**Krieger Schechter Day School**

**Standards and Benchmarks**

**Bible**

**GRADE:** 5

**TEACHERS:** Sally Grobani, Michal Reichman, Rahel Lerner

**TIME OF YEAR:** Post-Pesach until end of school year

**NUMBER OF PERIODS/WEEKS:** 5 weeks (approx. 25 lessons, including assessment)

**TEXT:**  Book of Joshua - selections

A. Joshua takes over

Joshua 1:1-9 : God’s instructions to Joshua, transfer of power to Joshua, support of Joshua, חזק ואמץ

B. Spies

Joshua 2: Spies sent to Jericho – Rahav – tell story or use movie, not in text

C. Entering the Land

· Joshua 3:11-4:7; 4:21-24 : Splitting the Jordan with the stones, the stones as a marker (parallels to Red Sea, etc)

· Joshua 5:10-12 : the end of the manna, celebration of Pesach in Eretz Yisrael, transition from דור המדבר

D. Conquest of Jericho

Chapter 6 : tell as story / movie – fulfillment of promise to Rahav, (miraculous) success in battle because of faith in God

E. Division of the land by tribes

Chapter 18

The assignments of each tribe and the placement of the ark in Shiloh

F. Joshua’s closing words

Chapter 24: recap of history from Abraham to that time, renewal of covenant – the people actively take on the covenant, stone as witness

**Standard 1 Benchmarks**

1.10c - repeating words/roots

adon kol ha’aretz

regel (kaf raglecha, priests’ feet) - active, your body is moving

yarden / mayim

noseh, si’u (carrying - you are doing it now, not Moshe/God)

1.16a - recognizes regular biblical verse syntax

positive command form vs. negative command form (AL or LO +...)

does a negative command have to give a negative feeling?

1.16c - understanding person & number

(why God talking to Joshua and not to the people - a speech JUST for Joshua)

finding 2nd person and 3rd person PLURALS - move action to people

1.17 - literary devices in texts

chazak v’ematz at beginning and the end

beginning - God to Joshua

end - Joshua to the people

**Standard 4 Benchmarks**

4.19 - traces events with greater intensity, focusing on details and complex themes

reassurance/transition

connect to 5th grade transition

4.14 - locates the narrative sequentially in the text

this moment in time - what came before vs. what will come in future?

Benchmark 1.10c: Recognizes repeating words and roots

|  |  |  |
| --- | --- | --- |
| **לדעת (ידע)** | **לעשות (מיומנויות)** | טקסט |
| שרשים  מילים חוזרות  יחיד/רבים  מילים שעוזרות לנו להבין את הספור (בהקשר הטקסט) | לסמן את השרש  להסביר מה זה שרש  לזהות שרשים  להבין את משמעות המילים | פרק ג:יג, יד, טו, יז\ פרק ד:ג, ח -- נ. ש.א. (carrying - you are doing it now, not Moshe/God)  adon kol ha’aretz פרק ג:יא’ יג  , רגלי הכהנים ,רגל, כף רגלך -  פרק א:ג, \ פרק ג:יג, טו\ פרק ד:ג,  active, your body is moving  ירדן , מים  \ פרק ג: יא, יג, יד, טו, יז, יח, (ים סוף, ים המלח) פרק א: יא,  [פרק ב: י -- עם רחב ]  פרק ד: א, ג, ה, ז  כד:ו, ח, יא,  עבר נהר -- כד:יד-טו  water as border, parallel/reminder of Red Sea crossing |

Benchmark 1.16a - Recognizes regular biblical verse syntax

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| --- | --- | --- |
| To Know | To Do (Skills): | Text Specific  To Know & To Do |
| THIS IS NOT COMPLETELY UNWRAPPED - just for negative vs. positive commands. For other syntax components, need general unwrapping  Negative command forms:  לא +פועל בעתיד  אל + פועל בעתיד    positive command form | * לזהות את הפעלים בזמן עתיד * מתוך הקשר להבחין בין הפעלים שהם עתיד ואלה   שהם צווי בצורת עתיד  (only in direct speech, etc) | * 1:2 קום עבור * 1:7 אל תסור * 1:8 לא ימוש * 1:9 הלוא צויתיך חזק ואמץ * 1:9 אל תערוץ אל תחת * 3:11 קחו לכם * 4:2 קחו לכם * 4:3 צוו אותם שאו לכם * 4:5 עברו, הרימו * 24: 14, יראו את ה’, עבדו אותו, הסירו |

Benchmark 1.17: Identifies literary devices in text.

|  |  |  |
| --- | --- | --- |
| To Know: | To Do (Skills): |  |
| Types of literary devices  Characteristics of devices  Examples of devices | Read text  Find examples of the device  Make connection to literary device in another text  Explain how the language helps us understand the story  Predict what will happen, based on the literary device | frame (inclusio?), bookends  chazak v’ematz at beginning and the end 1:6, 1:9  beginning - God to Joshua  end - Joshua to the people (verbs move from the singular to plural)  death of a leader 1:1, 24:29 -- עבד ה  echo (of previous text)  crossing the Jordan 3:11-2:17  crossing the Red Sea  creating monuments (also Jacob, etc)4:1-9  passover/end of manna 5:11-12 |

Benchmark 4.14: Locates the narrative sequentially in the text

|  |  |  |
| --- | --- | --- |
| **לדעת (ידע)** | **לעשות (מיומנויות):** | **טקסט** |
| רקע לספור  מי בספור, מה בספור, איפה זה קרה, מתי זה קרה (גם בהשוואה לתמונה הגדולה, בתנ"ך) | לחזור על ספור הרקע  לאזכר recall  לזהות את האנשים  לסדר את הארועים לפי סדר שהם קרו  למקם את הארועים איפה הם קרו  למקם את הקטע בתוך התמונה הגדולה, בתנ"ך | \*place Bnei Yisrael on map at Ever Hayarden, then entering eretz Yisrael  \*Find sefer Yehoshua in a TaNaKh  \*identify Book of Joshua as bridge between 40 years of wandering-death of Moses and settlement in the land  \*Identify Book of Joshua as beginning of Neviim, not Torah  \*Identify Joshua as same character from Shmot and Bmidbar  \*Bnei Yisrael free but not yet settled -- next step in independence as Nation / place Bnei Yisrael on their journey from slavery to peoplehood  this moment in time - what came before vs. what will come in future? |

Benchmark 4.19 Traces events of the narrative with greater intensity, focusing on details and complex themes

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| --- | --- | --- |
| To Know | To Do (Skills): | Text Specific  To Know & To Do |
| the plot  what a theme is  the specific themes in the text | \*retell the story  \*connect key components of story to overall themes | awareness of this moment in time as a connection btwn past and future  \*the stones (chap 4)  \*death of Moses (chap 1)  reassurance during a transition  \*I will be with you as I was with Moses (chap 1)  \*Chazak VeAmatz  \*familiar rituals/events -- see echoes  \*engaging in a ritual makes things less scary (crossing Jordan vs crossing Red Sea)  \*Joshua reassuring Bnei Yisrael at the end (chap 24) -- recap of history  connect to 5th grade transition |

**BIG IDEAS**

Negative instructions can be as meaningful as positive

Reminders of the past help us to move into the future : דע מאין באת ולאן אתה הולך

Literary devices hint at a text’s message

**ESSENTIAL QUESTIONS**

What do people need in order to succeed through life’s transitions?

How does a text get me to pay attention to important things?

**ASSESSMENT**

Engaging Scenario

You are creating the haggadah for a new holiday to commemorate b’nei yisrael’s entering into the Land of Israel. Your holiday must emphasize the idea that reminders of the past help us move into the future.

TASKS

TASK #1: The Name of the Holiday

Here are three possible names for the holiday. Complete the graphic organizer about the name of the holiday. Choose the one that you think makes the most sense and explain why.

1. זמן חזק ואמץ

2. יום רגליים

3. חג המעבר

Your explanation, in a paragraph of at least 3 sentences, should show how this name:

* connects to the text
* reminds people of what happened.
* helps tell the message of the holiday.

TASK #2: The Haggadah Illustration

The haggadah will include an illustration of two related events - one from Sefer Yehoshua, and one from another place in Torah which is echoed by that event from Sefer Yehoshua.

1) Plan your illustration on the attached organizer, including ideas about how your drawings will show what is similar and what is different between the original event and its echo in Sefer Yehoshua.

2) Draw your illustration, using the attached template. One side should show the event in Sefer Yehoshua, and the other side should show the earlier event that it echoes.

TASK #3:

Your holiday celebrates the transition to the Land of Israel. Write a prayer for your Haggadah, thanking God for all the ways God made the transition easier. Your prayer should include at least five specific examples.

God helped us move from the desert to the Land by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

God helped us move from the desert to the Land by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

God helped us move from the desert to the Land by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

God helped us move from the desert to the Land by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

God helped us move from the desert to the Land by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCORING GUIDE**

TASK #1

\_\_\_ I selected from the holiday name choices provided.

\_\_\_ I provided a paragraph explaining my name choice

\_\_\_ My paragraph clearly and accurately explained how my choice:

\_\_\_\_ connects to the Biblical text

\_\_\_\_ reminds people of what happened in the text

\_\_\_\_ helps tell the message of the holiday

\_\_\_ My paragraph is written with proper grammar, spelling and punctuation

TASK #2

On the planning organizer:

\_\_\_ I selected an event from Sefer Yehoshua from the choices

\_\_\_ I connected the Sefer Yehoshua event to the matching earlier story in Torah

\_\_\_ I listed accurate similarities and differences between the two events

On the drawing template page:

\_\_\_ I completed two drawings

\_\_\_ One drawing clearly depicted an event from the Book of Joshua

\_\_\_ One drawing clearly depicted a similar event from earlier in Torah

\_\_\_ The similarities and differences that I wrote on my planning organizer are clearly shown in my drawings

Task #3:

\_\_\_\_ I provided 5 examples of things God did to help Joshua and Bnei Yisrael with the transition

\_\_\_\_ Each example is taken from Sefer Yehoshua

\_\_\_\_ I have written about each example in clear and grammatically correct language