

**Cheder @ AYSH Curriculum (Tefilla, Chumash & Parsha)**

Grade	<i>Tefillah</i>		<i>Chumash</i>		<i>Parsha</i>
	Materials / Activities	Goals / Objectives	Materials / Activities	Goals / Objectives	Goals / Objectives
<b>K</b>	<ul style="list-style-type: none"> <li>Modeh, Torah Tziva, Adon Olam, Shema (1<sup>st</sup> 2 <i>pesukim</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Students will gain a sense of familiarity with and participation in basic <i>tefillot</i></li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the basic story line of each <i>parsha</i></li> </ul>
<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>Modeh, Torah Tziva, Adon Olam, Shema (1<sup>st</sup> paragraph), “Hashem Gave us a Present”, “Hashem is Here”</li> </ul>	<ul style="list-style-type: none"> <li>Students will gain a sense of familiarity with &amp; participation in basic <i>tefillot</i></li> <li>Students will learn new <i>tefillot</i></li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the basic story line of each <i>parsha</i></li> </ul>
<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>Modeh, Reisheet Chachma, Torah Tzivah, Mah Tov, Adon Olam, Shema (1<sup>st</sup> 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>Students will gain a sense of familiarity with &amp; participation in basic <i>tefillot</i></li> <li>Students will learn new <i>tefillot</i></li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the basic story line of each <i>parsha</i></li> </ul>
<b>Alef</b>	<ul style="list-style-type: none"> <li><b>Beginning year</b> – No text – Modeh, Torah Tziva, Adon Olam, Shema (1<sup>st</sup> 2 paragraphs)</li> <li><b>Mid-year</b> – Artscroll Illustrated Siddur – add last paragraph of Shema, 1<sup>st</sup> <i>beracha</i> of the <i>amida</i></li> <li><b>Thursday</b> – Add Shalom Aleichem, Kiddush, &amp; Birkat HaMazon (1<sup>st</sup> <i>beracha</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Students will gain a sense of familiarity with &amp; participation in basic <i>tefillot</i></li> <li>Students will learn new <i>tefillot</i></li> <li>Students will learn to use a siddur as a text for <i>tefillah</i></li> <li><i>Tefillah</i> will serve to reinforce the students’ reading development</li> </ul>	<ul style="list-style-type: none"> <li>ATT Chumash Curriculum</li> <li>Focus on <i>parshat Bereishit</i></li> </ul>	<ul style="list-style-type: none"> <li>Students will read the text for basic meaning and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the basic story line of each <i>parsha</i></li> <li>Students will discuss the basic themes, moral issues, etc., found within the <i>parsha</i></li> </ul>

<p><b>Bet</b></p>	<ul style="list-style-type: none"> <li>• Artscroll Chinuch Siddur</li> <li>• <b>Sunday – <i>Shacharit</i></b> – Modeh, Torah Tziva, Adon Olam, Yigdal, Ashrei (thru Yud), Shema, 1<sup>st</sup> 3 <i>berachot</i> of the <i>amida</i>, Aleinu (1<sup>st</sup> paragraph)</li> <li>• <b>T/Th – <i>Mincha</i></b> (Fall) – <i>Ashrei</i> (thru Yud), 1<sup>st</sup> 3 <i>berachot</i> of the <i>amida</i>, Aleinu (1<sup>st</sup> paragraph) – <b><i>Ma’ariv</i></b> (Winter) – Borichu, Shema, 1<sup>st</sup> 3 <i>berachot</i> of the <i>amida</i>, Aleinu (1<sup>st</sup> paragraph)</li> <li>• <b>Thursday</b> – Add 1<sup>st</sup> stanza of <i>Licha Dodi</i>, Shalom Aleichem, Kiddush, Birkat HaMazon (1<sup>st</sup> 2 <i>berachot</i>), &amp; Ain Keilokeniu</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to learn new <i>tefillot</i> &amp; will learn to use a siddur as a text for <i>tefillah</i></li> <li>• <i>Tefillah</i> will serve to reinforce the students’ reading development</li> <li>• Emphasis should be placed on <i>be’ur tefilla</i>, particularly for the introductory <i>tefillot</i> in <i>Shacharit</i></li> </ul>	<ul style="list-style-type: none"> <li>• ATT Chumash Curriculum</li> <li>• Focus on <i>Sefer Bereishit</i></li> <li>• <b>Goal: <i>Siyum</i> (completion) of <i>sefer Bereishit</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will read the text for basic meaning and sentence structure</li> <li>• Students will learn the 1<sup>st</sup> page of the ATT “Basic Chumash Word List”</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the basic story line of each <i>parsha</i></li> <li>• Students will discuss the basic themes, moral issues, etc., found within the <i>parsha</i></li> <li>• Students will read and discuss isolated <i>pesukim</i> (verses) within each <i>parsha</i></li> </ul>
<p><b>Gimmel</b></p>	<ul style="list-style-type: none"> <li>• Artscroll Chinuch Siddur</li> <li>• <b>Sunday – <i>Shacharit</i></b> – Adon Olam, Yigdal, Boruch She’amar, Ashrei, Yishtabach, Borichu, Shema, 1<sup>st</sup> 3 &amp; last 3 <i>berachot</i> of the <i>amida</i> (GOAL: complete <i>amida</i>), Kedusha, Aleinu</li> <li>• <b>T/Th – <i>Mincha</i></b> (Fall) – <i>Ashrei</i>, 1<sup>st</sup> 3 &amp; last 3 <i>berachot</i> of the <i>amida</i>, Kedusha, Aleinu – <b><i>Ma’ariv</i></b> (Winter) – Borichu, Shema, 1<sup>st</sup> 3 &amp; last 3 <i>berachot</i> of the <i>amida</i>, Aleinu</li> <li>• <b>Thursday</b> – Add 1<sup>st</sup> 2 &amp; last 2 stanzas of <i>Licha Dodi</i>, V’Shomru, Shalom Aleichem, Kiddush, Birkat HaMazon (1<sup>st</sup> 3</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to learn new <i>tefillot</i> &amp; will be able to locate each of the <i>tefillot</i> within the siddur</li> <li>• <i>Tefillah</i> will serve to reinforce the students’ reading development</li> <li>• Emphasis should be placed on <i>be’ur tefilla</i>, particularly for <i>pesukei d’zimra</i>, Shema and Aleinu</li> </ul>	<ul style="list-style-type: none"> <li>• ATT Chumash Curriculum</li> <li>• Focus on the 1<sup>st</sup> half of <i>Sefer Sh’mot</i> (Mitzra’im, Yam Suf, <i>Kabalat HaTorah</i>))</li> <li>• <b>Goal: To reenact the story of <i>Yitziat Mitzra’im</i> for the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will read the text for basic meaning and sentence structure</li> <li>• Students will review the 1<sup>st</sup> page of the ATT “Basic Chumash Word List” and learn the 2<sup>nd</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the basic story line of each <i>parsha</i></li> <li>• Students will discuss the themes, moral issues, etc., found within the <i>parsha</i> on a more advanced level</li> <li>• Students will read and discuss isolated <i>pesukim</i> (verses) within each <i>parsha</i></li> <li>• Isolated <i>divrei Chazal</i> (Talmudic teachings) &amp; <i>parshanim</i> (commentaries) will be</li> </ul>

	<i>berachot</i> ), & Ain Keilokeniu.		<b>Seder</b>		introduced
<b>Dalet</b>	<ul style="list-style-type: none"> <li>• Artsroll Chinuch Siddur</li> <li>• <b>Sunday</b> – <i>Shacharit</i> – <i>Birchot HaTorah</i>, Boruch She’amar, Ashrei, Yishtabach, Kaddish, Borichu, Shema, <i>Amida</i> (entire), Kedusha, Aleinu</li> <li>• <b>T/Th</b> – <i>Mincha</i> (Fall) – <i>Ashrei</i>, <i>Amida</i> (entire), Kedusha, Tachanun, Aleinu - <i>Ma’ariv</i> (Winter) – Borichu, Shema, <i>Amida</i> (entire), Aleinu</li> <li>• <b>Thursday</b> – Add <i>Lecha Dodi</i>, V’Shomru, Shalom Aleichem, Kiddush, Kedusha, Yitziat sefer Torah, &amp; Ayn Keilokeniu. (After challah) Birkat HaMazon (1<sup>st</sup> 4 <i>berachot</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to learn new <i>tefillot</i> &amp; will be able to locate each of the <i>tefillot</i> within the siddur</li> <li>• <i>Tefillah</i> will serve to reinforce the students’ reading development</li> <li>• Students will begin to analyze the text</li> <li>• Emphasis should be placed on <i>be’ur tefilla</i>, particularly for the <i>Amida</i> and <i>tefillot Shabbat</i></li> </ul>	<ul style="list-style-type: none"> <li>• ATT Chumash Curriculum</li> <li>• Focus on Shabbat and <i>Chagim</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students will read the text for basic meaning and sentence structure</li> <li>• Students will review the 1<sup>st</sup> 2 pages of the ATT “Basic Chumash Word List” and learn the 3<sup>rd</sup></li> <li>• Students will place a greater emphasis on the roots, prefixes, &amp; suffixes of text words</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the basic story line of each <i>parsha</i></li> <li>• Students will discuss the themes, moral issues, etc., found within the <i>parsha</i> on a more advanced level</li> <li>• Students will read and discuss one <i>perek</i> (paragraph) within each <i>parsha</i></li> <li>• Isolated <i>divrei Chazal</i> (Talmudic teachings) &amp; <i>parshanim</i> (commentaries) will be introduced</li> </ul>

<p><b>Hey</b></p>	<ul style="list-style-type: none"> <li>• Artscroll Chinuch Siddur</li> <li>• <b>T/Th – Mincha</b> (Fall) – <i>Ashrei</i>, Shema, <i>Amida</i> (entire), Kedusha, Tachanun, Aleinu - <i>Ma'ariv</i> - (Winter) – Borichu, Shema, <i>Amida</i> (entire), Aleinu</li> <li>• <b>Thursday</b> – Add <i>Lecha Dodi</i>, V'Shomru, Shalom Aleichem, Kiddush, Kedusha, Yitziat sefer Torah, &amp; Ayn Keilokeniu. (After challah) Birkat HaMazon (Entire)</li> <li>• Add (when appropriate) Ya'aleh v'yavo, Hallel</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tefillah</i> will serve to reinforce the students' reading development</li> <li>• Students will continue to analyze the text and apply its meaning to their personal lives</li> <li>• Emphasis should be placed on <i>be'ur tefilla</i>, particularly for the <i>Amida</i> and <i>tefillot Shabbat</i></li> </ul>	<ul style="list-style-type: none"> <li>• ATT Chumash Curriculum</li> <li>• Focus on <i>Kashrut</i>, <i>Shema</i>, <i>Zachor</i>, <i>Meraglim</i> (spies)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read the text for basic meaning and sentence structure</li> <li>• Students will review the 1<sup>st</sup> 3 pages of the ATT “Basic Chumash Word List” and learn the 4<sup>th</sup></li> <li>• Students will continue to place a large emphasis on the roots, prefixes, &amp; suffixes of text words, in addition to the tense and gender of those words</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the basic story line of each <i>parsha</i></li> <li>• Students will discuss the themes, moral issues, etc., found within the <i>parsha</i> on a more advanced level</li> <li>• Students will read and discuss one <i>perek</i> (paragraph) within each <i>parsha</i></li> <li>• Isolated <i>divrei Chazal</i> (Talmudic teachings) &amp; <i>parshanim</i> (commentaries) will be introduced</li> </ul>
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