



Congregation Beth Hatikvah

Religious School Curriculum Guide

2010-2011

The mission of CBH RS is to provide children with an education rich in meaningful experiences that will fill them with pride in their heritage. By engaging children in critical thinking and interactive learning, and by promoting family involvement in rituals and celebrations, we seek to instill not just a spiritual connection to the Jewish people, but a lifelong, joyful connection to the Jewish community as well.

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Curriculum Objectives

Jewish Living Skills and Celebrations

Familiarity with Jewish life-cycle events and holidays that are part of the Jewish way of life.
Exposure to Jewish information that help to make important Jewish decisions about personal and communal celebrations and observances.
Finding new meaning in old traditions, and being able to apply them to your life.

Values and Ethics

Knowledge of the "values of spiritual peoplehood" and using them in decision-making.
Understanding the spiritual meaning of Jewish traditions, such as:

- Hidur Mitzvah - Beautification of ritual ceremonies
- Kedushah - Holiness
- Menschlichkeit - Being a person of value
- Tikun Olam - Improving the world
- Hochmah - Wisdom
- Tzionut - Zionism

Understanding the relationship between ethical dilemmas, the resources of the Jewish tradition, and moral decision-making.

Learning to live a Jewish life while being a participant in American and world civilizations.

Prayer and Spirituality

Ability to fluently recite important Hebrew prayers, including but not limited to, Kaddish, Shabbat Brachot, Torah Blessings, and lifecycle/holiday prayers.

Understanding the meaning of important prayers, and the use of prayer to explore the traditional and Reconstructionist understandings of God.

Knowledge of the order of the service in order to participate in the prayer experience, and have a level of comfort in leading communal prayer.

Understanding key concepts related to prayer.

Peoplehood and Israel

Knowledge of Jewish cultures and traditions from around the world.

Familiarity with the central role of the people, land, and dream of Israel in the life of the Jewish people.

Knowledge of the history of the formation of the state of Israel, and contemporary issues in Israeli life.

Jewish Texts: Sources and Applications

Familiarity with Torah as a Jewish text that reflects Judaism as an evolving religious civilization.

The ability to use the Torah as a source for moral decision-making, and to address the challenges of living in two civilizations.

Hebrew

The ability to utilize Hebrew as the language of prayer.

Awareness of Hebrew as the "living language" of the people of Israel.

Foster Hebrew language skills through the language of prayer.

Educational Goals of the Reconstructionist Movement

Present Torah as the ongoing, creative, and sacred search for meaning in life, a record of human encounters with the Divine.

Recognize that the Jewish people's experience of God, Torah and peoplehood has changed and grown throughout history.

Focus on Hebrew as the language uniting all Jews and provide programs that allow Jews to develop Jewish language skills that allow for enriched connections with Jewish civilization of the past, present, and future.

Recognize praying, participation in ritual and text study as expressive modes of Jewish spirituality that can shape Jewish lives.

Encourage active, egalitarian participation in a sense of responsibility for the Jewish community.

Draw students of all ages into caring, committed, and knowledgeable relationships with the land and people of Israel.

Seek to understand the human spirit that lies behind diverse Jewish understanding of God and encourage individuals to reflect on the meaning of godliness in their own lives.

Understand the concept of Mitzvah as obligation and perpetuate Jewish values reflected in deeds of social justice and acts of loving-kindness.

We are dedicated to intellectually honest inquiry combined with faithfulness to our tradition and commitment to the continuity of the Jewish people. We believe this happens best with challenging, caring, and supportive learning environments.

Prayers

We recognize that Hebrew reading and prayer is an essential component of our curriculum. The following is a list of prayers that are covered, and the grade in which they will be studied. At the beginning of each year, there will be a review of the prayers learned in the previous years.

Kindergarten

SUBJECTS: Shabbat and Holidays

Goals

Students will be introduced to the following holidays: Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah, Tu B'Shevat, Purim, Passover, Yom Ha'atzmaut, Shavuot, and Shabbat

Students will recognize some basic vocabulary and blessings relating to Jewish holidays and celebrations.

Students will understand the concept of mitzvot, and the importance of being a good person, and a good Jew.

Through the use of stories, song, and hands-on learning, the students will explore the use of Jewish symbols and rituals, and how they help us to express things about Jewish life, and enhance the performance of mitzvot.

There will be a basic introduction to the land of Israel as the Jewish homeland.

Activities

Storytelling, discussion, crafts, games, song, and foods relating to the holidays and celebrations

Family Learning Component

As a culmination of their study of Shabbat, parents will join their children in a program that celebrates Shabbat - rituals, customs, songs, and prayer.

Texts

Let's Discover the Holidays

Let's Discover Shabbat

Syllabus

The following are some basic concepts, symbols, vocabulary and prayers that will be taught about the Jewish Holiday cycle.

ROSH HASHANAH/YOM KIPPUR

To understand why we call these holidays High Holy Days and to learn basic vocabulary, such as: Shana Tovah, tashlich, Kol Nidre

To learn about the shofar

To understand that Teshuvah means feeling sorry

To learn about why we eat apples and honey

SUKKOT/SIMCHAT TORAH

To understand that Sukkot is a holiday about the Harvest

To understand that Simchat Torah is about the celebration of ending the reading of the torah, and beginning it again, and the joyous celebration

Basic vocabulary words: sukkah, hakkafof, lulav, etrog

CHANUKAH

To learn the story of the Maccabees and why we celebrate this holiday as one of freedom
To learn the traditions of lighting the menorah, and to sing the candle blessings
To learn the symbols and customs of the holiday, such as eating latkes and playing dreidel

PURIM

To understand that this is the story of the Jews of Persia who were saved from being destroyed, and that it happened a long time ago
To learn about the heroes and villains of the story
To understand that we celebrate this as a fun holiday
Basic vocabulary: megillah, gragger, mishloach manot

PASSOVER

To learn the story of the Jews being slaves in Egypt, and to recount the story of their exodus to freedom
To learn about the seder, and the traditions and symbols associated with it
Basic vocabulary: matzah, haggadah, afikomen, plagues

YOM H'ATZMAUT

To learn about the celebration of Israel's Independence
To understand the importance of Israel to the Jewish people
Basic vocabulary: Eretz Yisrael, Zionism, Hatikvah

SHAVUOT

To understand that this is the holiday when the Jewish people celebrate receiving the torah
To learn why this holiday is also associated with the harvest
To learn about the importance of the 10 Commandments, and why we need "rules"
Basic vocabulary: Mt. Sinai, commandment, shalosh regalim, Omer

SHABBAT

To understand that according to tradition, God created the world and then rested
To understand that this is a special day, and one that we celebrate as a holiday every week
To learn the symbols and traditions of Kabbalat Shabbat
To learn about, and celebrate Havdalah

Students will learn about Jewish symbols, including torah, yad, breastplate, mezuzah, tallit, kippah, siddur, Aron HaKodesh

Student will learn about ISRAEL as the homeland of the Jewish people. This course of study will include geographical locations such as the Negev, the Kinneret, and the Dead Sea. They will also learn about the major cities of Jerusalem, Tel Aviv, Haifa, and Eilat.

There will be a discussion on the lifestyle in Israel, including life on a kibbutz, and city life, and the students will understand the connection of the Jewish people in the Diaspora to the Jewish people who live in Israel.

First Grade

SUBJECTS: Jewish Values, Holidays

Goals

Students will continue to learn the basic holiday blessings, and to understand what they mean, and how we use them. While there will be hands-on learning, the focus will extend to explaining more about the customs of the holidays, and why we celebrate them in the way that we do.

Students will begin to understand the importance of Jewish values and how to relate to their every day lives.

Students will explore their Jewish identity by learning the what, why, and how of being Jewish. Students will learn about, and celebrate, Jewish holidays as a community, and as a class.

Activities

There will be storytelling, discussion, crafts, games, and songs related to Jewish holidays, Jewish values, and spirituality.

Family Learning Component

Folders will be sent home to families that will encourage participation in Jewish reading and doing, with ideas for simple activities that families can do together . There will be a family Havdalah program.

Texts

Let's Explore Being Jewish

Let's Celebrate

Holidays

Students will build on their basic understanding of the Jewish holidays, with an increased understanding of the concepts and history associated with each holiday. They will review the basic blessings learned, and understand more fully the symbols associated with the holidays.

Jewish Values

The students will learn about many aspects of Jewish life, and the values and concepts that form the basic foundation for Jewish learning. The following are the topics that will be covered, the goal of each, and basic vocabulary and concepts of each topic:

MITZVOT

To understand that a mitzvah is a commandment that has to do with the way we behave toward God and the way we treat others, and that there are different ways to do mitzvot.

THE SYNAGOGUE

To learn the functions of the synagogue, the objects in the sanctuary, and the roles of the members of the community.

To understand that there are synagogues in Jewish communities all over the world.

JEWISH SYMBOLS

Students will be able to identify symbols and how they are used, and to understand that they are a reminder of our tradition and history.

BIBLE

To learn the three parts of the Bible are written in scroll form, and that the stories are a history of the Jewish people, and that the prophets were people in history who taught us how to lead better lives.

JEWISH LIFE CYCLES

To learn about the events in the Jewish life cycle, and how we celebrate these events as Jews. The children will understand that Jewish learning is lifelong, and what it means to be part of a Jewish family and a Jewish community.

ISRAEL

The first part of this unit will include an understanding of Israel as a modern country with cities, money, language, flag, and culture. The students will understand that Jews come from all over the world to visit and live in Israel and why it is called the Jewish homeland. They will begin to learn the history and role that Israel has played in Jewish history. The second part of this unit will teach about the major cities and special places in Israel, and how it is a modern country with an old history.

Second Grade

SUBJECTS: Hebrew Reading Readiness, Israel, Holidays

Goals

Students will continue to explore the meaning of the holidays by celebrating them in class and as a community. They will understand how holidays are celebrated in Israel.

Students will begin to study the Hebrew alphabet, doing Reading Readiness activities, so that they will become familiar with the alphabet in preparation for learning to read Hebrew in 3rd grade.

Students will explore the land of Israel, and the modern and biblical ties that we have to the Jewish homeland by learning about the geography of the land, exploring the sites and cities, and understanding the diversity of Israel's culture.

Activities

There will be storytelling, discussion, crafts, and song, as well as hands-on activities to help the children learn the Hebrew alphabet.

Family Learning Component

There will be a family Israel program, in which the parents and children will eat Israeli food, sing Israeli songs, and the children will teach their parents about what they have learned about the Jewish homeland. There will also be a family Havdalah program

Texts

The Great Israel Scavenger Hunt
Shalom Alef Bet
The Jewish Holiday Treasure Trail

HEBREW READING READINESS

Students will learn the letters and the vowels of the Hebrew alphabet. They will learn the names of the letters, the sounds that they make, and how we read from right to left. There will be an association of Hebrew letter with Hebrew words, e.g. Shin for Shabbat, Bet for Bar Mitzvah, etc.

ISRAEL

Students will learn about the land of Israel by studying the geography, culture, and language of Israel. They will be able to identify Israel as the Jewish homeland, and understand the connection that the Jewish people of the Diaspora have to the land of Israel.

HOLIDAYS

Students will “travel through time and space” learning about the celebration of holidays from ancient history to modern times.

Third Grade

SUBJECTS: Hebrew Reading, Jewish Identity, Bible

Goals

Students will learn the alef-bet and vowels, and learn to put them together to read words. They will also learn basic reading rules that will help them to become fluent in Hebrew prayer reading.

Students will continue to learn basic prayers, with emphasis on reading and not on rote recitation.

Students will learn basic vocabulary in order to understand the prayers.

Students will be able to relate Jewish experiences and values to their lives, while learning to participate in the Jewish community.

Students will explore the values relating to weekly Torah stories, from Creation to the Exodus.

Activities

Written activities, games and puzzles, discussion, and song. Each child will have an interactive CD that will assist them in learning Hebrew, and help them to do review at home.

Family Learning Component

There will be a family learning program in which the children "teach" their parents about the Bible, and the value that they have learned from the stories that the torah teaches.

Texts

The New Siddur Program Primer

The Explorer's Bible

Grade 3 Prayers

Motzi

Pg. 277, Shema

Pg. 673, Chanukah Candle Blessings

Pg. 5, Shabbat Candle Blessing

Haggadah, The Four Questions

Syllabus

HEBREW

Students will learn the Hebrew alphabet and vowels, and decoding skills from key cultural words and concepts. Vowel sounds will be introduced in small increments, and look-alike letters will be taught separately to minimize confusion. By the end of the year, students will learn the basic blessings, including the Shema, Candle Blessings, Motzi, and Short Kiddush, and they key concepts associated with these prayers. The students will also learn to read the Four Questions,

and to understand their place in the Passover seder.

As each new Hebrew letter is introduced, there will be a vocabulary word taught that uses the new letter. For example, when learning the letter Shin, the students will learn the word Shabbat. Along with learning the vocabulary, they will learn other words that are associated with that key word.

BIBLE

The students will learn about certain Bible stories from Genesis and Exodus. They will understand that these stories are part of the history of the Jewish people, but they are only stories, and their actual events are questionable. They will learn the values that are associated with these stories, and about the role that people of the Bible played in creating our Jewish history.

Some of the stories that will be covered, and the concepts learned are:

Garden of Eden

It is not good for people to be alone
Human beings have free will

Cain and Abel

Good leads to more good; evil leads to evil
We are all responsible for one another

Noah

To learn that Jewish symbols help us remember Jewish teachings
To understand what it means to have a covenant

Abraham

We are tested to help us learn our own strengths
We are not required to make sacrifices as proof of faith

Rebecca

Mourning, and caring for the dead, is a mitzvah
The torah teaches us that we value all living things
Love of family can help us even in difficult times

Jacob

To understand that the covenant must be renewed in each generation
To learn the concept of Sh'lom Bayit, peace in families
To accept that growing up means accepting responsibility
To understand what it means to be created in God's image

Joseph

To understand that jealousy is harmful
To learn that we must choose to do what is right, even when it hurts us, and that others deserve forgiveness even when they have wronged us

Fourth Grade

SUBJECTS: Hebrew Prayer Reading, Introduction to Basic Jewish Beliefs, Prophets

Goals

Students will continue to learn prayers relating to the Shabbat service, and there will be an emphasis on Hebrew reading fluency.

Students will learn key words and concepts relating to the prayers

Students will be expected to master prayers from the CBH primer

Students will be introduced to the basic tenets of Judaism, with regard to life cycle events, Jewish history, and Jewish ritual. They will question their own belief in God, and the role that God plays in their personal lives.

Students will study the stories of the Bible by learning about the prophets, and the role that they played in the history of the Jewish people.

Activities

Reading stories and commentaries, group discussions and role playing, written activities in Hebrew and English, games and puzzles to reinforce Hebrew skills, arts and crafts, and song.

Texts

I Have Some Questions About God

CBH Prayer Primer

The Explorer's Bible - Book 2

Prayer Reading Skills

Grade 4 Prayers

Avot v'Emot, Pg. 295-7

Ein Keloheinu, Pg. 443

V'ahavta, Pg. 277

Mi Chamocho, Pg. 77-79

Friday Evening Kiddush, Pg. 119

Gevurot, Pg. 299

V'shamru , Pg. 85

Syllabus

HEBREW PRAYERS

Avot v'Emot

To understand the 1st blessing of the Amidah, and why it is central to every synagogue service

To provide an understanding of our ancestors, with an emphasis on the matriarchs and patriarchs, and the role that they played in the history of the Jewish people

Ein Keloheinu

To explore the different relationship that we have with God, and words to define that relationship, including provider, sovereign, and redeemer

V'ahavta

To understand our connection to all people and that our deepest love is for freedom, justice, and peace

To learn about the mezuzah and the importance of it as a symbol in the lives of the Jewish people

Mi Chamocha

To understand that this passage has its origins in the Torah

To have an understanding of what freedom means for the Jewish people

Kiddush

To understand that performing mitzvot adds holiness to our lives

To understand that memory of the work of Creation, and our going out from Egypt is an important concept to the Jewish people

Gevurot

To understand that we have the strength to make the world a better place

To question what it means to “renew life”

V'shamru, P. 85

To understand the sacredness of Shabbat

To understand what it means to treat all living things with respect

BIBLE

The children will study the Bible beginning at the Sea of Red, and concluding with the construction of the Second Temple. Some of the prophets that will be discussed include Samson, Deborah, Ruth, Solomon, Jonah, and Isaiah.

Some of the concepts that will be taught are: the Jewish value of freedom, ethical monotheism, Judaism offers the freedom of choice, the binding of history and heritage to the covenant, equal spiritual abilities for men and women, the act of teshuvah

BASIC JUDAISM

To teach a basic understanding of God and of holiness, to find a higher meaning for the things and creatures that inhabit our world. The children will have an awareness of God so that they can understand that Judaism teaches them to struggle between their good and evil inclinations. They will seek to find answers to some of their questions, and come to understand that their belief in God is a very personal one.

Fifth Grade

SUBJECTS: Basic Judaism, Hebrew Prayer Reading, Israel

Goals

Students will continue to learn prayers and blessings, with an emphasis on accuracy
Students will learn the background, meanings, and application of the prayers.
Students will have an understanding of Jewish rituals.
Students will discuss ethical topics, and have group discussions related to Jewish ethical dilemmas.
Students will have a clear understanding of the importance of the connection between the Jewish people of the Diaspora and the State of Israel.

Activities

Class discussion will be an integral part of this curriculum, in addition to role playing, debate, and song. There will be both verbal and written activities to improve prayer-reading skills, and to develop familiarity with the Jewish concept of prayer. Different types of media will be used in the teaching of the Israel curriculum.

Texts

Basic Judaism for Young People Volume 1
CBH Prayer Primer
Welcome to Israel

Grade 5 Prayers

Lechah Dodi, P. 41
Aleinu, P. 445-7
Mi Chamocha/Tzur Yisrael, P. 291
Yotzer, P. 247
Adon Olam, P. 459
Or Chadash, P. 269
Ahavat Olam, P. 63
Hatikvah P. 851

Syllabus

HEBREW PRAYERS

Lechah Dodi, P. 41

To understand that this prayer teaches us to welcome Shabbat with joy
To understand the images of Shabbat as a queen and as a bride

Aleinu, P. 445-7

- To understand that we pray as a community
- To acknowledge God as a creator
- To understand that we pray for a world of peace and unity among all people

Mi Chamocho/Tzur Yisrael, P. 291

- To understand that this passage has its origins in the Torah
- To have an understanding of what freedom means for the Jewish people

Yotzer, P. 247

- To understand what it means to be created in God's image
- To understand that creation is renewed each day

Adon Olam, P. 459

- To understand it's roles as a concluding hymn in the Shacharit service
- To understand how prayers connect us to Jews in other parts of the world

Or Chadash, P. 269**Ahavat Olam, P. 63**

- To understand that love is central to Jewish life
- To explore what it means to love and what it means to be loved

BASIC JUDAISM

The students will explore a variety of themes in Jewish life. They will be introduced to selected Jewish concepts related to the Land of Israel, the People of Israel, and the State of Israel. The primary objective is for the students to “think Jewishly” about the world, and their relationship to it. The students will become familiar with Jewish vocabulary-concepts and how they relate to their own lives.

ISRAEL

There will be a yearlong study of the land of Israel. The students will learn about the history of Israel and the role it has played in the establishment of a Jewish state. They will learn about the historical significance of places in Israel, and have an understanding of life today in Israel. They will learn that Israel is a modern country that has a high level of industry and technology, as well as being a country rich with culture. They will explore the complexity of the political situation, and how different people have a different idea of what will bring peace to the area.

Sixth Grade

SUBJECTS: Hebrew Prayer Reading, Jewish Life Cycle, Basic Jewish Values

Goals

Students will continue to learn prayers and blessings for the Shabbat service, and will focus on learning the prayer melodies, so that they will have a comfort level in leading services

Students will learn the background, meanings, and application of the prayers, and develop a basic understanding of Jewish prayer concepts.

Students will explore Jewish life cycles as important moments in their lives.

Students will engage in critical thinking to understand how Jewish values play a role in their personal relationships and their everyday lives.

Activities

Class discussion will also be an integral part of this curriculum, in addition to role-playing, debate, and song. There will be both verbal and written activities to improve prayer-reading skills, and to develop familiarity with the Jewish concept of prayer . This class will participate in a Shabbaton.

Texts

CBH Prayer Primer

Kol Haneshamah Prayer Book

The Time of Our Lives

Basic Judaism for Young People, Volume 2

Grade 6 Prayers

Kedusha, P. 303-305

Chatzi Kaddish, P. 405

Torah Blessings, P. 399

Haftarah Blessings, P. 409-11

Kaddish Titkabal, P. 381

Torah Service, P. 385, 383, 393

Etz Chayim, P. 441

Yehalelu P. 433

Syllabus

HEBREW

Kedusha, Pg. 303-305

To understand what it means to be holy and to have holy space

To ponder the meaning of the “spark of the divine”

Chatzi Kaddish, P. 405, Kaddish Titkabal, P. 381

To understand why the Kaddish is a central prayer of the Jewish people

To learn that there are different versions of the Kaddish and where they are used in the service

To discuss the traditional words of the Kaddish, and the version that Kol Haneshamah uses

Shabbat Morning Torah Service

Eyn Kamocha, P. 383

Vayehi Binsoa , p. 385

Lecha Adonai, P. 393

Gadlu/Echad/Shema, P. 393

Etz Chayim, P. 441

Yehalelu, P. 433

BASIC JUDAISM

The students will continue to explore a variety of themes in Judaism, by learning vocabulary related to the texts of our tradition. They will come to understand the complexity and continuity of our culture, and how it relates to their world. They will learn that the Torah is the story of our ancestors, and how it has held the Jewish people together through the generations. .

LIFE CYCLES

The students will learn about the most important events in the life of a Jewish person, and the traditions that accompany each life cycle event. They will also explore the concept of l'dor v'dor - from generation to generation - and how rituals and celebrations are a part of Jewish history.

Seventh Grade

We realize that this age group, as they prepare for entering their teen years, and celebrating becoming a Bar/Bat Mitzvah, needs a class that is more experiential, to address their changing role in our community.

The curriculum for this grade will focus on:

- Prophets and speaking out for justice
- The Jewish Lexicon (the meaning of words that help the students identify with their connection to Judaism)
- Current Events and a Lens into the life of the Jewish people
- Skills for leading a Shabbat Service
- Social Action and issues that are relevant to their role in the Jewish community

Each week, the students will meet with Rabbi Amy, and will discuss the weekly Torah parsha, and have an opportunity to participate in “Ask the Rabbi” to get answers to their questions, and to engage the children in conversation about Jewish values, customs, and how Judaism relates to their own lives.

Once a month, there will be a Saturday class. Each Saturday that this class meets, the students will help with the Family Torah Service – leading the prayers, giving a D’var Torah, and taking part in the torah service.

This class will also participate in an experiential learning curriculum where they will learn about various topics, and take field trips. Topics include:

- The American Jewish Experience
- The Holocaust
- Comparative Judaism
- Sacred Spaces

Texts

The Prophets – Speaking Out for Justice

Post B'nai Mitzvah Program – Grade 8, Grades 9/10

Our post-B'nai Mitzvah class will be working toward accumulating credits in order to become confirmed at the end of 11th grade. The program is based on three components:

EDUCATION

Participation in the Reconstructionist TEL Program, and additional programs that will be presented throughout the year. There is also an alternative for our students to earn credits by participating in other educational programs, e.g. Hebrew High.

COMMUNITY

There will be opportunities to participate in the CBH community, including, but not limited to: assisting in the Religious School as a classroom aide, helping out with Tot Shabbat, being part of the Teen Programming (e.g. Purim Carnival, fund raisers), and participation in Teen-led services. Other community participation will also be available for credit.

SOCIAL ACTION

Students will participate in programs of their choosing, sometimes working as a group, or at times, working on their own.

Credit breakdown is as follows:

25 Credits in Education, 10 Credits in Social Action, 15 Credits in CBH Community.

There will be various ways to earn credits in each of the categories. Students may present options to the Education Director for earning credits that are not listed. The Education Director will determine the amount of credit to be given, and will be the record keeper. Education credits will only be given for successful completion of any program.

THE TEL PROGRAM

Tel is the Hebrew word for an archeological hill, and JRF is using the word as an acronym for **Teens: Experience and Learning**. JRF seeks to create a true *tel* experience for our teens based on the opportunity to *dig* through first-hand “life-centered” experiences and *sift* out new, meaningful educational gleanings that are personally relevant to their lives.

This program is framed and anchored by two *kallot* (retreats) at Camp JRF. In between the *kallot*, eight two hour *havayot* (experiential learning opportunities) will be held. The curriculum is based on the Values of Spiritual Peoplehood, one of the key approaches to Reconstructionist education. Each year of the program will have a different theme. The theme for this year is Hiddur Mitzvah.

Each student will keep a “Reflection Journal” and will communicate with other teens in the program by using Facebook.