had on the Jewish People today. Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. Each class focuses on Jewish values in a way that highlights the distinctive contribution Judaism makes to the challenges of modern life.

This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations.

### **Key Outcomes**

#### **Jewish/Universal Values – Tikun Olam**

- To know and understand how the Jewish People have engaged in Social Action throughout the ages
- To understand that Jews have a responsibility to have a positive impact on the world
- To understand the many similarities Judaism has with other cultures and shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives
- To engage in Social Action, as an expression of Jewish values, both inside and outside of the Jewish community

#### **Jewish History and the Jewish People**

- To know about and understand the origins and the development of Jewish History and the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To understand the impact Jewish History has had and continues to have on the Jewish People today

#### **Israel: Zionism**

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

#### **Holocaust Studies**

- To know and understand the causes of World War Two and the Holocaust (Shoah)
- To identify the evolution and spread of antisemitism, Anti-Jewish policies and propaganda

- To identify the consequences of the Holocaust
- To understand the impact the Holocaust has had and continues to have on the Jewish People today

To develop a meaningful way to remember and ensure that history doesn't repeat itself

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- To identify the consequences of the Holocaust
- To understand the impact the Holocaust has had and continues to have on the Jewish People today
- To develop a meaningful way to remember and ensure that history doesn't repeat itself

### **MFL: Ivrit**

At SMMIS we follow the philosophy of full immersion of the Hebrew language, creating a rich Hebrew environment, which leads to a mastery of conversational and written Hebrew. A progressive Hebrew language programme is introduced through the use of themes and concepts which are explored in Hebrew.

Hebrew vocabulary holds a main focal point in the study of Hebrew and is emphasised with weekly lists and various games and activities. The students practice their language skills by reading and writing Hebrew in correlation to the topics taught in class.



In Secondary School the students are divided based on their ability and proficiency in Hebrew. We ensure that an appropriate enrichment and levelling programme is implemented in all Hebrew classes.

Secondary School students are expected to be able to write book reports and keep a journal in Hebrew using all the skills acquired. They practice and reinforce these skills through various level appropriate workbooks. Each class is given a set of Matarot, goals to achieve throughout the year.

A special enrichment programme is offered to Hebrew speakers and the use of various workbooks relevant to each level is implemented.

We follow the Israel Ministry of Education recommended syllabus for native Hebrew speakers.

### **MFL: Ivrit, Ulpan Beginners**

We ensure that students that are new to the Hebrew language or that do not have enough prior language acquisition are placed in our Ulpan programme, which enables them to have a solid foundation before entering the mainstream classroom.

In our Hebrew programme the students placed in Ulpan have an opportunity to move up to the next level once a set of goals are acquired. Students are monitored regularly throughout their time in Ulpan.