Group Curriculum Assignment

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**Unit: תפילות of חגי תשרי**

(For a Modern Orthodox High School, Boys or Girls Class, Average-level 11th grade )

**Big Ideas**

* מלכות ה' – Being aware of the reality of מלכות ה' as a powerful, awe-inspiring experience.
* תשובה – תשובה is an unparalleled opportunity that needs to be utilized and appreciated.
* קירבת ה' – ה' loves us and wants to be close with us, which is cause for joy, and reciprocation.
* Balance – It is challenging but important to negotiate the different emotions within the חגי תשרי, יראה and אהבה, and incorporate that duality into all of עבודת ה'.

**Pre-requisite skills: Read and translate Hebrew**

**Pre-requisite knowledge: Familiarity with Jewish prayers and holidays**

**Year-long Goals:**

Skills: TLW…

* Be able to read and understand text of siddur in basic Hebrew
* Know how to find tefillot in the siddur, as well as sources for deeper explanations behind the tefillot

Knowledge: TLW…

* Know how to articulate tefillot in original Hebrew
* Know when specific tefillot are recited
* Demonstrate basic understanding of the meaning behind the tefillot discussed in class

Deep Understanding: TLW…

* Understand the connection between various tefillot and the times at which they are recited
* Understand the significance of tefilla as a way to access the meaning and power of the day

Affective: TLW…

* Feel connected to Hashem via tefilla, on ordinary days and on Shabbat/holidays
* Appreciate tefilla as an element of teshuva
* Feel comfortable opening a siddur and participating in services, at home or in shul

**Unit Goals:**

Knowledge Goals - TLW…

* Know the content of the תפילות of the חגי תשרי.
* Know the מצוות and מנהגים of the חגי תשרי.
* Know the content of the התורה קריאות of the חגי תשרי.

Deep Understanding Goals - TLW…

* Understand what it means to have a king; difference between being ruled by force and accepting a king with love.
* Understand the depth of the concept of תשובה.
* Understand what the experience of closeness to ה' is.
* Understand the emotional/spiritual transition that תשובה brings about.
* Understand how the חגי תשרי model the process of תשובה.
* Understand the tension between the experiences of the ימים נוראים and the שמחהof תשרי.
* Understand how many of the above ideas are reflected in the תפילות, מצוות, מנהגים and קריאות of the חגי תשרי (emphasis will be placed on the תפילות).
* Identify the difference between selicha, mechila, and kappara; cheit, avon, and pasha
* Understand why we invoke the 13 Middot of Rachamim so often during the Yamim Noraim

Skill Goals - TLW…

* Be able to introspect / make a חשבון הנפש.
* Be able to go through all of the steps of תשובה.
* Be able to analyze, discover or recognize themes, or otherwise extract meaning from texts such as the תפילות of the חגי תשרי.

Affective Goals - TLW…

* Feel excited and grateful for the opportunity to be ממליך ה'.
* Feel excited and grateful for the opportunity to do תשובה.
* Feel that the ideas of the חגי תשרי are relevant and meaningful to him/her.

Pre-Assessment

1.Tefilla texts of various levels – specific questions to underline, circle, translate and/or explain words, parts of paragraphs, etc. to determine Hebrew skills and familiarity with prayers.

Level 1: Asher Yatzar

Level 2: 1st paragraph of Shema

Level 3: Selection from Machzor

2. What is your favorite Jewish holiday? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. If you had to choose a favorite tefilla, which would it be? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.How often do you go to shul on Shabbos?

*Every week, night and day Every week, day*

*Often but not every week Almost never*

5.On a scale of 1-5 (5 is the highest), how comfortable are you with the siddur? With the machzor?

Circle: *1 2 3 4 5*

6. How would you describe your experience in shul on Shabbos? On Rosh HaShana/Yom Kippur?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.What does teshuva mean to you? Circle all that apply:

*Repentance Atonement Forgiveness*

*Love Closeness Other* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. When do we say Avinu Malkeinu? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. How do you feel about the idea of having a king?

Circle: *Great Idea Good Idea Neutral Not so Good Bad Idea*

10. How do you enjoy spending time on Shabbat/holidays? Circle all that apply:

*Spending time with family Spending time with friends Spending time alone*

*Sleeping Reading/Learning Playing outside*

*Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Prerequisite Skills/Knowledge Addressed in Pre-Assessment**

Read and translate Hebrew Question 1

Familiarity with Jewish prayers and holidays Questions 2-5

**Learning Goals** **Addressed in Pre-Assessment**

Understand the depth of the concept of תשובה. Question 7

Understand what the experience of closeness to ה' is.

Understand the emotional/spiritual transition that תשובה brings about.

Understand how the חגי תשרי model the process of תשובה.

Feel excited and grateful for the opportunity to do תשובה.

Be able to introspect/make a חשבון הנפש.

Feel that the ideas of the חגי תשרי are relevant and meaningful to him/her. Questions 6, 10

Be able to analyze, discover or recognize themes, or otherwise extract meaning from texts such as the תפילות of the חגי תשרי.

Understand what it means to have a king; difference Questions 8, 9 between being ruled by force and accepting a king with love.

Feel excited and grateful for the opportunity to be ממליך ה'.

Know when specific tefillot are recited

The purpose of this pre-assessment is to gauge students’ comfort level and attitude towards tefilla in general, and specifically towards the tefilla-central experience of חגי תשרי. These holidays, occurring at the beginning of the school year, are opportune for discussing these themes which are relevant and important also throughout the rest of the year.

Pre-assessment will guide instructional decisions, which will reflect the need to develop students’ reading and comprehension levels of the tefillot, appreciation of the meaning and depth of the tefillot and Torah readings, and appreciation for the holidays in general. Student responses about the reasons why they like specific tefillot/holidays, and about their comfort levels in religious settings such as shul, can inform of their attitudes towards Judaism in general; lessons and sources taught will therefore be selected according to the need to engage them intellectually and emotionally to the Jewish holiday experience.

Formative Assessment #1

**Exit card:**

Identify the 4 steps of Teshuva according to Rambam’s Hilchos Teshuva.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give scenario of someone doing teshuva:

\_\_\_\_

\_\_\_\_

\_\_\_\_

\_\_\_\_

Number next to the lines of the story which step of teshuva it is.

Explain why they are all integral in the experience of teshuva.

Performance Assessment

***Machzor Companion to Tefillot of Chagei Tishrei***

1) L’David Hashem

2) Avinu Malkeinu

3) Malchuyos

4) Zichronos

5) Shofaros

6) U’N’Saneh Tokef

7) Vidui/Al Cheit

8) Hallel

9) Ushpizin

10) Hoshanos

1) Kriyah R”H 1 –Leidas Yitzchak

2) Haftarah R”H 1 – Tefillas Chana

3) Kriyah R”H 2 - Akeidas Yitzchak

4) Haftarah R”H 2

5) Kriyah Y”K

6) Haftarah Y”K

7) Kriyah Y”K Mincha- Acharei Mos

8) Haftarah Y”K- Yonah

9) Kriyah Sukkos

10) Haftarah Sukkos – Zecharia 14-Gog U’Magog

Accountability to the class: each MUST do 1 so that everyone else will have

Compile, type-set, and bind for each student to use in shul on the Yamim Tovim.

Instructions:

Students will choose 1 Tefilla/Kriyah.

Write 1 page, with paragraphs including:

[Skills:] “See page \_\_\_\_\_ in Artscroll English Machzor”

Historical Background/Context, if available

[Knowledge:] Summary of Tefilla

[Affective:] Kavanos to have when davening

Summative Assessment

Binary Choice:

True/False:

1. You look to this type of leader for inspiration and guidance:

Moshel Melech

1. You begrudgingly pay taxes to this ineffective ruler:

Moshel Melech

Multiple Choice:

1. In which section of Rosh HaShana mussaf is this pasuk found?

“Tik’u b’shofar gadol l’cheiruseinu….”

1. Malchiyos
2. Zichronos
3. Shofaros
4. Which tefilla do we say on both Rosh HaShana and Yom Kippur?
5. Hallel
6. Avinu Malkeinu
7. Vidui

Matching:

Number the 4 steps of Teshuva: Match the type of sin with the type of forgiveness:

\_\_\_\_\_\_\_ Kabbalah al haAsid 1. חטא \_\_\_\_\_מחילה

\_\_\_\_\_\_\_ Vidui 2. עון כפרה\_\_\_\_\_

\_\_\_\_\_\_\_ Azivas HaCheit 3. פשע סליחה\_\_\_\_\_

\_\_\_\_\_\_\_ Charata

Fill-in-the-Blanks:

“UTeshuva \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ u’Tzedaka ma’avirin et ro’ah \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

Essay Questions:

**Read the following Tefillot. Based on what we’ve learned,**

**please answer ALL of the following questions for 3 out of 4 of the tefillot below.**

a) When do we say this Tefilla, and why?

b) Identify 3 themes in the paragraph that we’ve discussed from other tefillot.

c) How can this relate to our avodas Hashem throughout the rest of the year?

1. K’Rachem Av al Banim
2. Kel Melech Yoshev
3. U’Mipnei Chataeinu
4. Hoshana L’ma’an Amitach

AFFECTIVE ASSESSMENT

[Same question from pre-assessment, given with choices, now with space to answer as they please:]

What does teshuva mean to you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Likert Scale:

**1** Strongly Disagree **2** Disagree **3** Somewhat Disagree **4** Somewhat Agree **5** Agree  **6** Strongly Agree

Learning about R”H and Y”K has changed the way I view:

Hashem as King **1 2 3 4 5 6**

Hashem’s involvement in my life **1 2 3 4 5 6**

My relationship with Hashem **1 2 3 4 5 6**

My relationship with my father and mother **1 2 3 4 5 6**

My tefilla experience in general **1 2 3 4 5 6**

The overall relevance of the Yamim Noraim to my life **1 2 3 4 5 6**  (including ways not listed above)

Specifically, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My R”H and Y”K experience this year was:

More inspiring **1 2 3 4 5 6**

More focused **1 2 3 4 5 6**

More meaningful **1 2 3 4 5 6**

Less boring **1 2 3 4 5 6**

LEARNING ACTIVITIES

- Skill goal: Know how to find tefillah:

Activity: Use machzor to find tefillot

- Skill goal: To be comfortable reading/davening in shul/familiar with text:

Activity: Cooperative learning: read aloud to partner

-Knowledge goal: To understand words and themes:

Activity: Underline, highlight, take notes inside machzor / on SmartBoard

-Knowledge goal: To learn new Hebrew words:

Activity: Use today’s word list to find those words in tefillot we’ll learn today

|  |  |  |
| --- | --- | --- |
| GOALS | ASSESSMENTS | ACTIVITIES |
| Knowledge: Be able to identify and perform all of the steps of תשובה. | Formative: Exit Card | Jigsaw |
| Skill goal: Know how to find tefillah | Summative: On test, will need to know how to access | Use machzor to find tefillot |
| Skill goal: To be comfortable reading/davening in shul/familiar with text | Performance: Machzor Companion Guide for shul | Cooperative learning: read aloud to partner |
| Knowledge goal: To understand words and themes: | Performance: To create a Machzor Companion Guide | Underline, highlight, take notes inside machzor / on SmartBoard |
| To learn new Hebrew words | Summative: Translations of key words | Use today’s word list to find those words in tefillot we’ll learn today |
| Know the מצוות and מנהגים of the חגי תשרי. | Summative: Questions on test reviewing practices on holidays | In-class demonstrations of correct way to shake 4 Minim, etc. |