

**B'ivrit Curriculum**  
**July 2018**

**Kindergarten (exposure)/Grade 1 (mastery):**

**T'fillah - By the end of Grade 1, the student will:**

- recite the initial formula of brachot (Baruch...ha'olam), with the following endings:
  - ~ borey p'ri hagafen.
  - ~ shehakol ne'heya bidvaro.
  - ~ ha'motzi lechem min ha'aretz.
  - ~ l'hadlik ner shel Shabbat/Chanukah.
  - ~ la'asok b'divrey Torah.
- sing and have learned the meaning/timing of the Kabbalat Shabbat prayers of: L'Chu N'ranena, Yismechu Ha'Shamayim, Romemu, Sh'ma.
- have possibly been exposed to: the chorus of L'cha Dodi and the first line of V'Shamru.
- recite and have learned the meaning/timing of Sh'ma, Modeh Ani L'fanecah, and the first line of Ma Tovu.
- recite and have learned the meaning/timing of the first of the Four Questions (Ma Nishtana).

**Synagogue Skills - By the end of Grade 1, the student will:**

- have discussed the concept of communication with God as a tool for an individual's expressions of gratitude and hope.
- identify the following parts of the sanctuary: Bimah, Aron Kodesh, Ner Tamid, Siddur, and Kipah.

**Hebrew Language - By the end of Grade 1, the student will:**

- recognize and articulate a consonant + vowel combination presented to them in print.
- recognize and verbally spell his/her first name in Hebrew print.
- initiate scanning text right to left.
- respond appropriately to the following classroom directions: wash hands, time to eat, let's say the blessing, let's go to the bathroom, let's sit on the rug, let's sit at the table, let's go, outside/inside/upstairs/downstairs, sing, dance, jump, walk, run, stand up, sit down, clap your hands.
- understand and use words in Hebrew such as: please, thank you, hello, goodbye.
- become familiar with the following receptive vocabulary: soap, plate, cup, fork, other utensils (in case we'll use them during snack), water, scissors, glue, crayon, pencil, paper, paint, music, dance, song, cold, hot, snow, rain, sun, different colors, different body parts, family members. Students will be expected to understand those words, the teacher will encourage them to use those words.
- become familiar with the Hebrew names of Jewish holidays.

**Torah - By the end of Grade 1, the student will:**

- have discussed the stories of the Creation of the World, Adam & Eve, and Moses/Exodus.

**Jewish History - By the end of Grade 1, the student will:**

- have discussed the basic lives and characteristics of Adam & Eve, and Moses.

**Jewish Life Cycle, values, symbols, and religious objects - By the end of Grade 1, the student will:**

- identify and define the purposes of the following for Shabbat: Candles, Wine, 2 Challot, Challah cover, and Kos Kiddush (cup).
- have discussed the concept of God as Creator.
- identify ways that demonstrate his/her connection to God as a "friend" or "helper."
- demonstrate basic knowledge (timing and meaning) of the Jewish holiday cycle, including: Shabbat,

Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah, Tu B'Shevat, Purim, Pesach, and Shavuot.

**Israel - By the end of Grade 1, the student will:**

- have discussed the concept of Israel as the “Home of All Jewish People,” even if we don’t live there.

Approved July, 2018.