



Greenburgh Hebrew Center
Religious School

Handbook
2008-2009
5769

Greenburgh Hebrew Center Religious School

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TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
Introduction	4
School Philosophy	5
Educational Approach	5
Arrival and Dismissal	5
General School Policies	5
Attendance	5
Late Arrival & Early Dismissal Policy	6
Cancellations	6
Appointments / Conferences	6
Behavior Code	7
Disciplinary Procedures	7
Dress Code & Conduct	8
Homework	8
Kabbalat Shabbat & Havdalah Service	9
Kashrut	9
PTA	9
Class Parent	9
Religious School Board	9
Report Cards	9
School Supplies	9
School Tuition	9
Tikvah Program	9
Tzedakah	9
School Curriculum Overview	10
Curricula by Class	12
Shabbat Prayer Curriculum	16
Appendix A: Student Honors	18
Appendix B: Junior Congregation	19

Introduction

August 2008

Dear Parents,

Welcome to the Greenburgh Hebrew Center Religious School. I hope that you will find this parent handbook a useful tool that you will reference throughout the school year. This handbook contains information on the school calendar, school philosophy, general school policies and information about the curriculum and Tefillah (prayer) for each grade.

There have been some changes in policy this year that are detailed in this handbook. Please take time to read it completely.

Please contact me at rsdirector@g-h-c.org or at (914) 479-1408 with any questions you may have. I look forward to a productive and rewarding school year.

B'Shalom,

Sandy E. Zisser

Religious School Director, GHC

Philosophy

Mission of the School

Greenburgh Hebrew Center's Religious School is designed to be a welcoming, warm and nurturing educational environment, fostering a love of Judaism and encouraging intellectual curiosity. Blending the formal with the informal, our commitment is to provide high quality instruction in an environment that is conducive to Jewish learning and practice. Feeling comfortable with their Judaism while gaining a positive Jewish self-identity, our students will obtain the tools with which they will be able to pass on our rich heritage. Parental involvement is important to us. Working together, we can instill the continuing quest for Jewish learning and involvement in the Jewish community.

Educational approach

We have chosen a program that focuses on Jewish History, Bible, Life Cycle, Holidays, Jewish values, Ethics and Israel. Hebrew will be taught to facilitate Tefillah (Prayer) fluency to enable our students to understand the prayers and feel comfortable and competent participating in synagogue services here at Greenburgh Hebrew Center as well as in the larger Jewish community. Our classes are small; our teachers use a differentiated approach for learning at varying speeds and always encourage discussion as to significance and meaning. Our academic program, reinforced by at home Hebrew reading and regular Shabbat service attendance, will provide your child with an excellent Jewish education. Additionally, it will afford our students the opportunity to reinforce and practice what they have learned.

Arrival & Dismissal Times

	Sunday	Tuesday	Wednesday
Gan	9:00 am – 10:50 am		
Aleph	11:10 am – 1:00 pm		
Bet	9:00 am – 10:50 am		4:15 pm – 6:15 pm*
Gimmel	11:00 am – 1:00 pm	4:15 pm – 6:15 pm	
Dalet	10:00 am – 1:00 pm		4:15 pm – 6:15 pm
Hay	10:00 am – 1:00 pm	4:15 pm – 6:15 pm	
Vav	10:00 am – 1:00 pm		4:15 pm – 6:15 pm
Zayin	10:00 am – 1:00 pm	6:00 pm – 8:00 pm	
Chet		6:00 pm – 8:00 pm	
Tet		6:00 pm – 8:00 pm	

* Starting January 1, 2009.

General School Policies

Attendance

We ask that you take seriously the commitment to attend Religious School and have your children arrive on time. Attendance will be taken at the beginning of each class session. Regular attendance is one of the most important elements in any successful educational program. Students must be present for at least 75% of all class sessions to be promoted to the next grade. Each student is responsible for all work missed during his or her absence and should be prepared for class upon return. Students should plan to contact another student to get the work that was covered in class. Students with more

than 25% absences risk receiving an “incomplete” for the year and must arrange to satisfactorily complete course work for promotion. If you know that your child will be absent for a week or more, please contact the school office and special arrangements will be made to help your child keep up with the class work. As with public school, a note explaining the absence is required upon the student’s return.

Late Arrival & Early Dismissal Policy

Early dismissal requests create a major educational distraction in the classroom as well as disruption in the school office. Interrupting class sessions to excuse students early compromises the educational continuity of class work for all students. Parents are therefore strongly urged to keep early dismissals to a minimum. In the event your child must leave early, he/she must give a note, signed by a parent and indicating specifically who will be picking up the child, to the teacher at the beginning of class; a parent or designated party must come into the school office to sign the student out.

Late arrivals and early dismissals will be tallied and counted as time absent from class. Four late arrivals and / or early dismissals will be counted as one absence.

Cancellations / Closings

In the event that school is cancelled, an announcement will be made on radio station WFAS 1230 AM and 103.9 FM, or check the web sites <http://www.wfasam.com> or <http://www.wfasfm.com>. In addition, announcements will be made on News Channel 12.

Sundays: A phone chain will be used to inform parents of cancellations. Teachers will call the first parent on each of their class lists, each parent will then be asked to call the next parent on the list. If a machine picks up, please leave a message and move on to the next name on your list.

Weekdays: Generally, and particularly in weather emergencies, Religious School closing policy will conform to that of the Dobbs Ferry Public Schools.

Normally, we do not make a decision on closing school before 1:00 p.m. on weekdays and 8:00 a.m. on Sundays.

Appointments & Conferences

Appointments or conferences with the Religious School Director, Sandy Zisser, or any member of the teaching staff can be scheduled in one of three ways: by calling the school office at 479-1408; sending a note to school with the student; or sending an email to rsdirector@g-h-c.org. It is important that you make an appointment so that we may give you our full attention. Please note that teachers will not be able to meet with you during those times when class is in session. Please also keep in mind that our teachers have pre-class preparation and post-class car pool responsibilities and are not free to engage in conversation with parents during these times. For your convenience, telephone conferences can also be arranged.

Additionally, in our continuing efforts to enhance effective home-school communication, we have scheduled parent-teacher conferences as well as town hall style meetings with the Religious School Board of Education during the school year. For your convenience, these dates are noted on the school calendar.

Behavior Code & Disciplinary Procedures

It is important that the time your children spend in our Religious School is both positive and productive. Do not allow problems to remain un-addressed. If your child is having problems in school, either academic or behavioral, someone from the school will contact you – or you may contact the school. Ideally, this communication should take place directly between the teacher and you by telephone, in writing or in person. However, in some instances, either you or the teacher may request the involvement of the school's Director. Should the problem continue, a conference will be arranged. It is our school's policy that we will not allow a child to remain in the classroom who is displaying behavior that disrupts the class. In the case of a repeatedly disruptive student, the Religious School will follow the procedures outlined below.

The goal of the Religious School is to ensure that each child receives an equal opportunity to learn and succeed: **no student should be prevented from learning – no teacher should be prevented from teaching.** The Religious School at Greenburgh Hebrew Center is committed to providing a positive environment for Judaic learning. To that end, we expect all students, teachers and parents to uphold the highest standards of involvement which include the following ethical concepts:

- **Integrity- Yosher** - We will ensure that our actions match our words as we hold ourselves and others accountable for a positive environment in which we all learn and grow.
- **Honor- Kavod** - We commit to be truthful with each other and understand different points of view.
- **Respect- Derech Eretz** - Students, teachers, parents and school staff deserve to be treated with respect and are obligated to treat each other with respect; it is our responsibility to make sure that we are all able to express our varying points of view and seek positive ways to resolve conflict.
- **Community- Kehilah** - Membership in the GHC community requires obligation to demonstrate integrity, honor and respect, to share responsibility for a learning environment in which all members feel safe, secure, and respected.

Disciplinary Procedures

In order to achieve the aforementioned goal, procedures have been established for dealing with persistent disciplinary problems that significantly interfere with learning in the classroom. Parents will be fully informed and given the opportunity to work with their children, along with the staff and administration, in order to resolve behavioral problems.

Any child who is disruptive during a school day may be placed in an alternate supervised space and given work to do independently. If supervision becomes difficult, the parent may be called to take the child home.

If behavioral problems persist, the following steps will be taken:

- Teacher notifies parent by phone, in person or in writing.
- Director calls home for a telephone conference.
- A conference will be arranged with parent, teacher and/or director at the Greenburgh Hebrew Center. At the conference, the following will occur:
 1. A behavioral plan will be devised and agreed upon by all parties.
 2. Behavioral expectations may be reviewed and, depending on the circumstances, a behavioral contract may be signed by parent, student and director.

3. Progress will be monitored and feedback given to parents in a manner determined by all parties.

It is the expectation that the administration and parents working together will facilitate a positive and effective behavioral change.

Conferences regarding behavioral issues will be arranged on an as-needed basis. Parents may request conferences at any time. However, if after all the above steps have been taken and behavioral problems continue without any significant improvement, the administration reserves the right to consider a suspension for an appropriate amount of time. **If, after a suspension, a new behavioral plan cannot be agreed upon and/or adhered to, the administration further reserves the right to terminate the student's formal religious school studies and recommend that the child instead receive private tutoring at the parents' expense. No tuition refund will be granted.**

An automatic suspension will be given immediately for dangerous or violent behavior or for fighting. The duration of the suspension will be at the Director's discretion. Parents will be contacted and the child will be taken home. This policy supercedes any and all of the above Behavior Code procedures.

Dress Code & Conduct

Students must wear appropriate clothing, respectful of the synagogue and learning environment.

1. Shorts that are mid-thigh or longer may be worn.
2. Skirts and dresses must be at least mid-thigh at length (when seated).
3. No tube tops, short shirts or tank tops may be worn; midriffs must be covered.
4. Pants must be fastened at or near the waist so that undergarments are not visible.
5. Clothing which presents a safety hazard is not permitted.
6. Hats, hoods and jackets may not be worn in the classroom.
7. Shoes/sneakers must be worn at all times. Beach shoes or "flip-flops" are not permitted.
8. Language on shirts and clothing or accessories which suggest or imply the names of drugs, alcohol, profanity, or reflect a sexual, violent or negative racial/ethnic implication are not permitted.

All boys are required to wear a kippah (head covering) at all times in Religious School. Since we are an egalitarian congregation, we invite those of our girls who wish to do so to cover their heads during class.

It is requested of boys approaching Bar Mitzvah that they bring to school and wear tallit and tefillin when required. Girls approaching Bat Mitzvah are encouraged to wear tallit and tefillin.

Gum chewing is not allowed in the Religious School.

Homework

We are sensitive to the demands on students' time outside of Religious School as well as their time spent in secular school and on extracurricular and social activities. The practice of oral reading of Hebrew (with a parent's signature for verification) has long been proven a valuable homework tool in fine-tuning Hebrew reading. The rudiments of any foreign languages are only learned through practice and repetition. Your child's

teacher will inform him/her of class policy concerning homework assignments; as a guideline, homework (generally a reading assignment) does not usually exceed 10 minutes per night.

Kabbalat Shabbat and Havdalah Service Schedule

Students in Gimmel through Zayin classes will be required to celebrate Shabbat and Havdalah services as a class with their families at the Synagogue during the school year. There will be one Gan, Aleph, Bet Shabbat service as well this year. The schedule for these services and family dinners are as follows:

11/22 School-wide Havdalah service at the Yonkers Planetarium 6pm

1/24 Gan, Aleph, Bet Shabbat!

2/6 Tu B'Shevat School Wide Friday Night Service/Dinner

5/1 Yom Ha'atzmaut School Wide Friday Night Service/Dinner

Kashrut

As a synagogue policy, no food may be brought into class unless it has an approved Kashrut symbol and is brought into class unopened. No food prepared at home may be brought into the Greenburgh Hebrew Center, even if the home is kosher.

P.T.A.

Parents who are involved in the PTA can help make the Religious School experience more enjoyable for their children and enrich the school curriculum. During the school year, the PTA provides for many activities for the benefit of our children. The PTA does not run itself; parents are encouraged to share the programming activities. These activities, made possible through the payment of family PTA dues, are what enable the PTA to enhance and enrich our children's education.

Class Parents

We will be asking for two Class Parent volunteers from each class. These volunteers will act as liaisons for communicating any comments or questions from other parents to the School Board at scheduled meetings.

Religious School Board

School policies, curriculum and programming are discussed monthly at the Religious School Board meetings. The GHC Religious School Board will meet at 8:00 PM on the following dates during the 2008-2009 school year:

September 15, October 27, November 17, December 15, January 12,

February 23, March 16, April 20, May 18, June 15

Report Cards

Report cards on your child's progress will be issued two times per year. The purpose of these reports is to inform parents of their children's strengths and weaknesses.

School Supplies

Students are expected to come to school equipped to do their work. This means that they are to have books, a notebook for class work, pen, pencil, and kippah/head covering for each class. Extra pens and sharpened pencils are very helpful. A detailed school supply list is provided by the classroom teacher at the beginning of the school year.

School Tuition

The Religious School policy requires that all tuition for Religious School must be paid in full by December 1st. The first half of the tuition must be paid prior to the first day of school along with all workshop, snack and program fees. The Greenburgh Hebrew Center Religious School reserves the right to remove a student from school until tuition is paid. This policy additionally provides that students will not be seated unless these payment requirements are met; a necessity to meet our educational goals, manage our financial realities and create an environment of fairness as well.

Tikvah Program

The goal of the Tikvah program is to give all Jewish children a basic Jewish education, regardless of special needs. It provides access to a Jewish education for special-needs children with developmental disorders such as autism. This self-contained class has a teacher and two aides working with no more than five children. The program consists of appropriately designed games, songs, dance, computers, arts & crafts, stories and hands-on activities teaching holidays, prayers and the Hebrew alphabet.

Tzedakah

One of our objectives is to have our students feel and act upon their responsibility to the larger Jewish community. We have instituted a coordinated program through the GHC Social Action Committee. It is traditional to give *Tzedakah* on a regular basis and we encourage the children to bring some tzedakah each week to class.

SCHOOL CURRICULUM OVERVIEW

PRAYER

The School Prayer Curriculum includes Kabbalat Shabbat, Shabbat Morning Service and the Torah Service, which are taught in all grades beginning with Gan. There is a detailed list of prayers, which divides the prayers by grade. All classes have a brief service once a week where the children lead the prayers.

Regular attendance at GHC Friday evening and Shabbat morning services is an integral part of our prayer curriculum. There are specific requirements for attendance for all students, however we encourage all families to consider surpassing the required attendance, as this will greatly enhance your child's learning and love for Judaism.

HEBREW LANGUAGE PROGRAM

Students in Bet formally begin to learn to read **and** write Hebrew. They learn all of the Hebrew letters and vowels and begin to blend sounds for reading. They are introduced to print writing of Hebrew words.

The Gimmel Class will review and even, if necessary, repeat the mechanics of Hebrew reading. At this level, the students concentrate on perfecting their reading fluency, writing words (print), writing simple sentences and learning basic Hebrew vocabulary. The vocabulary will be associated with common daily expressions, frequently used Brachot, and Prayer for Shabbat. They will also begin to use easy modern conversational Hebrew.

The Dalet through Zayin classes focus on the New Siddur Hebrew Program. The goals for our students are to be able to pray with fluency, understand the Shabbat and daily tefillah, know Hebrew vocabulary, translate simple stories and feel comfortable with the prayer book

and ritual within the synagogue. The skills taught include learning major prayer concepts, knowing the translation of key words and phrases, identifying the Hebrew roots of common words, decoding fluency, familiarity with melodies and be able to verbalize common Hebrew expressions.

In addition, a Hebrew language environment is created in each classroom through the use of visual and audio aids.

This and our prayer curriculum rely on regular attendance at Shabbat worship services for its success.

BIBLE/HISTORY

A three-year cycle is used to teach Bible and Jewish history. The students begin with a study of the Torah in the Gimmel class. In the Dalet class they continue with a study of Prophets and Writings. In the Hay class, the students study different eras in Jewish History. This study includes a more detailed understanding of the Bible, and later, Prophets and Writings in association with chronological Jewish history. The goals are for students to sense the magnitude of the Torah and the sequence of historical events of the Jewish people within the history of the world.

In addition, topical studies are taught in the Hay class. The courses include: Immigration to Israel, a political and social history of modern Israel, the Holocaust, Judaism in America, Conservative Judaism and Life Cycle.

In order to make the experience of Bar and Bat Mitzvah meaningful for the students, the book Coming of Age: Bar/Bat Mitzvah is included in the Vav and Zayin Class curriculum. The goal is to move beyond the mechanics of the ceremony. Through this study, each student will understand the meaning of the Bar/Bat Mitzvah as a part of their life cycle within the community.

HOLIDAYS / MITZVOT

The entire Religious School will be using The Whole School Holiday Curriculum published by Torah Aura Productions. Each lesson in the Whole School Holiday Curriculum focuses on a different aspect of the holiday, allowing the study of the holiday to be part of every year, but seeing to it that every year is a unique learning experience.

CURRICULA BY CLASS

GAN AND ALEPH

Gan and Aleph are based on a developmentally appropriate curriculum designed to meet the needs of Kindergarteners. The curriculum is divided into four units: Prayer, Holidays, Hebrew Language and Jewish Heroes. The focus of the program is hands-on learning. Crafts, music, drama and movement are an integral part of a program that encourages each child to enjoy living in a Jewish manner.

The Gan and Aleph classes begins with a brief service where children learn to sing some of the prayers from the Shabbat morning service. They prepare for and celebrate all the Jewish holidays and learn about many Bible heroes.

In Gan, the program centers on the Jewish home. In Aleph, the children learn about the synagogue. The presentation of the Hebrew language in Gan and Aleph are presented using a Whole Language approach. The children in Aleph will begin to learn to read Hebrew letters and vowel combinations.

BET CLASS

Prayer / Hebrew Language:

Students will continue to study the Friday evening and Shabbat morning service, including Kiddush for both. Students will participate in a weekly service with their peers to practice the skills they have learned. Students in Bet continue to build on the Hebrew language that they have learned in Aleph. They will review the letters and vowels and their sounds including letter and vowel combinations. Bet students will learn to master Hebrew on a 2nd grade level.

Bible/History:

The students use the texts Building Jewish Life and My Weekly Sedrah to study about their heritage and the Parsha of the week.

GIMMEL CLASS

Prayer / Hebrew Language:

Students continue to learn more prayers from the Friday evening and Shabbat Morning Service. They initially learn the prayers by heart but are able to follow in the Siddur with increased ease as the year progresses. Students participate in a weekly service.

The goal of the language program for the Gimmel class is for children to read Hebrew fluently by the end of the year. The text we use is Shalom Uvrachah: The New Hebrew Primer. The focus of the reading exercises is based on the vocabulary words with which the children are familiar, i.e., Shabbat, hallah, kiddush, matza, etc. The students complete this book by the end of the Gimmel year.

Bible/History:

The students begin a three-year cycle in the Gimmel Class. They begin with the study of the Torah. In the Gimmel class they will complete the study of the Five Books of Moses taught at an age-appropriate level. Text: A Child's Bible: The Torah & Gamebook

Holidays:

The students participate in a weekly Shabbat party to review the Shabbat blessings and songs. A Shabbat Box containing candlesticks, candles, grape juice, hallah cover, a sheet with the blessings and a story is sent home to one family each week.

Gimmel Siddur Ceremony:

As our Gimmel students become more comfortable with their Hebrew reading they take more of an active role in our services and Shabbat Junior Congregation Services. During the Gimmel year, they are given their own Siddur at a special ceremony. This is their first and very precious Siddur, which they will now be using throughout their years in school and at Synagogue services.

DALET CLASS***Prayer/Hebrew Language:***

The students continue to learn the Friday Evening and Shabbat Morning Services and participate in weekly services with two other classes.

The Prayer/Hebrew language program follows the guidelines of the New Siddur Program. Dalet Class uses Book 1 of the series. The text introduces students to the use of Hebrew language for understanding stories and prayers. Students learn to recognize simple roots, prefixes and suffixes. They learn the themes of simple prayers and build reading fluency by reading complete prayer passages.

Students in the Dalet Class learn to write in script. Each student receives a workbook in which to practice writing all the Hebrew letters.

Bible/History:

The students continue with the Bible cycle. In this year, they study the Prophets and Writings. The text A Child's Bible - Lessons from the Prophets and Writings is written in an age-appropriate manner.

Israel:

A study of Israel is included in the Dalet curriculum. The students study Israel from a geographical perspective. The important sites at every location are emphasized and illustrated. The text and activity book is called I Live in Israel.

Holidays:

The students participate in a weekly Havdalah service. In addition, a Shabbat Box and a Havdalah box are sent home with two families each week.

HAY CLASS***Prayer/Hebrew Language:***

The Prayer/Hebrew Language Program continues sequentially from the Dalet class curriculum. The Hay class will continue in the New Siddur Program with the introduction of Book 2. In Book 2 the students continue to practice word attack skills. They are taught to

recognize key Siddur words and their meanings. They study more complex prayers and analyze the concepts of commonly recited prayers. The program continues to teach prayer through Hebrew stories. This provides students with the opportunity to develop their abilities to read and comprehend simple Hebrew stories in Modern Hebrew.

In addition their Prayer knowledge will be enhanced by the Prayer Skills Workbook. Modern Conversational Hebrew will be taught using Ulpan.

The students continue learning and practicing the major Friday evening and Sabbath Morning Prayers in class and at the weekly services. They begin learning to read the Torah Blessings and build skill in leading Friday evening services and the Havdalah service.

Bible/History:

The students in the Hay Class are introduced to a new history/Bible series, with a focus on Jewish history and the incorporation of the Bible into the scope of this history. The sequence of learning reviews early Biblical events from Abraham to the entering of Canaan by the twelve tribes. The course allows students to study, in depth, the period of the Prophets in relationship to their proper historical era. The curriculum continues from the destruction of the first Temple through the Babylonian, Hellenistic and Roman periods. Students learn how Judaism developed and contributed to the world in each of these eras. Text: Introduction to Jewish History.

Tzedakah:

The Tzedakah Workbook (Torah Aura) is used to teach a course in the Hay Class. The text explores the Jewish concept of Tzedakah as taught in the Torah and other rabbinical sources. It personalizes the performance of the mitzvah for the students through creative activities. The students participate in social action projects.

Hay Chumash Ceremony:

Our Hay students are now moving into the world of Chumash – studying the stories of the Torah in the Five Books. They will be presented with their own Chumash at a Friday evening service and dinner. This Chumash will be used in class and at services.

VAV CLASS

Prayer/Hebrew Language:

The Vav class will learn the Friday evening service and Havdalah service and will be able to lead and participate with fluency. The students continue in the New Siddur Program with Book 3. They review the material covered in the previous year and move on to more elaborate stories based on ethical teachings – all in Hebrew. The class will also study the Sabbath morning service, focusing on the Amidah. The texts for Vav are the New Siddur Program Book 3 and Torah Skills Workbook. Modern Conversational Hebrew will be taught using Ulpan Alef.

Bible/ History:

The Vav class curriculum follows the sequence of Biblical and Jewish historical events studied in the Hay Class. They begin their studies of Jewish history with the period of the Middle Ages. They focus on the development of Talmudic interpretations and Halacha since the Rabbinical period. This era introduces the effects of Christianity and Islam on the Jewish people. The study proceeds from the development of Ashkenazi and Sephardic Judaism to the growth of Jewish life in the United States and in Israel. An introduction to the Holocaust will begin. Text: Journey Through Jewish History.

Bar/Bat Mitzvah:

The Vav students are introduced to the meaning and importance of becoming Bar/Bat Mitzvah. They are given the Halachic basis for Bar/Bat Mitzvah and focus on the student's responsibility to the Jewish people, family and community in reaching this stage of life. Students review chanting of the Torah Blessings and learn to chant Haftorah Blessings as well as Haftorah Trope (the melody for the chanting of Haftorah). They will also review Ashrei and learn to chant the Kiddush for Friday evenings. Students also learn Birchot Hamazon. Text: Coming of Age: Bar/Bat Mitzvah

ZAYIN CLASS**Prayer/Hebrew Language:**

Students continue with the study the Friday evening and Shabbat Morning Service concentrating on the Torah Service. This study reinforces Bar/Bat Mitzvah preparation. The skills of building vocabulary, understanding key concepts and decoding fluency continue to be reinforced for the purpose of leading prayers which are required at their Bar/Bat Mitzvah. They also review Birchot Hamazon. The reading of Torah print and general Torah reading skills will be continued through the New Siddur Program.

The curriculum at this level refines grammatical skills required to understand the vocabulary used in Shabbat morning service prayers. There are traditional stories that illustrate the meaning and ethical concepts of the prayers.

Modern Conversational Hebrew will be taught using Ulpan Alef and its interactive CD. Text: New Siddur Program; Honors Level Book 4

Life Cycle:

In the Zayin class, we continue to use the text Coming of Age which was introduced in the Vav class. Studies for the Bar/Bat Mitzvah experience from the perspective of the community, the family and the individual, continue from the Vav curriculum. This curriculum personalizes the experience for the students and their families. Students will also study the Jewish Life Cycle from birth to death through multi-media materials and experiences.

Bible/History:

The Zayin class curriculum utilizes Torah, history, politics, ethics and values to focus on special contemporary topics which have influenced the course of Judaism in today's world. The following topics are studied in depth throughout the school year: Holocaust, Zionism and the Development of the State of Israel, Judaism in America, and Special biographies of influential Jewish personalities.

Torah:

Classes will study the weekly Torah reading, parshat ha-shavua, including an in-depth discussion of the Parsha of the week. There is emphasis on Halachic and ethical lessons from the teachers of our tradition.

SHABBAT PRAYER CURRICULA

Each grade will learn the following prayers and be expected to know the prayers from the preceding grades.

GAN, ALEPH, BET

Daily

Sh'ma
V'ahavta
Mode Ani
Hamotzee
Sh'Hakol
Borei Minei Mizonot

Holidays

Appropriate Prayers

Shabbat

Borei Peree Hagafen
Hamotzee
Candle Lighting
Adon Olam

Prayer

GIMMEL

	<u>Page</u>	<u>Siddur Sim Shalom</u>	<u>Lines</u>
Mah Tovu	2		(1-5)
Borchu	340		(1-2)
Yotzer Or	340		(3-4)
Sh'ma	346		(15)
V'ahavta	346		(17-21)
Mi Kamocho	352		(1-6)
Aleinu	510		(1-9)
Ein Keloheinu	508		(1-11)
Adon Olam	514		(1-10)

DALET

Mah Tovu	2		(1-5)
Ashrei	80		(15-16)
	82		(38-40)
Yishtabach	338		(6-12)
Kadosh	344		(17)
V'ahavta	346		(17-21)
Shira Hadasha	352		(1-3)
Tzur Yisrael	352		(7, 8, 9)
Birkot HaTorah	400-402		
Aleinu	510		(1-9)
Kiddush	735		(1-4)

HAY

Shokhein Ad	336		(18-23)
Amidah	354		(1-12)
Vayehi Binsoah	394		(8-11)
Ashrei	420-422		(13-20, 11-13)
Kiddush	735		(1-4)

VAV

Birkhot Hashachar	38	(1-12)
Barukh Sheamar	228-289	(7-11, 1-4)
Chatz Kaddish	331	(1-10)
Amidah	350	(1-9)
Kedusha	350-351	(10-12, 1-14)
Sim Shalom	358-359	(10-13, 1-4)
Sh'ma, Echad, Gadlu	367	(8-11, 12-16)
L'cha Hashem Hagdulah		
Ashrei	38	(9-19)
Yehallelu	385	(1-4)

ZAYIN

Birkhot Hashachar	39-40	(1-14, 1-6)
Barukh Sheamar	289	(5-14)
V'shamru	353	(1-6)
Yehallelu	385-386	(5-9, 1-9)
Etz Chayim	387	(8-10)
Al Kein Nekaveh	408	(10-18)

Appendix A

Honors:

Principal's List, Honor Roll, Keter Torah Honor Society and Lillie Rubee Bible Contest

Students who excel academically will be honored in each marking period in the following ways:

Principal's List (Gimmel through Zayin)

- "Excellent" grades in every subject
- 90% or better class attendance
- 6 or more Shabbat Services attended per marking period

Honor Roll (Gimmel through Zayin)

- No more than three "Good" grades, and the remainder "Excellent" grades
- 80% or better class attendance
- 4 or more Shabbat Services attended per marking period

Keter Torah Honor Society

We are part of a very special Honors Program run through United Synagogue. Just as the National Honor Society is a select group of honor students who have attained high achievement in the public schools, so too is the Keter Torah Honor Society to the Conservative Movement's Religious Schools. Students must fulfill the requirements of the Keter Torah Society as spelled out by United Synagogue.

The Keter Torah Honor Society takes into consideration three areas of excellence of which a child must be a recipient for four out of five years of Religious School:

- i. Judaic Scholar Award – students have attained the Principal's List for the entire school year
- ii. Attendance Award – students have missed three or fewer days of school for the entire school year
- iii. Junior Congregation Award – students have surpassed the school's Jr. Congregation requirement by attending 16 or more Jr. Congregation services for the year

Each year the above awards are given in June and the names of recipients are kept in the United Synagogue database. In the Zayin year records are studied and those students who have met all criteria for the Keter Torah Honor Society will be honored both at Moving Up and at the Honor Society Installation.

Lillie Rubee Bible Contest

Lillie Rubee was a very special Jewish Women from Westchester who valued Jewish education as a means to the survival of our Jewish people. Over the years the Westchester Association of Hebrew Schools decided to honor her by creating the Lillie Rubee Bible contest. This test is given to Hay, Vav and Zayin students who are up for an additional educational challenge.

Students who choose to take the Lillie Rubee are given study materials from the Torah and Tanach for their appropriate grade. The semi-finals are given around the end of January and any student receiving a grade of 70 or better may take the finals in April. There are 1st, 2nd and 3rd places in each grade level for the finals.

Appendix B

Junior Congregation

Expected Attendance: Junior Congregation attendance is a central part of the students' educational curriculum. All students in Gimmel, Dalet, Hay, Vav, and Zayin are expected to attend the Junior Congregation services a minimum of twelve times within the school year. (The High Holidays, the first day of Sukkot, Simchat Torah, Pesach, Shavuot and the Shabbat in which their class is honored can be counted toward the 12-time minimum. Our students are also required to attend one Friday night Shabbat service with their grade. This attendance will also be counted towards their Junior Congregation attendance. Two additional Friday night Services may also count toward the minimum. Students in Gan, Aleph, and Bet are encouraged to attend, sign up for parts and participate in Junior Congregation. Credit for attendance will be given.

Zayin Class students are asked to fulfill our synagogue's requirement of regular attendance in the Main Congregational service for a period of six months prior to Bar/Bat Mitzvah. Students may also count one Bar/Bat Mitzvah at another Conservative synagogue towards their Jr. Congregation requirement. They will be asked to bring in the invitation to the Bar/Bat Mitzvah signed by a parent to get attendance credit for the event. Any Hay, Vav or Zayin student who attends a Shabbaton will also receive one credit. Students who continue to attend services at either the Junior Congregation or Main Congregation will earn additional attendance credit. Zayin Class students attending services in the Main Congregation are responsible for making sure they get their attendance stickers. Please note that all students may attend the congregation's regular services with their parents instead of Junior Congregation services; they too should make sure they get their stickers for attendance credit.

Participation:

Services will be held every Shabbat morning (10:30 AM – 12 PM), Rosh Hashanah (2 days), Yom Kippur and the first day of Sukkot, Pesach and Shavuot. Because the goal of the Junior Congregation is to ensure that each student has a meaningful religious experience as well as a solid preparation for the future, participation in the service is encouraged as much as possible. Your child may volunteer for specific parts for Shabbat or Holiday services. Parts reflect different ability levels. The teachers have sign-up sheets. There will be CDs available so that a student who would like to try a new part can practice at home. Parts will be selected on Sunday with reminder notices going home on Tuesday & Wednesday for the upcoming Shabbat's Junior Congregation.

Kiddush:

Following the services there is a Kiddush. Appropriate blessings are recited. We provide an important opportunity for the children to socialize with one another on an informal level. There will be one combined Kiddush for Junior Congregation and Main Congregation in the Social Hall. The children truly enjoy this feature of Junior Congregation. Each class, beginning with Gimmel, is honored once during the year. The class parents coordinate the Kiddush.

Dress Code:

We ask that the children dress appropriately for Shabbat services. All boys must wear kippot. We encourage those of our girls who wish to do so, to wear head coverings. (Please also refer to "Dress and Conduct" elsewhere in this Handbook.)

Small Children:

Children under the age of 5 are welcome to attend Junior Congregation services accompanied by an adult. We ask that they be removed if they become disruptive.

Attendance stickers are awarded each Shabbat in order to keep an accurate attendance record. Prizes are awarded each June in recognition of the students' attendance. Students are responsible for making sure that they receive stickers when they attend Junior Congregation and the Main Congregation.