

Vayikra: Third Grade

I. Between Persons – A Life Guided by Jewish Values

- ☒ *Big Ideas*: Importance of respecting other people in our society as a Jewish value, introduction to the concepts of *tikkun olam*, *lashon hara*, *emet*, justice and honesty, and explain how the middot are seen in Torah, Jewish history, midrashim,
- ☒ Students will attend one Friday Service and One Saturday Service each month and participate in one designated Family Shabbat service

II. Between Jews and G-d

Concepts learned:

- ☒ Understand that creation is not finished and that we are partners with G-d.
- ☒ Begin to discuss G-d.
- ☒ Life cycle rituals and events will be introduced

Students will...

- ☒ Explain mitzvot and observances for the following holidays:
Shabbat, Rosh Hashanah, Sukkot, Simchat Torah, Shemini Azteret, Hanukkah, Tu B'Shevat, Purim, Passover, Yom Ha'Atzmaut, Yom Hazikaron, Lag B'Omer, Shavuot
- ☒ Use basic blessings before eating any type of food in class
- ☒ Wear kippot at all times

III. Torah Study

Concepts learned:

- ☒ Students will discuss TaNakh and its meaning.

Students will...

- ☒ Recite the Hebrew and English names of the 5 books of the Torah
- ☒ Explain the life and importance the following figures:
- Joshua - Samuel - Elijah -Jonah -Ezra
- Esther - Ruth - Nehemiah
- ☒ Know these Kings: Saul, David, Solomon

IV. Knowledge of Hebrew

Concepts learned:

- ☒ Basic Hebrew word vocabulary will continue to grow
- ☒ Formal Hebrew language instruction : Vocabulary, patterns, verbs, and nouns
- ☒ Read Hebrew with confidence and fluency.
- ☒ Make connections between vocabulary words and prayer book Hebrew

V. Knowing Prayer and Praying

PRIMARY TEXT: Siddur Lev Shalom

Students will...

- ☒ Recognize the names of services and when they occur.
- ☒ Participate in a Siddur Ceremony

- Know the general meaning of each prayer, along with the Hebrew words, and begin to understand what it means to experience prayer to G-d
- Melodies used at Temple Beth Sholom of the East Valley
- Begin a Shabbat service
- Students will sing the melodies, explain the meanings, and explain the proper time for saying the following t'filot: (*-Introduction to)
 - Ma Tovu
 - Shema
 - V'ahavta
 - Lecha Dodi (1st 2 stanzas)
 - V'shamru
 - Mi Chamocho
 - Ahavat Olam*
 - Ahavah Raba*
 - Hatzi Kaddish
- Gain proficiency and competency for Friday Night Service

VI. Knowledge About and Concern for Israel

Students will be...

- Given the opportunity to feel a connection to Israel
- Introduced to the Masorti Movement in Israel - religious diversity in Israel:
- Expected to find Israel on a map as well as the Coast, Galilee, Haifa, the Judean Desert, Modern Jerusalem, the Negev, the Old City Jerusalem and Tel Aviv.

VII. Conservative Judaism

Concepts learned:

- Introduced to the term "halacha" & the terms, meaning and roles for Kohen, Levi & Yisrael
- Explain that the synagogue is affiliated with the Conservative movement and that it is a halachic movement.
- List at least two examples of halachic observances.
- Learn about Summer Camps that strengthen contemporary Jewish Identity
- Students will be encouraged to participate in Kadima