

Value: עֲנָוָה **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.

**Enduring Understandings:**

To live with *Anavah*, you need to be aware of the figurative space you are living in with relations to others. Highlighting others' strengths can empower us.

**What is happening this month?**

-Simchat Torah

**What should learners KNOW about this subject?**

- The Torah calls Moses the most humble person in the world
- To practice Anavah 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, Hineini, here I am.
- Inner confidence is a representation of Anavah.
- A Jewish understanding of humility is more complex.
- Ramban on Numbers 12:3.

**What SKILLS should learners have regarding this subject?**

- Know when you need to show up.
- Recognize when you are practicing humility.
- Know when you need to leave space.
- Understand to have Anavah, you need to be fully present.

**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:** סְבִלְנוּת **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.

### Enduring Understandings:

Waiting before we act can lead to a better result. *Savlanut* is an important part of perseverance, it can help us become better people.

### What is happening this month?

- Yitzhak Rabin memorial day

### What should learners KNOW about this subject?

- Our actions affect others
- Why *Savlanut* is important to learn
- Practicing *Savlanut* can lead to a better result
- Inaction can be more difficult than action
- *Savlanut* can lead to achievement
- *Savlanut* does not mean inaction
- Becoming better at something requires *Savlanut*
- Delayed gratification can make something more gratifying

### What SKILLS should learners have regarding this subject?

- Know how to practice *Savlanut*
- Explore what patience means to them
- Recognize when you need to act and when to exercise *Savlanut*.
- Learn how to tame our urge to give up.
- Articulate the challenges for having more *Savlanut* in my life
- Make a game plan for becoming more patient

### Essential Questions:

- Why is *Savlanut* important?
- What happens when we lose our *Savlanut*?
- How do we become more patient?
- How do we learn to control our emotions?
- What can we do to improve our *Savlanut*?
- Is *Savlanut* always a good thing?
- Where do you use your *Savlanut* the most?
- What is delayed gratification?
- Does practicing *Savlanut* mean being passive and wait for things to happen by themselves?

## 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: חֶסֶד 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:** כָּבוֹד **KAVOD-** Respect, Dignity and Honor

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

**Enduring Understandings:**

- *Kavod* involves treating oneself and others in a way reflecting the belief that all people are created in the Divine image. Everyone deserves fair treatment

**What is happening this month?**

- Tu B'Shevat

**What should learners KNOW about this subject?**

- *Tzelem Elokim Kadosh* (holy divine image) within you, requires you to treat yourself with self-respect
- True *Kavod* reflects inner awareness of *kedushah*/holiness
- Jewish figures in Torah, Bible and history who have modeled *Kavod*.
- Values and mitzvot related to *Kavod*; using nice words, show respect, honor others...
- Opportunities for *Kavod* in our daily lives
- Jewish communities and synagogues make *Kavod* a priority

**What SKILLS should learners have regarding this subject?**

- Explain Behaving with *Kavod*
- Evaluate how they can treat themselves/others positively
- Problem solve/make decisions about a situation where they see someone being treated wrongly
- Articulate how Jewish traditions/mitzvot call on us to do acts of *Kavod*
- Articulate/practice how doing *Kavod* helps us to become better people
- Reflect on five ways we can each add more *Kavod* into our days

**Essential Questions:**

- Who is honorable?
- In order to practice *Kavod*, do I need to be kind to others or myself first?
- How do you practice *Kavod*?
- What can I learn about *Kavod* from the story of the Jewish people?
- How would *Kavod* make me a better person?
- How might *kavod* help the world?
- When did someone use *Kavod* in the Torah?
- How might *Kavod* make the world a holier place?
- Who does our *Kavod* help?
- How does *Kavod* connect us to others?
- What makes *Kavod* easy, what makes it hard?
- How does practicing *Kavod* make me closer to God?

**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:** שתיקה *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.

**Enduring Understandings:**

-Your words have a far reaching impact, and can affect people beyond your close environment.

**What is happening this month?**

-Purim Katan(minor Purim celebration in Adar I on leap year)

**What should learners KNOW about this subject?**

- 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.
- *Divrei Hizuk*, words of encouragement to each other in order to build one another up.
- Most Torah literature focuses on dangers of misusing speech.

**What SKILLS should learners have regarding this subject?**

- 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.

**Enduring Understandings:**

*Bitachon* 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.

**What is happening this month?**

- Purim
- Rosh Hodesh Adar II (happens on a leap year)

**What should learners KNOW about this subject?**

- Modern day *Bitachon* also means Security
- In Jewish literature ultimate source of security is God
- Confidence can empower us
- *Bitachon* calls on us to do powerful acts in the world, such as *Tzedkah* and *Hishtadlut*, human effort.
- *Bitachon* is a source of renewal and life.
- Confidence does not replace knowledge
- Over confidence can hinder us
- Questioning something does not undermine it, but increases our *Bitachon*

**What SKILLS should learners have regarding this subject?**

- How to demonstrate confidence
- Recognize what we are in control of the world.
- Find situations where *Hishtadlut* and *Tzedkah* can change someone else's life.
- Understand what *Bitachon* means to you.
- Be comfortable with your own personal relationship with G-d.

**Essential Questions:**

- Can a person have *Emunah*, but not *Bitachon*?
- What does it mean to be confident?
- Is it okay to doubt God sometimes?
- Does not trusting in God make me not Jewish?
- Do you think we are in control of our own lives?
- When did you feel closest to God?
- What does having *Bitachon* mean to you?

**What is Relevant for Each Grade**

**Kindergarten – 3<sup>rd</sup> Grades:** How confidence can affect our actions. What it means to have *Bitachon* in G-d.

**4<sup>th</sup>-7<sup>th</sup> Grades:** Asking more question can build *Bitachon*. Exercising critical thinking. How to apply critical thinking to Judaism

**Everyone:** Confidence can empower us to demonstrate our abilities. How do we build confidence?

**Value:** אֱמוּנָה *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.

**Enduring Understandings:**

To have *Emunah* in the ones around us and have *Emunah* in ourselves. *Emunah* is crucial to have a community, and maintaining relationships.

**What is happening this month?**

- Passover

**What should learners KNOW about this subject?**

- In order to build a community, *Emunah* is needed
- *Emunah* can come in all shapes and sizes
- Trust can be towards god, institutions, leaders and people
- Amen comes from the word *Emunah*
- The consequences of not trusting people around you can be bad
- *Emunah* requires confidence in people's intentions

**What SKILLS should learners have regarding this subject?**

- To be able to explain *Emunah*
- To be able to recognize *Emunah*
- To be able to name prerequisites of *Emunah*
- To know what enables you to have *Emunah* in something or someone

**Essential Questions:**

- What does it mean to have *Emunah* in someone?
- what does it mean to be trusted by someone else?
- What does it mean to have faith in others?
- Why do we need to have *Emunah* in others?
- What are some other qualities in a person that has *Emunah*?
- How do we build a community based on *Emunah*?
- What is the difference between *Emunah*, Faith, and Trust?
- How do you know who you can trust?
- Is it ok to not trust someone?
- How do you show that others can trust you?
- How are faith and trustworthiness the same or different?
- How do leaders show their trustworthiness?
- Is trust earned or assumed?
- When is trust needed?
- Is it good to always have trust?

**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.