

Congregation Keneseth Israel
Policies, Practices & Guidelines

<u>Policy, Practice or Guideline:</u>	Religious School - Curriculum
<u>Source:</u>	Religious School Committee
<u>Date Adopted:</u>	10/1981
<u>Date Revised:</u>	5/2007

- I. Introduction: The Mission of the Religious School is to foster a love of Judaism, to encourage our children to look at the world through Jewish eyes and instill pride in our rich and diverse heritage. The curriculum encompasses the rational and intellectual heritage of our people as well as the spiritual and emotional aspects of our faith. The ultimate goal is to ensure Jewish continuity “l’dor vador”, from generation to generation. The school will focus on experiential learning whenever possible, create positive Jewish memories through prayer, song and study and develop a sense of social responsibility through mitzvot and tikun olam.
- II. Policy Statement: The purpose of the Religious school curriculum is to create experiences for the children that will motivate them to be involved Jewish adults, feeling comfortable in the synagogue and participating in the Jewish Community.
- III. History: KI first provided children ages 2 ½ - 4 years the opportunity to attend pre-school in October 1981
- IV. Definition:
- V. Procedure:
 - a. Primary Department
 - i. Preschool – introduces children to the rituals and ceremonies of Jewish holiday observances.
 - ii. Kindergarten – The year revolves around the cycles of the Jewish holidays. The Shema as well as the blessings for lighting candles, Kiddush and challah are taught. Other concepts include, Torah, Tzedaka and Tikkun Olam
 - iii. First Grade – The concepts of Klal Yisrael is deepened by exploring the importance of the child not only as Self but as part of the Jewish family, the Jewish community and the Jewish people. Jewish learning and ideas such as the need for Tefillah are discussed.
 - iv. Second Grade – The like with the Jewish homeland is established as current events pertinent to Israel are explored. Torah studies continue as they learn about Moses, Joshua, Samuel, Samson, Deborah, Saul, David, and Solomon.

Holidays are approached from the why as well as the how perspective.
Hebrew language study begins.

- v. Third Grade – Jewish communal worship is explored. The Ten Commandments are learned and discover how they should direct their lives. The concept of Parashat is introduced with a new Torah portion each week and how it related to contemporary society. Recognition of all letters of the Hebrew alphabet is expected at this level.

b. Intermediate Department

- i. Fourth Grade – Jewish culture and history with a focus on anti-Semitism is discussed. Sacred texts such as the Talmud is introduced. The student becomes familiar with the worship service
- ii. Fifth Grade –The focus is on Israeli history from ancient times to the present. Jewish historical personalities are researched. The Haftorah is explored. Hebrew grammar through the study of prayers as well as vocabulary words will be emphasized.
- iii. Sixth Grade – Examines the full history of American Jews from 1492 until the present including the immigrant experience. Learning the traditions of the Jewish life cycle events are taught. Participate in Junior congregation service to prepare for B'nai Mitzvahs.
- iv. Seventh Grade – The history of Reform Judaism and an introduction to the Pirkei Avot is part of the seventh grade curriculum, In addition, intense training in the texts appropriate for the Bar/Bat Mitzvah are highlighted.

VI. Reference: