

October 2018

**Value: ענוּת *Anavah*, Humility**

To be humble is to have a realistic and modest appreciation for your strengths and realize that you have weaknesses. You are able to value those around you and see their potential, without minimizing your own abilities.

<p><b>Enduring Understandings:</b></p> <p>To live with <i>Anavah</i>, you need to be aware of the figurative space you are living in with relations to others. Highlighting others' strengths can empower us.</p>	<p><b>What is happening this month?</b></p> <p>-Simchat Torah</p>
<p><b>What should learners KNOW about this subject?</b></p> <p>-The Torah calls Moses the most humble person in the world  -To practice <i>Anavah</i> we need to be mindful of our tendencies, cultivate awareness in every moment and inhabit an amount of space which is appropriate.  -Anavah is showing up when needed and ready to take action, <i>Hineini</i>, here I am.  -Inner confidence is a representation of <i>Anavah</i>.  -A Jewish understanding of humility is more complex.  -Ramban on Numbers 12:3.</p>	<p><b>What SKILLS should learners have regarding this subject?</b></p> <p>-Know when you need to show up.  -Recognize when you are practicing humility.  -Know when you need to leave space.  -Understand to have <i>Anavah</i>, you need to be fully present.</p>

**Essential Questions:**

- What does it mean to be humble?
- Is this a good leadership quality?
- Moses and Abraham heard God calling, what is our calling?
- Do you think you're humble?
- Who is a good leader of *Anavah* for you?
- Have you ever not responded with *Anavah*?
- When did God test Abraham and Moses
- How did He test them?
- Do you think you can still test people's humbleness like this today?
- What is one more thing in your life you can do to live with *Anavah*?

**What is Relevant for Each Grade**

**Kindergarten – 3<sup>rd</sup> Grades:** Explore humble leaders and role models. What did they have in common?

**4<sup>th</sup>-7<sup>th</sup> Grades:** How do we self-promote while remaining humble? Practicing humility in the social media age.

**Everyone:** How to emphasize the accomplishments of other and our own. How do we recognize humility?

**November 2018**

**Value: סבלנות Savlanut – Forbearance, Patience**

To have *Savlanut* you are able to take in an event that may be distressing or frustrating without reacting in a negative way. You are able to take a few moments to understand and think about the situation before giving an answer or reacting. To be able to delay gratification or immediate satisfaction.

<p><b>Enduring Understandings:</b></p> <p>Waiting before we act can lead to a better result. <i>Savlanut</i> is an important part of perseverance, it can help us become better people.</p>	<p><b>What is happening this month?</b></p> <ul style="list-style-type: none"> <li>- Yitzhak Rabin memorial day</li> </ul>
<p><b>What should learners KNOW about this subject?</b></p> <ul style="list-style-type: none"> <li>- Our actions affect others</li> <li>- Why <i>Savlanut</i> is important to learn</li> <li>- Practicing <i>Savlanut</i> can lead to a better result</li> <li>- Inaction can be more difficult than action</li> <li>- <i>Savlanut</i> can lead to achievement</li> <li>- <i>Savlanut</i> does not mean inaction</li> <li>- Becoming better at something requires <i>Savlanut</i></li> <li>- Delayed gratification can make something more gratifying</li> </ul>	<p><b>What SKILLS should learners have regarding this subject?</b></p> <ul style="list-style-type: none"> <li>- Know how to practice <i>Savlanut</i></li> <li>- Explore what patience means to them</li> <li>- Recognize when you need to act and when to exercise <i>Savlanut</i>.</li> <li>- Learn how to tame our urge to give up.</li> <li>- Articulate the challenges for having more <i>Savlanut</i> in my life</li> <li>- Make a game plan for becoming more patient</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- Why is <i>Savlanut</i> important?</li> <li>- What happens when we lose our <i>Savlanut</i>?</li> <li>- How do we become more patient?</li> <li>- How do we learn to control our emotions?</li> <li>- What can we do to improve our <i>Savlanut</i>?</li> <li>- Is <i>Savlanut</i> always a good thing?</li> <li>- Where do you use your <i>Savlanut</i> the most?</li> <li>- What is delayed gratification?</li> <li>- Does practicing <i>Savlanut</i> mean being passive and wait for things to happen by themselves?</li> </ul>	

**What is Relevant for Each Grade**

**Kindergarten – 3<sup>rd</sup> Grades:** Haste can lead to poor decisions. *Savlanut* does not mean we are powerless, it means we are taking ownership over the situation and gaining power.

**4<sup>th</sup> -7<sup>th</sup> Grades:** When do we act and when do we wait? *Savlanut* does not only mean inaction, it can also mean consistency, continuing to practice until we do it right.

**Everyone:** *Savlanut* is essential to help us become better, whether in school, sports, or Tefila.

**Value: צדקה CHESED – Loving Kindness**

Loving-Kindness is a feeling of warm hearted, affection towards another person or yourself. It can also mean to act with good intentions while participating in an event or giving good feelings towards others.

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>We have a responsibility to perform personal acts of <i>Chesed</i> to make the world a better and holier place.</li> </ul>	<b>What is happening this month?</b> <ul style="list-style-type: none"> <li>- Hannukah</li> <li>- Asarah B'tevet</li> </ul>
<b>What should learners KNOW about this subject?</b> <ul style="list-style-type: none"> <li>Jews focus on performing acts of <i>Chesed</i></li> <li>Our actions affect others around us</li> <li>Examples of kind behaviors</li> <li>Jewish figures in Torah, Bible and history who have modeled <i>Chesed</i></li> <li>Songs/texts related to <i>Chesed</i></li> <li>Values and mitzvot related to <i>Chesed</i>; Welcoming guests, visiting sick, feeding the hungry...</li> <li>Opportunities for <i>Chesed</i> in our daily lives</li> <li>Jewish communities and synagogues make <i>Chesed</i> a priority by establishing committees that help to visit the sick, comfort mourners, welcome guests...</li> </ul>	<b>What SKILLS should learners have regarding this subject?</b> <ul style="list-style-type: none"> <li>Explain kind behaviors</li> <li>Recognize the difference between kind and unkind actions</li> <li>Evaluate how they can behave kindly</li> <li>Problem solve/make decisions about doing kind acts in potentially difficult situations</li> <li>Collaborate to develop class <i>chesed</i> project</li> <li>Articulate how Jewish traditions/mitzvot call on us to do acts of <i>Chesed</i></li> <li>Articulate/practice how doing <i>Chesed</i> helps us to become better people</li> <li>Reflect on how we can each add more <i>Chesed</i> into our lives</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why is <i>Chesed</i> a responsibility?</li> <li>What does an act of <i>chesed</i> look like?</li> <li>What different types of <i>chesed</i> exist?</li> <li>What can I learn about <i>chesed</i> from the story of the Jewish people?</li> <li>Why would we want to make the world a better place?</li> <li>How might <i>chesed</i> make the world a better place?</li> <li>What does it mean to make the world a holier place?</li> <li>Why would we want to make the world holier?</li> <li>How might <i>chesed</i> make the world a holier place?</li> <li>Who does our <i>chesed</i> help?</li> <li>How does <i>chesed</i> connect us to others?</li> <li>What types of <i>chesed</i> are easiest and hardest to do?</li> <li>What types of <i>chesed</i> do I want to be involved in?</li> </ul>	

What is Relevant for Each Grade	
<b>Kindergarten – 3<sup>rd</sup> Grades:</b>	<i>Being kind means loving your neighbor as yourself.</i> Reading and acting out stories of kindness, family scenes of kindness, Torah stories; Activities reflecting on how I now do <i>chesed</i> and how I could do more.
<b>4<sup>th</sup> -7<sup>th</sup> Grades:</b>	Explore the different levels of <i>chesed</i> that exist; home, school, synagogue, world What challenges exist at each level? What is our role at each level? How do we become advocates for <i>chesed</i> in these different parts of our lives?
<b>Everyone:</b>	Who is responsible for acts of <i>Chesed</i> ?

January 2019

**Value: כבוד KAVOD- Respect, Dignity and Honor**

Treating people, places and things with a positive manor and acknowledging them for who they are and their contributions.

<b>Enduring Understandings:</b>	<b>What is happening this month?</b>
<ul style="list-style-type: none"> <li>• <i>Kavod</i> involves treating oneself and others in a way reflecting the belief that all people are created in the Divine image. Everyone deserves fair treatment</li> </ul>	<ul style="list-style-type: none"> <li>- Tu B'Shevat</li> </ul>
<b>What should learners KNOW about this subject?</b>	<b>What SKILLS should learners have regarding this subject?</b>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Tzelem Elokim Kadosh</i> (holy divine image) within you, requires you to treat yourself with self-respect</li> <li>• True <i>Kavod</i> reflects inner awareness of <i>kedushah/holiness</i></li> <li>• Jewish figures in Torah, Bible and history who have modeled <i>Kavod</i>.</li> <li>• Values and mitzvot related to <i>Kavod</i>; using nice words, show respect, honor others...</li> <li>• Opportunities for <i>Kavod</i> in our daily lives</li> <li>• Jewish communities and synagogues make <i>Kavod</i> a priority</li> </ul>	

**What is Relevant for Each Grade**

**Kindergarten – 3<sup>rd</sup> Grades:** Having *Kavod* means treat others how you want to be treated. Do only people deserve *Kavod*? Animals? Property?

**4<sup>th</sup>-7<sup>th</sup> Grades:** Explore the different levels of *Kavod* in their everyday lives. Social media, news, teachers, etc. The good, the bad... what can change, what do they wish for more of?

**Everyone:** Who and what deserves *Kavod*? How do we demonstrate it?

February 2019

**Value:** שְׁתִיקָה *Shtikah* & *Shmirat HaLashon*, Silence & Mindful Speech

Recognizing the impact of words on people's thoughts and actions. To have forethought about how your speech can impact those around you.

<b>Enduring Understandings:</b>  -Your words have a far reaching impact, and can affect people beyond your close environment.	<b>What is happening this month?</b>  -Purim Katan(minor Purim celebration in Adar I on leap year)
<b>What should learners KNOW about this subject?</b>  - Speech creates community just as much as it can destroy it - Harmful speech hurts the listener as much as the speaker - We communicate with God through speaking and singing our prayers. - Harmful speech is also internal. - <i>Divrei Hizuk</i> , words of encouragement to each other in order to build one another up. - Most Torah literature focuses on dangers of misusing speech.	<b>What SKILLS should learners have regarding this subject?</b>  - Develop mindful speech techniques - Understand the severity of words - Use critical thinking to develop strategies to avoid harmful speech. - Give examples of kind words you can use when in conversation. - Be able to explain LaShon Hara - Recognize times where it is better to be silent, then use your words.

**Essential Questions:**

- When have words hurt you?
- What would you do if you overheard someone being bullied?
- Is harmful speech only in person?
- Has there ever been a time you regretted the way you spoke to someone?
- What can you do if you hurt someone with your words?
- When is a time in the Torah where we saw harmful speech?
- During Purim what do we do when we hear Haman's name?
- Do you think this is better than being silent when hearing his name?
- When is a time that harmful speech effected Jews?
- Is harmful speech still happening today?
- If you have spoken LaShon Hara, what are some ways to fix it?
- Do you gossip?

**What is Relevant for Each Grade**

**Kindergarten – 3<sup>rd</sup> Grades:** Replacing bad speech with good speech. Is there such as thing as good gossip?

**4<sup>th</sup>-7<sup>th</sup> Grades:** What is free speech? What is hate speech? Is shaming ethical?

**Everyone:** What we say can have a long lasting effect.

March 2019

**Value: ביטחון Bitachon –Confidence in My Abilities, Trust in G-d**

To have self confidence in your abilities. To have confidence in your moral values. An internal sense of self-confidence. To have confidence in your religious beliefs.

<p><b>Enduring Understandings:</b></p> <p><i>Bitachon</i> is trusting yourself and your abilities. It also means moving towards a loving relationship with G-d, while still take initiative in your own life and other's lives.</p>	<p><b>What is happening this month?</b></p> <ul style="list-style-type: none"> <li>- Purim</li> <li>- Rosh Hodesh Adar II (happens on a leap year)</li> </ul>
<p><b>What should learners KNOW about this subject?</b></p> <ul style="list-style-type: none"> <li>- Modern day <i>Bitachon</i> also means Security</li> <li>- In Jewish literature ultimate source of security is God</li> <li>- Confidence can empower us</li> <li>- <i>Bitachon</i> calls on us to do powerful acts in the world, such as <i>Tzedakah</i> and <i>Hishtadlut</i>, human effort.</li> <li>- <i>Bitachon</i> is a source of renewal and life.</li> <li>- Confidence does not replace knowledge</li> <li>- Over confidence can hinder us</li> <li>- Questioning something does not undermine it, but increases our <i>Bitachon</i></li> </ul>	<p><b>What SKILLS should learners have regarding this subject?</b></p> <ul style="list-style-type: none"> <li>- How to demonstrate confidence</li> <li>- Recognize what we are in control of the world.</li> <li>- Find situations where <i>Hishtadlut</i> and <i>Tzedakah</i> can change someone else's life.</li> <li>- Understand what <i>Bitachon</i> means to you.</li> <li>- Be comfortable with your own personal relationship with G-d.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- Can a person have <i>Emunah</i>, but not <i>Bitachon</i>?</li> <li>- What does it mean to be confident?</li> <li>- Is it okay to doubt God sometimes?</li> <li>- Does not trusting in God make me not Jewish?</li> <li>- Do you think we are in control of our own lives?</li> <li>- When did you feel closest to God?</li> <li>-What does having <i>Bitachon</i> mean to you?</li> </ul>	

What is Relevant for Each Grade
<p><b>Kindergarten – 3<sup>rd</sup> Grades:</b> How confidence can affect our actions. What it means to have <i>Bitachon</i> in G-d.</p>
<p><b>4<sup>th</sup>-7<sup>th</sup> Grades:</b> Asking more questions can build <i>Bitachon</i>. Exercising critical thinking. How to apply critical thinking to Judaism</p>
<p><b>Everyone:</b> Confidence can empower us to demonstrate our abilities. How do we build confidence?</p>

**Value: אֶמְנָה Emunah – Trustworthiness/Faith**

To have *Emunah* is the ability to allow yourself to trust others. To assume that someone has your best interests in mind.

<b>Enduring Understandings:</b> <p>To have <i>Emunah</i> in the ones around us and have <i>Emunah</i> in ourselves. <i>Emunah</i> is crucial to have a community, and maintaining relationships.</p>	<b>What is happening this month?</b> <ul style="list-style-type: none"> <li>- Passover</li> </ul>
<b>What should learners KNOW about this subject?</b> <ul style="list-style-type: none"> <li>- In order to build a community, <i>Emunah</i> is needed</li> <li>- <i>Emunah</i> can come in all shapes and sizes</li> <li>- Trust can be towards god, institutions, leaders and people</li> <li>- Amen comes from the word <i>Emunah</i></li> <li>- The consequences of not trusting people around you can be bad</li> <li>- <i>Emunah</i> requires confidence in people's intentions</li> </ul>	<b>What SKILLS should learners have regarding this subject?</b> <ul style="list-style-type: none"> <li>- To be able to explain <i>Emunah</i></li> <li>- To be able to recognize <i>Emunah</i></li> <li>- To be able to name prerequisites of <i>Emunah</i></li> <li>- To know what enables you to have <i>Emunah</i> in something or someone</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- What does it mean to have <i>Emunah</i> in someone?</li> <li>- what does it mean to be trusted by someone else?</li> <li>- What does it mean to have faith in others?</li> <li>- Why do we need to have <i>Emunah</i> in others?</li> <li>- What are some other qualities in a person that has <i>Emunah</i>?</li> <li>- How do we build a community based on <i>Emunah</i>?</li> <li>- What is the difference between <i>Emunah</i>, Faith, and Trust?</li> <li>- How do you know who you can trust?</li> <li>- Is it ok to not trust someone?</li> <li>- How do you show that others can trust you?</li> <li>- How are faith and trustworthiness the same or different?</li> <li>- How do leaders show their trustworthiness?</li> <li>- Is trust earned or assumed?</li> <li>- When is trust needed?</li> <li>- Is it good to always have trust?</li> </ul>	

**What is Relevant for Each Grade**

**Kindergarten – 3<sup>rd</sup> Grades:** focus on the meaning of building trust and having trust in others. *Emunah* Vs. Faith Vs. Trust.

**4<sup>th</sup>-7<sup>th</sup> Grades:** Examine the trust the Jewish people had in Moses to leave Egypt. Examine the concept of leadership and trustworthiness, and where they intersect.

**Everyone:** *Emunah* in the eyes of the people of Israel in Egypt, and the Passover tradition.