**The Rabbi Joseph H. Lookstein for Jewish Education in the Diaspora School of Education, Bar Ilan University**

**For……..**

# Tanach Syllabus 1-12

**Educational Assumptions**

The Tanach Syllabus will be guided by the following educational assumptions:

* The Torah is of Divine origin and holy and was given by HaKB”H to Moshe word for word.
* The books contained in the *Nevi’im* are divinely revealed in content but not necessarily in form.

1. The books contained in the *Ketuvim* are Divinely inspired but not Divinely revealed.
2. The Torah and its *Mitzvot* are the guide for life of the Jewish People.
3. While it is understood that ideally all Tanach texts should be studied, time constraints enforce a choice as to what is to be covered. The choice of texts has been determined by what has been judged to be educationally and age appropriate in terms of content, skills and values. Some texts will be learned *Be’iyun (*intensively)and others *Bikiut* (extensively).
4. The primary focus of textual study is acquiring a clear understanding of the written text (*Peshuto shel Mikra)* as explained by Rashi and other classical commentaries.
5. Texts are to be studied in the original *Leshon Hakodesh* and according to the accepted *Masora*

**Organizational Assumptions**

The Tanach syllabus is based on the following organizational assumptions:

* The Tanach syllabus is divided into two sections: *Chumash* refers to the study of the *Chamisha Chumshei* Torah whilst *Nach* refers to the study of *Nevi’im* and *Ketuvim*
* From grades 1-12 there are four lessons a week of devoted to *Chumash* study. It is further assumed that there are forty lessons in each trimester. In effect there are more *Chumash* lessons in a trimester but the syllabus gives the teacher some leeway in his planning in order to allow for review and tests.

1. From grades 4-12 there are two and a half lessons a week devoted to *Nach* study. It is further assumed that there are twenty -five lessons in each trimester. In effect there are more *Nach* lessons in a trimester but the syllabus gives the teacher some leeway in his planning in order to allow for review and tests.
2. The syllabus in both *Chumash* and *Nach* takes into account the various tracks that exist in the school from grade 7. The syllabus proposes that all students in each of the tracks will study the same *sefer* for that particular year but the honors tracks will have a much greater emphasis on skills- based learning including textual and commentary analysis. These differences will be clearly delineated in the syllabus definition for each grade level. In the *Matmidim* track from grades 9-12 a separate syllabus will be written in *Chumash* based on the *Parshiot* of the week. The *Matmidim* syllabus will define how the *Parasha* is to be studied in each grade and with which commentary.

**Syllabus Structure**

The Syllabus will be structured as follows:

1. Initial list of overall goals in the areas of Content, Skills and Values

2. Allotment of these overall goals to grade levels by reference to the listing of goals

3. Specification of syllabus content according to grade and term level

**Overall Goals and Outcomes- Tanach Year 1-12**

**1. Content -Oriented Goals –** By the end of 12th grade the student shall know......

1.1 the narrative sections of *Chamisha Chumshei* Torah in a detailed manner (*Be’iyun*)

1.2 selected non-narrative sections of the *Chamisha Chumshei* Torah in a detailed manner (*Be’iyun*); other non- narrative sections in a more cursory manner (*Bekiut*)

1.3 the *Nevi’im Rishonim* in a detailed manner (*Be’iyun*)

1.4 selected sections of *Nevi’im Acharonim* and Ketuvim in a detailed manner (*Be’iyun*)

1.5 the major personalities and places mentioned in the Tanach

1.6 the historical period in which the events of the Tanach took place

1.7 the geography of *Eretz Yisrael* and the surrounding countries as it pertains to the study of Tanach

1.8 the physical and historical finds in *Eretz Yisrael*

1.9 the structure of the Tanach and the differences in holiness between its components

1.10 the relationship between the Written and Oral Torah

1.11 key *pesukim* and phrases in the Tanach by heart

1.12 the location in the Tanach of key names, places and concepts

1.13 selections of the classical *Mefarshim* and *Midrashim* of the Tanach

1.14 the role of the different *Targumim* in understanding the Tanach

The *Chumash* Syllabus According to Grade Levels

|  |  |
| --- | --- |
| Grade | Parshiot and Themes |
| Grade 1(from Pesach) | בראשית ונח   1. סיפורי בריאה וסיפור נח |
| Grade 2 | לך לך וירא חיי שרה   1. סיפורי אברהם ושרה |
| Grade 3 | תולדות ויצא וישלח וישב מקץ ויגש ויחי   1. סיפורי יצחק ורבקה, יעקב ורחל ולאה וסיפורי יוסף |
| Grade 4 | שמות וארא בא בשלח יתרו   1. מעבדות לחרות ומתן תורה |
| Grade 5 | משפטים תרומה תצוה כי תשא ויקהל פקודי   1. קיום מצוות והשראת השכינה |
| Grade 6 | נושאים מספר במדבר |
| Grade 7/ Grade 8 Alternatively | נושאים מספר ויקרא |
|  | נושאים מספר דברים |
| Grade 9/ Grade 10 Alternatively | נושאים מספר בראשית   1. סיפורי יוסף |
|  | נושאים מספר שמות |
| Grade 11/Grade 12 Alternatively | נושאים מספר בראשית   1. הבריאה וסיפורי האבות |
|  | נושאים מספר דברים |

The *Nach* Syllabus According to Grade Levels

|  |  |
| --- | --- |
| Grade | Sefer |
| Grade 4 | יהושע |
| Grade 5 | שופטים |
| Grade 6 | שמואל א |
| Grade 7 | שמואל ב |
| Grade 8 | משלי, קהלת אסתר,רות |
| Grade 9 | מלכים א |
| Grade 10 | מלכים ב |
| Grade 11 | נושאים מנביאים אחרונים |
| Grade 12 | נושאים מהכתובים(כולל שיר השירים) |

**2. Skills - Orientated Goals** – By the end of 12th grade the student shall be able to.....

**Tanach Text Reading Skills**

2.1 read the Tanach text fluently and accurately in the original Hebrew text

2.2 identify the *Taamei Hamikra*

2.3 use the *Taamei Hamikra* in a detailed way as an aid to reading the *pesukim*

**Tanach Text Reference Skills**

2.4 distinguish between *pasuk, perek, parasha, and sefer*

2.5 distinguish between a *parsha petucha* and *setuma*

2.6 locate a *parasha, perek* and/or *pasuk* reference anywhere in the Tanach

2.7 identify the *aliyot, sheni, shlishi* etc.

**Tanach Text Comprehension Skills**

2.8 read the Tanach text that has been studied with understanding

2.9 answer questions on the text using the *Leshon Hapasuk*

2.10 distinguish between *Peshat and Drash*

2.11 identify apparently superfluous or missing words in the Tanach text

2.12 differentiate between what is written directly in the Written Torah text and the explanations of the Oral Torah

2.13 research issues and topics in the Tanach using the Concordance, encyclopedias and the computer

2.14 prepare a number of *pesukim* of the Tanach independently

**Tanach Text Grammar Skills**

2.15 identify and explain the *shoresh* or root of a verb in Tanach

2.16 identify and explain prefixes and suffixes of words in the Tanach

2.17 identify the *Heh Hayedi’a*

2.18 identify the *Heh Hashe’la*

2.19 distinguish between male,female,singular and plural forms

2.20 distinguish between past, present, future and command (*tzivui*) forms

2.21 distinguish between *Vav Hahipuch* and *Vav Hachibur*

2.22 distinguish between *Ktiv* and *Kri*

**Tanach *Mefarshim* Reading Skills**

2.23 read a comment of Rashi with fluency and accuracy

2.24 identify *Rashei Teivot* and key words in Rashi

**Tanach *Mefarshim* Reference Skills**

2.25 locate basic *Mefarshim* such as Rashi, Onkelos and Siftei Chachamim on the Chumash page

2.26 locate a reference (*Dibur Hamatchil*) of *a Mefaresh* anywhere in the Tanach

**Tanach *Mefarshim* Comprehension Skills**

2.27 read a commentary of Rashi with understanding

2.28 anticipate the question of Rashi whilst studying the Tanach text

2.29 distinguish between two explanations in Rashi and the reasons for them

2.30 distinguish between a *Midrash Agadah* and a *Midrash Halachah*

2.31 compare and contrast the explanations of various *Mefarshim*

2.32 identify the approach and style of a particular *Mefaresh*

2.33 prepare a comment of the *Mefarshim* independently

**\*Note – Each of the above mentioned skills will be introduced at each level according to the table listed below. The criteria for the introduction of a particular skill is based on what has been deemed as educationally and age appropriate for that grade level. Skills that have been acquired in previous years will continue to be written in the syllabus as these need to be continually reinforced. Skills to be introduced for that particular grade level will be marked-new skill.**

**Values -orientated Goals -** The student shall:

3.1 appreciate the Divine origin and holiness of the Torah

3.2 develop a strong belief in and love of Hashem

3.3 develop an appreciation for the unique place of the *Avot* within the Jewish people (*Ma’asei Avot Siman Levanim* and *Zchut Avot*)

3.4 develop a strong belief in Divine Providence *(Hashgachat Hashem)*

3.5 develop an appreciation the greatness of our Rabbis *(Emunat Chachamim)*

3.6 develop a love for the study of Torah

3.7 be inspired to observe the Torah and *Mitzvot* as a guide for life

3.8 develop excellent personality traits and characteristics as exemplified by the great personalities portrayed in the Tanach

3.9 develop a love for the land of Israel and its people

3.10 appreciate that there can be various correct explanations to the Torah (*Shiv’im Panim Latorah)*

## We emphasize that whilst all these values will be taught at every grade level, certain of these values will be stressed in different grade levels depending on the content studied. It is these stressed values that will be highlighted in the syllabus at each grade level.

**Tanach Goals- Allocation of Goals by Grade Level**

Note: By X we indicate when a particular goal is introduced. By + we indicate when the particular goal is to be strengthened.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Content |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 | X | + | + | + | + | + | + | + | + | + | + | + |
| 1.2 |  |  |  | X | + | + | + | + | + | + | + | + |
| 1.3 |  |  |  | X | + | + | + | + | + | + | + | + |
| 1.4 |  |  |  |  |  |  |  |  |  | X | + | + |
| 1.5 | X | + | + | + | + | + | + | + | + | + | + | + |
| 1.6 |  |  |  | X | + | + | + | + | + | + | + | + |
| 1.7 |  |  |  | X | + | + | + | + | + | + | + | + |
| 1.8 |  |  |  |  |  |  |  | X | + | + | + | + |
| 1.9 |  |  |  | X | + | + | + | + | + | + | + | + |
| 1.10 |  |  |  | X | + | + | + | + | + | + | + | + |
| 1.11 | X | + | + | + | + | + | + | + | + | + | + | + |
| 1.12 | X | + | + | + | + | + | + | + | + | + | + | + |
| 1.13 |  |  | X | + | + | + | + | + | + | + | + | + |
| 1.14 |  |  |  |  | X | + | + | + | + | + | + | + |
| Skills |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 | X | + | + | + | + | + | + | + | + | + | + | + |
| 2.2 | X | + | + | + | + | + | + | + | + | + | + | + |
| 2.3 |  | X | + | + | + | + | + | + | + | + | + | + |
| 2.4 | X | + | + | + | + | + | + | + | + | + | + | + |
| 2.5 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.6 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.7 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.8 | X | + | + | + | + | + | + | + | + | + | + | + |
| 2.9 |  | X | + | + | + | + | + | + | + | + | + | + |
| 2.10 |  | X | + | + | + | + | + | + | + | + | + | + |
| 2.11 |  |  |  |  | X | + | + | + | + | + | + | + |
| 2.12 |  |  |  | X | + | + | + | + | + | + | + | + |
| 2.13 |  |  |  |  |  | X | + | + | + | + | + | + |
| 2.14 |  |  |  |  |  |  | X | + | + | + | + | + |
| 2.15 |  | X | + | + | + | + | + | + | + | + | + | + |
| 2.16 |  | X | + | + | + | + | + | + | + | + | + | + |
| 2.17 |  |  |  | X | + | + | + | + | + | + | + | + |
| 2.18 |  |  |  | X | + | + | + | + | + | + | + | + |
| 2.19 | X | + | + | + | + | + | + | + | + | + | + | + |
| 2.20 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.21 |  |  |  | X | + | + | + | + | + | + | + | + |
| 2.22 |  |  |  |  |  |  | X | + | + | + | + | + |
| 2.23 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.24 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.25 |  | X | + | + | + | + | + | + | + | + | + | + |
| 2.26 |  |  |  | X | + | + | + | + | + | + | + | + |
| 2.27 |  |  | X | + | + | + | + | + | + | + | + | + |
| 2.28 |  |  |  |  | X | + | + | + | + | + | + | + |
| 2.29 |  |  |  |  | X | + | + | + | + | + | + | + |
| 2.30 |  |  |  |  |  |  | X | + | + | + | + | + |
| 2.31 |  |  |  |  |  |  | X | + | + | + | + | + |
| 2.32 |  |  |  |  |  |  |  |  | X | + | + | + |
| 2.33 |  |  |  |  |  |  |  |  |  | X | + | + |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Values |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.2 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.3 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.4 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.5 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.6 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.7 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.8 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.9 | X | + | + | + | + | + | + | + | + | + | + | + |
| 3.10 | X | + | + | + | + | + | + | + | + | + | + | + |