PHOENIX HEBREW ACADEMY

JUDAIC STUDIES
CURRICULUM

Grade – 6
2019-2020

SIXTH GRADE CURRICULUM
GOALS AND OBJECTIVES

TEFILLAH

Students will be able:

To correctly pronounce all previous Tefillot as well as:
All of the five Hallelukot and Uvo L'Tzion
To understand the basic meaning and purpose of the aforementioned Tefillot
To demonstrate enthusiasm for the concept of Tefillah
To state correct reasons for prayer

PARSHAT HASHAVUAH

Students will be able:

To demonstrate a basic knowledge of the storyline and selected topics in each Parsha of the school year through partner-study and/or teacher lecture
To understand Parsha through the proper lens and hashkafah, appropriate for grade level
To extend learning to home & family through divrei Torah and Parsha questions and/or pictures

DINIM

Students will be able:

To display knowledge of the history, laws and customs of all the holidays, including Shabbat
To recognize the flavor and feeling of each holiday including Shabbat
To demonstrate a love and excitement for both learning about and experiencing each of the holidays including Shabbat
To demonstrate an in-depth understanding of the Melacha of Bishul on Shabbat

To display an understanding of the structure and basic meaning of the Passover Haggadah
To internalize the idea of the Land of Israel being the Jewish homeland
To internalize Jewish pride and the need for a Jew to hold him/herself to a higher standard
To display the middot of:

Zest, Responsibility, Giving In to Get Along, Kindness, Appreciation, Unity, Respect and other monthly, unit-based, or thematic middot

HEBREW READING

Students will be able:
To read with increased fluency and accuracy in Hebrew print and Hebrew script without the use of nekudot, and in Rashi script

CONVERSATIONAL HEBREW

Students will be able:
To further expand their Hebrew vocabulary
To communicate using properly structured simple and basic compound sentences in conversational Hebrew

CHUMASH

Students will be able:
To demonstrate mastery of selected vocabulary and common root words from Parshat Beshalach Chapter 15 through Parshat Yitro and Parshat Ki Tisa
To demonstrate a thorough understanding of the content of Parshat Beshalach Chapter 15 through Parshat Yitro and Parshat Ki Tisa, as well as all of Rashi's commentary thereof excluding grammatical commentary, through guided partner-study

To demonstrate mastery of all previous skills

NAVI

Students will be able:

To display an understanding of the role and status of "NACH" in our Torah

To demonstrate a thorough understanding of the content of Sefer Shmuel I

To internalize selected lessons in character development and Torah values gleaned from Sefer Shmuel I

TALMUD (BOYS)

Students will be able:

To display an understanding of the concept and history of the Talmud as well as its role in the chain of our heritage

To display all skills necessary to comfortably navigate their way around a page of Talmud including page structure, question/statement/answer words etc.

To demonstrate mastery of selected vocabulary (Approx. 265 common words/phrases) from the first six pages of Masechet Bava Mestzia Chapter Two

To demonstrate a thorough understanding of the content of the first six pages of Masechet Bava Mestzia Chapter Two

YAHADUT (GIRLS)

Students will be able:

To display a recognition of the personally applicable nature of Torah, even in modern times

To demonstrate a thorough understanding of the 86 foundational mitzvot of the Torah contained in Sefer Mada and Sefer Ahavah of Rambam, such as believing in Hashem, being a good person, learning Torah, doing teshuva, saying Shema, and davening

To demonstrate enthusiasm for a personal relationship with Hashem and His Torah

PHOENIX HEBREW ACADEMY

GENERAL STUDIES CURRICULUM

Grade – 6
2019-2020

GOALS AND OBJECTIVES

READING

Students will be able:

To use structural analysis skills to decode words unfamiliar in print.
To use reading strategies to comprehend written selections.
To analyze selections of fiction, nonfiction and poetry.
To identify the author's purpose, position, bias and strategies in a persuasive selection.
To compare and contrast the historical and cultural perspectives of literary selections.

WRITING

Students will be able:

To use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization,
to complete effectively a variety of writing tasks.
To write a personal experience narrative.
To write a creative story.
To write a summary that presents information clearly and accurately.
To write an expository essay.
To write a report that conveys a point of view and develops a topic from a variety of cited sources.
To write formal communications in an appropriate format and for a specific audience and purpose.
To write a response to a literary selection.
To demonstrate research skills using reference materials
To complete effectively a variety of writing tasks.

MATHEMATICS

Students will be able:

To read, write and order integers, whole numbers and rational numbers.
To relate the basic arithmetic operations to one another.
To demonstrate proficiency with the operations of multiplication and division of whole numbers.
To develop and apply number theory concepts to represent numbers in various ways.
To represent and use numbers in equivalent forms.
To recognize that the degree of precision needed in calculating a number depends on how the results will be used and the instruments used to generate the measurements.
To construct, read, analyze and interpret tables, charts, graphs and data plots.
To make valid inferences, predictions and arguments based on statistical analysis.
To display and use measures of range and central tendency.

SCIENCE

To compare and contrast the basic structures, components and functions of various cells.

To explain the various levels of organization in relationship to structure and function within an organism.

To describe changes or constancy in groups of organisms over geologic time.

To describe the role of genes in heredity.

To construct classification systems based on the structure of organisms.

To explain and model the interaction and interdependence of living and non-living components within ecosystems, including the adaptation of plants and animals to their environment. To describe common objects in the solar system and explain their relationships.

To describe and model large-scale and local weather systems.

To describe the composition, properties and structure of the atmosphere.

To describe the composition and the structure of the earth.

To provide evidence of how life and environmental conditions have changed.

To explain how earth processes seen today are similar to those that occurred in the past.

To describe the distribution and circulation of the world's water through ocean currents, glaciers, rivers, ground water and atmosphere.

To describe the composition and physical characteristics of the earth's bodies of water.

To examine, describe, compare, measure and classify objects and mixtures of substances based on common physical properties.

To classify and describe matter in terms of elements, compounds, mixtures, atoms and molecules.

To show that energy exists in many forms and can be transferred in many ways.

To identify and predict what will change and what will remain unchanged when matter experiences an external force or energy change.

To describe, measure and calculate characteristics of moving objects and their interactions within a system.

SOCIAL STUDIES

Students will be able:

To understand and apply the basic tools of historical research.

To analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

To analyze the development of the American West and specifically Arizona.

To analyze the United States' expanding role in the world during the late nineteenth and early twentieth centuries.

To analyze the major political, economic and social developments that occurred between World War I and World War II, including the causes and effects of the Great Depression.

To analyze the role of the United States in World War II.

To analyze the impact of World War 11 and the Cold War on United States foreign policy.

To analyze the development of voting and civil rights in the United States.

To design a Holocaust project as the final for sixth grade

PHOENIX HEBREW ACADEMY

JUDAIC STUDIES CURRICULUM

Grade – 7 & 8 BOYS
2019-2020

SEVENTH & EIGHTH GRADE BOYS CURRICULUM GOALS AND OBJECTIVES

TEFILLAH

Students will be able:

To correctly pronounce all previous Tefillot
To understand the basic meaning and purpose of the aforementioned Tefillot
To demonstrate enthusiasm for the concept of Tefillah
To state correct reasons for prayer

PARSHAT HASHAVUAH

Students will be able:

To demonstrate a basic knowledge of the storyline and selected topics in each Parsha of the school year through partner-study and/or teacher lecture
To understand Parsha through the proper lens and hashkafah, appropriate for grade level
To extend learning to home & family through divrei Torah and Parsha questions

DINIM

Students will be able:

To display knowledge of the history, laws and customs of all the holidays, including Shabbat
To recognize the flavor and feeling of each holiday including Shabbat
To demonstrate a love and excitement for both learning about and experiencing each of the holidays including Shabbat
To demonstrate an in-depth understanding of the Melacha of Borer and the laws of Muktza on Shabbat

To display an understanding of the structure and basic meaning of the Passover Haggadah
To internalize a true understanding of the meaning of becoming a bar mitzvah
To demonstrate a clear understanding of the laws of tefillin
To internalize the idea of the Land of Israel being the Jewish homeland
To internalize Jewish pride and the need for a Jew to hold him/herself to a higher standard
To display the middot of:

Zest, Responsibility, Giving In to Get Along, Kindness, Appreciation, Unity, Respect and other monthly, unit-based, or thematic middot

HEBREW READING

Students will be able:
To read with increased fluency and accuracy in Hebrew print, Hebrew script and Rashi script without the use of nekudot

CONVERSATIONAL HEBREW

Students will be able:
To further expand their Hebrew vocabulary
To communicate using properly structured simple and compound sentences in conversational Hebrew

CHUMASH

Students will be able:
To demonstrate mastery of selected vocabulary and common root words from Parshat Sh'lach through Parshat Balak and Parshat Devarim through Parshat R'ei
To demonstrate a thorough understanding of the content of Parshat

Sh'lach through Parshat Balak and Parshat Devarim through Parshat R'ei, as well as all of Rashi's commentary thereof excluding grammatical commentary, through guided partner-study
To demonstrate mastery of all previous skills

NACH

Students will be able:
To display an understanding of the role and status of "NACH" in our Torah
To demonstrate a thorough understanding of the content of Sefer Shmuel II and Megillot Esther and Rut
To internalize selected lessons in character development and Torah values gleaned from Sefer Shmuel II and Megillot Esther and Rut

TALMUD

Students will be able:
To display an understanding of the concept and history of the Talmud as well as its role in the chain of our heritage
To display all skills necessary to comfortably navigate their way around a page of Talmud including page structure, question/statement/answer words etc.
To properly read from the Talmud without the use of nekudot
To demonstrate mastery of selected vocabulary from the first six pages of Masechet Bava Mestzia Chapter Three and of Masechet Pesachim Chapter Ten
To demonstrate a thorough understanding of the content of the first six pages of Masechet Bava Mestzia Chapter Three and of Masechet Pesachim Chapter Ten

PHOENIX HEBREW ACADEMY

JUDAIC STUDIES CURRICULUM

Grade – 7 & 8 GIRLS
2019-2020

SEVENTH & EIGHTH GRADE GIRLS CURRICULUM
GOALS AND OBJECTIVES

TEFILLAH

Students will be able:
To correctly pronounce all previous Tefillot
To understand the basic meaning and purpose of the aforementioned Tefillot
To demonstrate enthusiasm for the concept of Tefillah
To state correct reasons for prayer

PARSHAT HASHAVUAH

Students will be able:
To demonstrate a basic knowledge of the storyline and selected topics in each Parsha of the school year through partner-study and/or teacher lecture
To understand Parsha through the proper lens and hashkafah, appropriate for grade level
To extend learning to home & family through divrei Torah and Parsha questions

DINIM

Students will be able:
To display knowledge of the history, laws and customs of all the holidays, including Shabbat
To recognize the flavor and feeling of each holiday including Shabbat
To demonstrate a love and excitement for both learning about and experiencing each of the holidays including Shabbat
To demonstrate an in-depth understanding of the Melacha of Borer and the laws of Muktza on Shabbat

To display an understanding of the structure and basic meaning of the Passover Haggadah
To internalize a true understanding of the meaning of being a bat mitzvah
To internalize the idea of the Land of Israel being the Jewish homeland
To internalize Jewish pride and the need for a Jew to hold him/herself to a higher standard
To display the middot of:

Zest, Responsibility, Giving In to Get Along, Kindness, Appreciation, Unity, Respect and other monthly, unit-based, or thematic middot

HEBREW READING

Students will be able:
To read with increased fluency and accuracy in Hebrew print, Hebrew script and Rashi script without the use of nekudot

CONVERSATIONAL HEBREW

Students will be able:
To further expand their Hebrew vocabulary
To communicate using properly structured simple and compound sentences in conversational Hebrew

CHUMASH

Students will be able:
To demonstrate mastery of selected vocabulary and common root words from Parshat Sh'lach through Parshat Balak and Parshat Devarim through Parshat R'ei
To demonstrate a thorough understanding of the content of Parshat Sh'lach through Parshat Balak and Parshat Devarim through Parshat

R'ei, as well as all of Rashi's commentary thereof excluding grammatical commentary, through guided partner-study
To demonstrate mastery of all previous skills

NACH

Students will be able:
To display an understanding of the role and status of "NACH" in our Torah
To demonstrate a thorough understanding of the content of Sefer Shmuel II and Megillot Esther and Rut
To internalize selected lessons in character development and Torah values gleaned from Sefer Shmuel II and Megillot Esther and Rut

YAHADUT

Students will be able:
To display a recognition of the personally applicable nature of all of Torah, even in modern times
To demonstrate a thorough understanding of the 145 mitzvot of the Torah contained in Sefer Zeraim and Sefer Avodah of Rambam, such as mandated gifts to Kohanim, Leviim, and the poor, as well as the upkeep of and service in the Beit Hamikdash
To demonstrate enthusiasm for a personal relationship with Hashem and His Torah

PHOENIX HEBREW ACADEMY

GENERAL STUDIES CURRICULUM

Grade – 7
2019-2020

GOALS AND OBJECTIVES
LANGUAGE ARTS

READING

Students will be able:
To use structural analysis skills to decode words unfamiliar in print.
To use reading strategies to comprehend written selections.
To analyze selections of fiction, nonfiction and poetry.
To identify the author's purpose, position, bias and strategies in a persuasive selection. To compare and contrast the historical and cultural perspectives of literary selections.

WRITING

Students will be able:
To use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks. To write a personal experience narrative.
To write a creative story.
To write a summary that presents information clearly and accurately.
To write an expository essay.
To write a report that conveys a point of view and develops a topic from a variety of cited sources.
To write formal communications in an appropriate format and for a specific audience and purpose.
To write a response to a literary selection.
To demonstrate research skills using reference materials to complete effectively a variety of writing tasks.

MATHEMATICS

Students will be able:
To relate the basic arithmetic operations to one another.
To develop and apply number theory concepts to represent numbers in various ways. To represent and use numbers in equivalent forms.
To construct,-read, analyze and interpret tables, charts, graphs and data plots.
To make valid inferences, predictions and arguments based on statistical analysis.
To determine probabilities through experiments and/or simulations and compare the results with the mathematical expectation.
To use algebraic methods to explore, model and describe patterns and functions involving numbers, shapes, data, graphs and data plots.
To describe, represent and analyze patterns and relationships using shapes, table, graphs, data plots, verbal rules and standard algebraic notation.
To describe the concepts of variable, expressions, equations and inequalities.

To use patterns and functions to represent and solve problems both formally and informally.
To analyze functional relationships to explain how a change in one variable results in a change in another.
To distinguish between linear and nonlinear functions through investigations.
To solve simple linear equations and inequalities using a variety of methods and a variety of manipulatives
To develop, analyze and explain methods for solving proportions.
To visualize and draw two- and three-dimensional geometric figures with special attention to analyzing and reasoning informally about their properties.
To apply geometric properties and relationships such as congruence, similarity, angle measure, parallelism and perpendicularity to real-world situations.
To represent and solve problems relating to size, shape, area and volume using geometric models.
To estimate, make and use measurements to describe and make comparisons.
To select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.
To estimate, use and describe measures of distance, perimeter, area, volume, capacity, weight, mass and angles.
To develop and use formulas and procedures to solve problems involving measurement.
To describe how a change in the linear dimension of an object effects its perimeter, area and volume.
To use calculators and computers to perform basic recursive and iterative processes.
To use models to explain how ratios, proportions and percents can be used to solve problems and apply reasoning processes

SCIENCE

Students will be able:

To identify a question, formulate a hypothesis, control and manipulate variables, devise experiments, predict outcomes, compare and analyze results and defend conclusions.
To describe how science and technology are interrelated. To identify characteristics of scientific ways of thinking.
To explain how scientific theory, hypothesis generation and experimentation are interrelated.
To recognize how scientific knowledge, thinking processes and skills are used in a great variety of careers.
To compare and contrast the basic structures, components and functions of various cells.
To identify the systems involved in the vital functions of the body.
To describe changes or constancy in groups of organisms over geologic time.
To describe the role of genes in heredity.
To describe protists and fungi.
To explain the various parts of seed plants.
To classify animals.
To examine animal behavior.
To develop proper and safe laboratory techniques.
To analyze data obtained in a scientific investigation to identify trends.
To analyze the relationships among various organisms and their environments.

SOCIAL STUDIES

Students will be able:

To understand and apply the basic tools of historical research.

To describe the geographic, political, economic and social characteristics of the ancient civilizations of Egypt, Mesopotamia and China and their contributions to later civilizations.

To describe the geographic, political, economic and social characteristics of the Aztecs, Maya and Mound Builders and their contributions to later civilizations.

To describe the major religions, including Hinduism, Buddhism, Judaism, Christianity and Islam.

To describe the geographic, political, economic and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations.

PHOENIX HEBREW ACADEMY

GENERAL STUDIES CURRICULUM

Grade – 8
2019-2020

GOALS AND OBJECTIVES

Language Arts

READING

Students will be able:

To use structural analysis skills to decode words unfamiliar in print.

To use reading strategies to comprehend written selections.

To analyze selections of fiction, nonfiction and poetry.

To identify the author's purpose, position, bias and strategies in a persuasive selection.

To evaluate an instructional manual for clarity and completeness

To compare and contrast the historical and cultural perspectives of literary selections.

To develop an appreciation of all kinds of literature.

WRITING

Students will be able:

To use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks.

To write a personal experience narrative.

To write a creative story.

To write a summary that presents information clearly and accurately.

To write an expository essay.

To write a report that conveys a point of view and develops a topic from a variety of cited sources.

To write formal communications in an appropriate format and for a specific audi ence and purpose.

To write a response to a literary selection.

To demonstrate research skills using reference materials to complete effectively a variety of writing tasks.

To analyze a novel on one's own.

MATHEMATICS

Students will be able:

To compare and contrast the real number system and its various subsystems with regard to their structural characteristics.

To construct, interpret and demonstrate meaning for real numbers and absolute value in problem-solving situations.

To construct and draw inferences including measures of central tendency, from charts, tables, graphs and data plots that summarize data from real-world situations.

To use appropriate technology to display and analyze data.

To apply curve fitting to make predictions from data.

To use simulations to estimate probabilities.
To describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.
To apply measures of central tendency, variability and correlation.
To represent and analyze relationships using written and verbal explanations, tables, equations, graphs and matrices and describe the connections among those representations.
To perform mathematical operations on expressions and matrices, and solve equations and inequalities.
To translate among tabular, symbolic and graphical representations of functions.
To use the power of mathematical abstraction and algebraic symbolism to represent various situations.
To determine maximum and minimum points of a graph and interpret results in problem situations.

SCIENCE

Students will be able:

To identify a question, formulate a hypothesis, control and manipulate variables, devise experiments, predict outcomes, compare and analyze results and defend conclusions.
To examine, describe, compare, measure and classify objects and mixtures of substances based on common physical and chemical properties.
To classify and describe matter in terms of elements, compounds, mixtures, atoms and molecules.
To show that energy exists in many forms and can be transferred in many ways.
To understand what will change and what will remain unchanged when matter experiences an external force or energy change.
To describe, measure and calculate characteristics of moving objects and their interactions within a system.
To explain motion.
To explain force.
To understand machines
To explain electricity. To explain magnetism.
To explain the characteristics of waves.
To understand sound and its uses.
To understand light and its uses.

SOCIAL STUDIES

Students will be able:

To describe how the Renaissance and Reformation influenced education, art, religion and government in Europe.

To analyze the origins, obstacles and impacts of the Age of Exploration

To identify their roles in civic life, politics and government

To identify the foundations of the American political system

To understand how the government established by the Constitution embodies the purposes, values, and principles of American democracy.

To understand the relationship of the United States to other nations and world affairs

To identify their roles in American democracy

To become familiar with current events at the local, state, national and international levels as they relate to government and how it functions.