Penina Weber

Chumash Unit:

 ברכות בלעם

Curriculum and Assessment

Summer 2011

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Penina Weber Summer 2011

Dr. Laya Salomon Curriculum & Assessment

Individual Curriculum Unit:

Brachot of Bilam, BaMidbar 23-24

Type of School: Modern Orthodox or Yeshivish, Co-Ed or all Girls

Grade: 11-12

Size: 15-25 students per class

Class Academic Level: Intermediate-Advanced

Duration: 40 minutes per Chumash class, 4 times a week, over 3 weeks

Big Ideas:

1- *Am Yisrael* possesses a unique beauty, greatness, and *kedusha* among the nations because of our Torah and our values. The other nations recognize our “chosenness”; we should too.

2- Hashem’s desires will materialize, overriding our human intentions.

3- The text of Torah is multi-faceted; it consists not just of prose about history or laws, but contains eloquent and beautiful poetic language with tremendous depth and meaning, compelling us and forcing us to learn more deeply.

Prerequisite Knowledge/Skills:

1-Reading and understanding of basic Biblical Hebrew

2- General story of the Jews in the desert for 40 years

Knowledge Goals:

1-To understand the characters, dialogue, and flow of the story

2- To understand the story in context of *Sefer BaMidbar*

3-To know the *p’shat* explanation of the *brachot*

4-To memorize at least 1 of the *brachot*, which they like the most

Deep Understanding Goals:

1-To reflect upon the meaning of the *brachot* as per the *mefarshim* we learn

2- To appreciate that *Balak*’s statements are blessings and praises of the nature of Jews

Skills Goals:

1-To be able to extract and structure the relevant *pesukim* of the dialogue between *Balak* and *Bilam*

2- To be able to extract the *pesukim* of the *brachot*

3-To translate the text of the *brachot* on a basic level

4- To translate the text of the *brachot* incorporating *mefarshim* we learned

Affective Goals:

1-To feel pride in their unique Jewish identity

2-To appreciate and value *Am Yisrael* as chosen and apart from the other nations

3-To believe that HashemashHashe

 “has the final say “ regardless of what we try to say or do

4-To appreciate the beauty of the textual nuances in Torah

5-To feel that Torah is relevant and inspiring to our lives today

Theorists: Bruner’s idea of spiral structure fits with this unit, as he suggests building core foundations upon which a student can continue learning. I seek to teach both the textual skills that are at the core of learning Torah by beginning with pshat, and also the moral and spiritual values that inform meaningful Jewish learning and living, via drash with class discussions and activities. When a student is guided with textual skills and feels emotionally connected to the text, he will be motivated and capable of learning further on his/her own.

I liked Hirsch’s view of the need for cultural literacy as a basis for proper integration in a society. However, it leaves some questions unanswered- to what extent do we have to teach the classics/basics? Who decides what is considered necessary for cultural literacy? How do we expect to teach everything that is considered basic in just a few short years, to build upon them for the rest of a child’s life?

PRE-ASSESSMENT

1. a. Where were Bnei Yisrael during this story (what general area)?

b. How long were they there?

c. Where were they headed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What do you know about Bilam and Balak? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Do you know of any tefillot or famous lines from this parsha? If yes, what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.*Please insert quotation marks in the pesukim below:*

*5.Please translate the following words:*

5.What does it mean to you that the Jewish People are different from the other nations? Does it matter? Why or why not?

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

**Goals addressed in Pre-Assessment:**

Almost all of the unit goals are addressed in the pre-assessment, to take a sample of what they do or do not already know about the basics of the story, and what they can or cannot do in the realm of textual skills, relative to my goals. I can plan instruction and activities to cater to their existing knowledge and abilities, and focus on what they still need to learn and develop.

Prerequisite Knowledge/Skills:

Reading and understanding of basic Biblical Hebrew

General story of the Jews in the desert for 40 years

Knowledge Goals:

To understand the characters, dialogue, and flow of the story

To understand the story in context of *Sefer BaMidbar*

Skills Goals:

To be able to extract and structure the relevant *pesukim* of the dialogue between *Balak* and *Bilam*

To be able to extract the *pesukim* of the *brachot*

To translate the text of the *brachot* on a basic level

Affective Goals:

To feel pride in their unique Jewish identity

To appreciate and value *Am Yisrael* as chosen and apart from the other nations

FORMATIVE ASSESSMENT #1

**Learning goals**:

Knowledge goals: To know the basic storyline of Parshat Balak

Skills goals:

To translate the text of the *brachot* on a basic level

-Where does this story occur? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Fill-in the ID Cards of the 2 major “actors” in the story:

Name:

Father’s Name:

Country of Origin:

Job Description:

Name:

Father’s Name:

Country of Origin:

Job Description:

-What mission does Balak send Bilam to accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

-How many times do they try to do it? What do they do each time at the various locations?

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

-What does Balak say to Bilam after each attempt?

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

-Translate according to pshat:

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

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

FORMATIVE ASSESSMENT #2

**Learning goals:**

Knowledge goals**:**

To know the pshat explanations of the brachot.

Deep Understanding goals:

To reflect upon the meaning of the *brachot* as per the *mefarshim* we learn

Affective goals:

To appreciate the beauty of the textual nuances in Torah

1.Select 2 brachot that Bilam said. Write them here and explain according to:

a) pshat and b) 2 mefarshim we learned on it.

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

2.Select 1 bracha (not 1 used in previous question). What do you like about it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FORMATIVE ASSESSMENT #3

**Learning goals:**

Skills goals:

To be able to extract and structure the relevant *pesukim* of the dialogue between *Balak* and *Bilam*

To be able to extract the *pesukim* of the *brachot*

To memorize at least 1 of the *brachot*, which they like the most

**In-class/Guided Practice:**

Pesukim are projected onto board or SmartBoard. Students take turns coming to board to read pesukim, inserting quotation marks in the appropriate places and read accordingly.

**Exit Card:**

Students write a bracha/pasuk they have memorized.

PERFORMANCE ASSESSMENT

**Work individually; ask teacher for help if needed.**

**We will have some time to work in class; work at home as instructed.**

**Due the day after the test; everyone will present his/her project for 3-5 minutes.**

1. Create a poetry anthology of the Brachot of Bilam. Design each page with 1 bracha for each page, at least 5 in total. Write a pshat and drash explanation of each bracha.

On the last page, write a poem explaining how this story is relevant for Klal Yisrael today.

-OR-

1. Create a picture book of the Brachot of Bilam. Design each page with 1 bracha for each page, at least 5 in total. Draw a picture/decorate a scene that depicts a drash explanation of each bracha.

On the last page, draw a picture explaining how this is relevant for Klal Yisrael today.

-OR-

1. Compose a song to the Brachot of Bilam. Include at least 5 of the brachot. Include lyrics that explain a drash explanation for each one.

For the last stanza, write lyrics explaining how this is relevant for Klal Yisrael today.

\*\*For all options, 1 Bracha = 1 full pasuk (not a segment, nor a whole stanza)

**Learning goals addressed in Performance Assessment:**

Knowledge goals:

To know the *p’shat* explanation of the *brachot*

Skills Goals:

To be able to extract the *pesukim* of the *brachot*

To translate the text of the *brachot* on a basic level

To translate the text of the *brachot* incorporating *mefarshim* we learned

Deep Understanding:

To reflect upon the meaning of the *brachot* as per the *mefarshim* we learn

To appreciate that *Balak*’s statements are blessings and praises of the nature of Jews

Affective goals:

To appreciate the beauty of the textual nuances in Torah

To feel that Torah is relevant and inspiring to our lives today

PERFORMANCE ASSESSMENT RUBRIC

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  Scale Criteria  | 4 | 3 | 2 | 1 | SCORE |
| Selection and Accuracy of Copying Pesukim | Selected varied pesukim of interest and copied with proper spelling | Selected pesukim from same location and copied with proper spelling | Did not select 5 nor the correct type of pesukim, but copied correctly | Did not select 5 nor the correct type of pesukim, and did not copy correctly |  |
| Accuracy of פשט explanation | Articulately explained all 5 pesukim according to basic Hebrew  | Correctly explained pesukim according to basic Hebrew  | Basically explained pesukim according to basic Hebrew  | Incorrectly explained all pesukim used according to basic Hebrew  |  |
| Accuracy of דרש explanation | Articulately explained all 5 pesukim according to mefarshim we learned | Correctly explained pesukim according to mefarshim we learned | Basically explained pesukim according to mefarshim we learned | Incorrectly explained all pesukim used according to mefarshim we learned |  |
| Relevance | Meaningfully expressed how this story is relevant for Klal Yisrael today  | Nicely expressed how this story is relevant for Klal Yisrael today | Simply expressed how this story is relevant for Klal Yisrael today | Did not express how this story is relevant for Klal Yisrael today |  |
| Creativity | Demonstrated great effort to create and design unique and aesthetically pleasing work on all pesukim | Demonstrated good effort to create and design unique and aesthetically pleasing work for 3-4 pesukim  | Demonstrated minimal effort to create and design unique and aesthetically pleasing work 1-2 pesukim  | Demonstrated no effort to create and design unique and aesthetically pleasing work for any pesukim  |  |

TOTAL \_\_\_\_\_/20

SUMMATIVE ASSESSMENT

**Part 1: 15 minutes**

**You may NOT use a TaNaCH for this section. Please hand this in when you are done, and then you will get Part 2.**

 **תרגמי לאנגלית לפי הפשט** :

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ מַחֲזֵה 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ אִיעָצְךָ 1.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ הַאֲזִינָה 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ הִתְיַצֵּב 2.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ יִישַׁר 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ קֶסֶם 3.

**מי אמר אל מי?**

 7. גַם-קֹב לֹא תִקֳּבֶנּוּ; גַּם-בָּרֵךְ, לֹא תְבָרְכֶנּוּ. \_\_\_\_\_\_\_\_\_\_\_ אל \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ אל \_\_\_\_\_\_\_\_\_\_ 8. לֹא אוּכַל לַעֲבֹר אֶת-פִּי יְהוָה, לַעֲשׂוֹת טוֹבָה אוֹ רָעָה מִלִּבִּי

Write the letter on the line next to the phrase that identifies the underlined people**. על מי נאמר**?

 **א**. **עמלק** וַתְּהִי עָלָיו, רוּחַ אֱלֹהִים \_\_\_\_\_\_ 9.

הֶן-עָם לְבָדָד יִשְׁכֹּן, וּבַגּוֹיִם לֹא יִתְחַשָּׁב \_\_\_\_\_\_  **ב. בלעם** 10.

 רֵאשִׁית גּוֹיִם ... וְאַחֲרִיתוֹ עֲדֵי אֹבֵד \_\_\_\_\_\_ **ג**. **מדין**11.

 **ד**.**בני ישראל**

Circle one **בחירה:**

12)כמה פעמים נסה בלעם לקלל את בנ"י?

1. 3

2. 4

3. 5

13)כמה פעמים הוא הצליח לקלל?

1. 0

2. 2

 3.3

Circle one: נכון/לא נכון?

נכון לא נכון בלעם אוהב את בני ישראל .14

בלעם הוא נביא שקר נכון לא נכון **.15**

**Part 2: 30 minutes**

**You may use your TanaCH for the essays. Choose 2 out of the 3 questions.**

**Write all answers on attached answer sheet.**

**שאלות למחשבה**

1 הֶן-עָם לְבָדָד יִשְׁכֹּן, וּבַגּוֹיִם לֹא יִתְחַשָּׁב. According to what we learned, is this a good, bad, or neutral situation? Support your position with evidence from other pesukim and mefarshim we’ve learned.

How does that relate to מַה-טֹּבוּ אֹהָלֶיךָ, יַעֲקֹב; מִשְׁכְּנֹתֶיךָ, יִשְׂרָאֵל. ?

2.Explain in your own words what Bilam said in the pesukim below. Why did he say this? What does it teach us?

אֵת אֲשֶׁר יָשִׂים יְהוָה בְּפִי--אֹתוֹ אֶשְׁמֹר, לְדַבֵּר.

כֹּל אֲשֶׁר-יְדַבֵּר יְהוָה, אֹתוֹ אֶעֱשֶׂה.

לֹא אוּכַל לַעֲבֹר אֶת-פִּי יְהוָה, לַעֲשׂוֹת טוֹבָה אוֹ רָעָה מִלִּבִּי:  אֲשֶׁר-יְדַבֵּר יְהוָה, אֹתוֹ אֲדַבֵּר.

3. What does Bilam teach us about Mashiach in the pesukim below? What will happen to Bnei Yisrael and what will happen to the specific nations?

. לְכָה, אִיעָצְךָ, אֲשֶׁר יַעֲשֶׂה הָעָם הַזֶּה לְעַמְּךָ, בְּאַחֲרִית הַיָּמִים.

 דָּרַךְ כּוֹכָב מִיַּעֲקֹב, וְקָם שֵׁבֶט מִיִּשְׂרָאֵל, וּמָחַץ פַּאֲתֵי מוֹאָב, וְקַרְקַר כָּל-בְּנֵי-שֵׁת.  **יח** וְהָיָה אֱדוֹם יְרֵשָׁה, וְהָיָה יְרֵשָׁה שֵׂעִיר--אֹיְבָיו; וְיִשְׂרָאֵל, עֹשֶׂה חָיִל.  **יט** וְיֵרְדְּ, מִיַּעֲקֹב; וְהֶאֱבִיד שָׂרִיד, מֵעִיר.

**Learning goals addressed in Summative Assessment:**

Skills goals:

To translate the text of the *brachot* on a basic level 🡪 **Q. 1-6**

To understand the characters, dialogue, and flow of the story;

To be able to extract and structure the relevant *pesukim* of the dialogue between *Balak* and *Bilam*

 🡪 **Q. 7-8**

Knowledge goals:

To know the *p’shat* explanation of the *brachot* **Q. 9-11**

**Essay Q’s :**

Skills goals:

To translate the text of the *brachot* incorporating *mefarshim* we learned

Deep Understanding goals:

To reflect upon the meaning of the *brachot* as per the *mefarshim* we learn

To appreciate that *Balak*’s statements are blessings and praises of the nature of Jews

Affective goals:

To believe that HashemashHashe

 “has the final say “ regardless of what we try to say or do

To appreciate the beauty of the textual nuances in Torah

To appreciate and value *Am Yisrael* as chosen and apart from the other nations

ANALYTIC RUBRIC FOR ESSAY QUESTIONS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scale****Criteria** | **4** | **3** | **2** | **1** | **Score** |
| Understanding pesukim | Articulate explanation of the pesukim in the question | Good explanation of the pesukim in the question |  Poor explanation of the pesukim in the question | No explanation of the pesukim in the question |  |
| Effective Q & A | Articulate responses to all the question/s | Accurate responses to the question/s | Poor responses to the question/s | No or incorrect responses to the question/s |  |
| Reference/Parshanut Skills | Excellent use of referencing other pesukim/mefarshim | Good use of referencing other pesukim/mefarshim  | Poor use of referencing other pesukim/mefarshim |  No or incorrect use of referencing other pesukim/mefarshim |  |

 **TOTAL : \_\_\_\_\_\_\_ /12**

**ANONYMOUS** AFFECTIVE ASSESSMENT

Affective goals:

To feel pride in their unique Jewish identity

To appreciate and value *Am Yisrael* as chosen and apart from the other nations

To appreciate the beauty of the textual nuances in Torah

To feel that Torah is relevant and inspiring to our lives today

**Please answer the following as honestly as you can in 10 minutes.**

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

**1.** I feel comfortable saying that the Jews are “The Chosen People” **1 2 3 4 5 6**

**2.** When I go outside (in a place with no anti-Semitism), I want people to know I’m Jewish. **1 2 3 4 5 6**

3. [Boys] I wish I didn’t have to wear a kippah outside **1 2 3 4 5 6**  [Girls] I wish I didn’t have to wear tznius clothes that no one else outside wears.

**4.** I feel connected to Jews whom I don’t know.  **1 2 3 4 5 6**

**5.** The stories in the Torah are irrelevant to modern times. **1 2 3 4 5 6**

**6.** The Torah is written in a way we can easily understand. **1 2 3 4 5 6**

**7.** Do you consider yourself an “American Jew” or a “Jewish American”?

**8.** How do you feel when Jews appear in the media for committing crimes?

**9.** How do you feel about Israel being at the center of world news?

**10.** How do you feel when anti-Semites claim, “Jews are taking over the world!”?

LESSON PLANS / LEARNING ACTIVITIES

4 times a week, 45 minutes each, over 3 weeks, = 12 classes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Text | Activities | Assessment | Homework |
| Mon | General overview of the structure | Background/Intro to story | Pre-Assessment | Read the whole story; guiding questions |
| Tues | PSHAT | Take turns reading pesukim out loud ; Students act out the scene with pesukim as “script” | Formative of todays’ pshat -Worksheet/ exit card | Questions about pesukim |
| Wed | PSHAT | Chavrusa reading | Formative of todays’ pshat-Worksheet/ exit card | Questions about pesukim |
| Thurs | PSHAT | Chavrusa reading | Performance of ALL pshat  | Read Rashi on certain pesukim |
| Mon | RASHI | Take turns reading Rashi out-loud | Formative of today’s Rashi | Questions about Rashi |
| Tues | RASHI | Chavrusa reading; Start to work on PerformanceAssessments | Formative of today’s Rashi | Questions about Rashi |
| Wed | RAMBAN | Guided chavrusa reading | Formative of today’s Ramban | Questions about Ramban |
| Thurs | Other mefarshim | Jigsaw; Discussion of various approaches | Formative of today’s other mefarshim | Questions about other mefarshim |
| Mon | Other mefarshim | Work on PerformanceAssessments | Formative of today’s other mefarshim;  | Questions about other mefarshim |
| Tues | Other mefarshim | Work on PerformanceAssessments | Formative of ALL other mefarshim | Study for Test |
| Wed |   |  | Summative- Final Test45 min  |  |
| Thurs  |  | Presentations of Performance Assessments35 min  | Affective-questionnaire and Letter to Self 10 min |   |

ALIGNMENT OF GOALS, ASSESSMENTS, AND LEARNING ACTIVITIES

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| Prerequisite Knowledge/Skills: 1-Reading and understanding of basic Biblical Hebrew2- General story of the Jews in the desert for 40 years  | Pre-Assessment | Background/intro, General overview |
| Knowledge Goals: To understand the characters, dialogue, and flow of the story2- To understand the story in context of *Sefer BaMidbar* 3-To know the *p’shat* explanation of the *brachot*4-To memorize at least 1 of the *brachot*, which they like the most | Formative #1, #2, #3 | Read pesukim out-loud and b’chavrusa; Act out the pesukim |
| Deep Understanding Goals:1-To reflect upon the meaning of the *brachot* as per the *mefarshim* we learn2- To appreciate that *Balak*’s statements are blessings and praises of the nature of Jews | Formative #2Performance  | Jigsaw to teach different mefarshim; Discussion about other mefarshim, 🡪 general ideas of *Yisrael bain HaAmim*  |
| Skills Goals:1-To be able to extract and structure the relevant *pesukim* of the dialogue between *Balak* and *Bilam*2- To be able to extract the *pesukim* of the *brachot* 3-To translate the text of the *brachot* on a basic level4- To translate the text of the *brachot* incorporating *mefarshim* we learned | Formative, Performance, Summative Formative, Performance, SummativeFormative, Performance, Summative Formative, Performance, Summative | Punctuating pesukim on the SmartBoard, Reading out-loud and b’chavrusa Voicethread  |
| Affective Goals:1-To feel pride in their unique Jewish identity2-To appreciate and value *Am Yisrael* as chosen and apart from the other nations | Performance, Affective | Discussion;Letter to Self: “I am proud to be Jewish because…” |

***REFLECTIONS…***

I gained the most from constructing the goals for the unit, because it forced me to think concretely not just about what I want to teach, but about what I want my students to learn. The different categories of goals helped me realize the numerous interdependent structures of thinking, doing, and learning that need to exist to understand, appreciate, and relate to a topic. The different categories and levels of learning help act as cues for the flow of lesson planning and activities. Using the goals as an introduction allowed me to keep referring back and checking that the activities and assessments were on-target with my goals, so it was helpful to align them with each assessment. Sometimes I revised the goals to ensure they were accurate and realistic, which will help focus and fine-tune instruction and assessments.

I gained the least from the pre-assessment because while it is valuable at the beginning of the year for the general subject, I don’t think it’s realistic or necessary before every unit. I think a teacher may [save time and] discover that information from simply observing the students’ skills throughout the year, and can do a quick question-answer conversation to determine what they already know, and quickly review/refresh their memories if necessary.

I enjoyed constructing the performance assessment the most because it motivated me to think of creative ways to assess students’ learning in a low-pressure, experiential, creative format. It is sometimes easiest to write a test, but that’s certainly not the end-all of learning and assessment. Performance assessments during the course of learning help break the cycle of simply absorbing and recalling information, compelling students to internalize and thus produce original work. It also allows for differentiated instruction and more choices in expression. I hope to develop interesting performance assessments to inspire students to learn not just for school, but to love learning, for life.

The rubrics were the most challenging to construct because they require us to anticipate different possible types of work students will produce, and articulate our expectations of their effort. We hope they will all do good work, but must account for not-so-good work as well. The charts can be confusing and/or tedious to construct for different assignments, and it is often hard to describe assessments objectively, especially those that allow for more creativity. But, it does help to visualize the different possibilities and evaluate all students’ work on the same scale.

My “best” piece of work is the summative assessment because it consists of a strong sampling of all the goals. It addresses various levels of recalling information, skill development, deep understanding, critical thinking to connect ideas, and with room to express personal reflections on the topic. I hope to provide tests as only one of many methods of assessment, to provide students an opportunity to review and concretize all that they’ve learned, and to express it on paper not just to show ME that they know it, but to prove to THEMSELVES their own growth over the course of the unit.

My understanding of curriculum and assessment did change and become more enriched through class meetings, readings, and through the development of these submissions. I appreciate the model of backward design to help us keep our eyes on the goals all throughout the unit. I learned to see the various elements of a curriculum as integrated parts of a larger goal, able to be tweaked as needed, but still true to goals. Planning a curriculum, which I now see is a “big deal”, doesn’t seem as intimidating when broken-down into elements that all work off-of each other and fit in together. I grew to see assessments in a more positive way and that there are many effective and necessary ways to assess learning all throughout the unit. I hope I can use them in a way that is informative for both of us, and not stressful but motivating.