

7th Grade - INTRODUCTION TO THE HOLOCAUST

Summary of Class

- This course is designed to provide basic facts regarding what occurred during The Holocaust. We will learn and use basic terminology related to The Holocaust as well as watch audio visual testimony from survivors of the Holocaust.

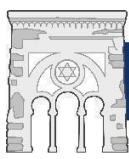
Objectives

Students will be able to:

- recognize basic terms, including *Kristallnacht*, *Nazi Party*, *Hitler*, *Auschwitz*, *genocide*, *ghetto*, *antisemitism*, *final solution*, among others
- explain what the Nuremberg Laws were
- describe the steps taken to persecute, isolate, and attempt to annihilate the Jewish community
- identify the roles perpetrators, collaborators, and bystanders during the Holocaust
- listen and describe stories of survivors and their resilience

What we'll Study

• Introductions •What do we already know?
• What was the Holocaust and why do we study it? Life Before the Holocaust •Rise of the Nazi Party
• SUKKAH HOP
• Life at Risk • Ideology and Propaganda • Rising Antisemitism • Nuremberg LawsLife at Risk • Attempts to Flee • November Pogrom / Kristallnacht: The Night of Broken Glass • Teaching Hatred
• Life During Genocide • Life in the Ghettos • Life in Hiding
• Life During Genocide • Deportations • Concentration Camps
• Life During Genocide • Jewish Resistance
• Life During Genocide • Rescue & the Righteous
• Life after Liberation • Reclaiming Life • New Homes, New Communities
• Life after Liberation • Remembering and Rebuilding
• Holocaust in movies



7th Grade - INTRODUCTION TO ISRAEL

Summary of Class

During this course we will learn about important events and famous figures in the history and culture of the State of Israel since its establishment in 1948.

Objectives...Students will be able to

- 1) Interact in small groups and share their discussions, feelings, and conclusions with the class while demonstrating respect, patience, and open minds about other students' opinions. They will then need to work out a conclusion for each group to present to the class.
- 2) Use their creativity and to express their conclusions about the specific subject of the lesson that was chosen about major events and milestones in the history and culture of Israel through a variety of tools that will be alternated.
- 3) Enjoy, feel, taste, and express their Israeli experience through a variety of tools that they will need to choose together according to their talents, skills, and interest, and implement it in the subject of the class.
 - Short videos from YouTube
 - Act and Play: I will ask to bring a special guest who is a producer that I studied with.
 - Music : Students will play a song with an instrument, sing, read poetry with me and the music teacher, according to the subject of the lesson.
 - Cooking class to make their favorites Israeli dishes

What we'll Study

- Get to know you games & Israel Connections:
- The establishment of Israel
- Hatikva & the Israeli flag:
- Early settlers; kibbutz, moshav, big cities:
- The importance of Jerusalem to the different religions
- Knesset - Israeli political system
- IDF & Operation Thunderbolt
- Israel & US relations, Israeli contributions to the world
- Tourism in Israel
- The peace process with Egypt and Israeli PR
- Conclusions and Creative Presentations



8th Grade - Leadership for Young Adults

Overview

This year we will be taking different values of leadership and having open discussions about the topic of the day and participating in a team/community building exercise that will bring my class closer together. I always welcome any feedback about the class and look forward to spending quality time mentoring you amazing young adults.

Summary of Class

Having good leadership skills will help you go farther in all areas of life. We will explore different aspects of leadership styles and discuss ways to have students use their personalities to form their own styles of what leadership means to them. We will discuss how to become a leader while using activities to support effective leadership skills.

Objectives

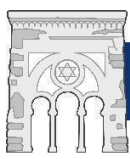
Students will Identify where leadership can be present

Students will develop individual leadership for their personal use

Students will recognize their own leadership strengths and opportunities to grow

What we'll Study

What is leadership? Who are we, and why we are here?
Identifying leadership; Good leaders vs leaders that need a different direction
What happens when leadership is absent?
Verbal vs non verbal styles of communication. Leadership boundaries; Peer pressure
Do you need to have a following to be a leader?
Can you be taught to be a leader or are you born with leadership? Does experience help you with leadership?
Roll of traditions in defining leadership
What is value creation? How does value creation help in leadership?
When should you say it and how you should say it?
What kind of leader am I? What is my style of leadership?
Review of characteristics of leadership; How to implement and become a leader



8th Grade - Madrikhim Course

This will be a course of instruction to help students become successful Madrichim at JLC. Using direct instruction, interactive experiences and group collaboration, students will better understand the building blocks of instruction and develop the skills necessary to assist in the classroom.

What we'll Study

Expectations Role Models - Identify and describe expectations, Compare and contrast secular/JLC, Describe role model behaviors, Dramatize positive/ negative role models
Qualities of a Good Leader Leadership skills for the classroom - Identify leadership skills, Practice active listening skills, Show SMART goals
Child Development Social, Emotional, Educational & Age appropriate games and activities - List developmentally appropriate skills, Differentiate skills in social, emotional and edu. Design age appropriate games.
Learning Styles Learning style survey & Adapting a lesson to multiple modalities - Differentiate between learning styles, Complete learning style survey, Incorporate learning styles in games
Classroom Management Building Relationships & Discipline - Demonstrate how to build positive relationships, Illustrate praise, Understand the causes of negative behavior
Diversity and Inclusion Classroom techniques & Activities - Discover similarities/differences among students.
Working With Mitkadem Examining a sample level & Providing support for students - Identify components of Mitkadem, Demonstrate small group/ individual work, Understanding lesson modification
Lesson Plan Creation Objectives, Methods, Materials, Strategies & Evaluation - Differentiating goals/ objectives, Discover multiple teaching methods, Apply specific activities to teach
Writing A Lesson Plan Begin presentations of lesson plans - Design appropriate activities, Prepare to share lesson with class
Work on Group Lesson Plan Begin presentations - Discover components of successful lesson, Collaborate to plan lesson, Describe goals/objectives
Finish Class presentations Evaluation of class Celebration - Review what class has learned, Evaluate instruction, Celebrate successes

8th Grade - RELATIONSHIPS

Summary

Welcome to adulthood! As B'nei Mitzvah our religion provides a clear entry point into adulthood. However, we often do not share with you what is entailed with being an adult. In many ways this is a time when the three central relationships within your life begin to grow and evolve. These relationships are your relationship with God, your relationships with other people, and your relationship with yourself. The goal of this class is to help you see, as you explore these relationships, that Judaism has something to offer you as you enter this new step in your life. We also hope to create a place where you can support your classmates by noticing that a lot of the growth that is taking place with you is taking place within them as well. Lastly, we hope for you to see that your new development is holy and has a place amongst the Jewish people.

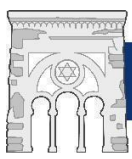
Objectives: Students will be able to...

1. feel a sense of comradery with their classmates as demonstrated through a variety of group experiences, fun games, and group sharing exercises.
2. see different unique aspects of their emotions through sharing one personal story over the course of the semester.
3. share stories from our Jewish tradition, both modern and classical, through active reflecting of what they learned about in class.

What we'll Study

Defining a Safe Space
Exploring Personal Identity
Stress/Anxiety
Gender Labels/Stereotypes
Anger
Cheshbon Ha Nefesh - Self Reflection
Friends/Cliques/Bullying
Taking care of ourselves - Pikuach nefesh
Shmirat Halashon and Derech Eretz
Conflict resolution - Rodef Shalom
Our bodies - our lives
End of Year Celebration

9th Grade - Architect of Your Life



Summary of Class

The objective of this class is to give students the tools to identify critical/life changing issues or situations that might impact the rest of their life. Students will learn tools that will help them make the “right” decision or choice. I will teach an analysis methodology that can be applied to virtually any issue or circumstance where students will be able to identify an issue, apply a legal/religious/moral rule, analyze the particular situation applying the rule and finally conclude with their decision. We will process difficult and controversial themes utilizing this analytical paradigm. We will make sure students are comfortable dealing with the topics in a manner in which everyone is heard and all opinions are valued. This class will be structured like a seminar where students sit around a table facing each other. There will be name placards and assigned seating that changes every class.

Objectives: Students will be able to

- identify critical life-changing issues
- sense if there is a rule or ethical principle that applies to the issue
- apply the rule to the issue and analyze the rule vis a vis the issue
- make the best choice after filtering the issue through this analytical paradigm

9th Grade - Comparative Religion

Summary of Class

The world has a plethora of religions. Through guest speakers, video presentations and active discussion, our class can begin to understand religious practices and traditions from around the world, and see the thoughts, values, and rituals that lie behind specific faiths. Using your own understanding in Judaism, my hope is that at the end of the class, you will have a deeper commitment to your own faith, as well as a deeper appreciation for the kinship we have with people of other faiths.

Objectives

Upon completing this class, students will be able to:

- Identify different new religions and some of their practices.
- Identify similarities with their own religion with those of their own faith
- Think critically about their own understanding of Judaism and what it means to them

What we'll Study

“The Big Picture”

Judaism

Bahai

Sikhism

Catholicism

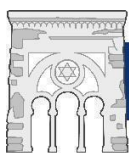
Lutheranism

Hinduism

Sufism

Buddhism

10th Grade - Jewish Conflict in Cinema



Summary of Class

- In this course, we will watch movies & TV about Judaism and conflict; relationships with family, friends, your communities, and your nation.
- We will engage in discussions about the roles of Jewish characters, the conflict & turmoil they experience based on circumstances around them.
- We will talk about their time in history, how each of these stories & characters relate to our lives, how they are shaped by historical events & our relative experience with current events.
- We will also review the craft of cinema and how different techniques help tell a story or evoke emotions.
- Each class will be spent in part watching a movie, part discussion about what we've seen.

Objectives

Students will be able to:

- Understand and speak to historical events and how they shape our worldview as Jewish Americans.
- Grasp how conflict is presented and how various characters grapple with and work to resolve conflict, both internal and external
- Learn about the complexities of the world and that it's often more complex and nuanced than black & white / good vs. evil
- Understand the craft of cinema and how different aspects (lighting, camera angles/movement, editing, music) all help contribute to telling a story

What we'll Study

Judaism in Films such as: The Chosen, Munich, Fiddler on the Roof, and more

10th Grade - Speech and Communication, finding your voice!

Instructor Summary of Class

An 11-week course learning about communication styles and how to best use them. Each week will include a breakout activity and connection to a Jewish Value.

Objectives: Students will be able to

- Interact in breakout sessions and share their feelings, experiences and conclusions with the class while demonstrating respect, patience, and open minds about other students' opinions.
- Differentiate between the 5 different styles of communication beginning with intrapersonal, interpersonal, small group, public communication, and mass communication
- Learn and practice essential tools and techniques for better communication in a fun way
- Use Jewish Values to influence their actions and communication with others

What we'll Study:

5 styles of communication	Public communication
Intrapersonal communication	Mass communication
Interpersonal communication	Ineffective communication
Small group communication	Tips & tricks for optimal communication



11th Grade - I3A SEMINAR: Israel, Advocacy, AIPAC, and Ambassadorship

Summary of Class

The I3A Israel, Advocacy, AIPAC, and Ambassadorship empowers teens to increase their knowledge on Israel, develop strong advocacy skills, and meet distinguished speakers. Our hope is to create a new generation of advocates for Israel in the Beth Am and San Diego community.

Goals of the Program Are To:

- Educate teens on the modern state of Israel (covering a host of topics, from history to current events)
- Educate teens on the nature of advocacy, informed debate, and how it works
- Create a generation of advocates who will add to the Beth Am leadership community

Objectives: Students will be able to

- share a strong understanding of Israel's history with others
- address complexities and debates around Israel and when it is antisemitism
- identify where, in government, to bring issues they seek to advocate
- describe differences of Israel lobbying and advocate effectively for Israel in person and as a lobbyist (including local, state, and national levels)
- consider their role as the next generation of advocates and activists

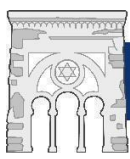
What we'll Study:

Topics will vary to fit the class

Orientation	Israel politics at the local school district level
Israel Seminar #1: Beginnings of the Jewish Nationalist Movement- Zionism: 1700's– 1800's • Changes in the world that inspired Zionism. ♦ (1776-Independence of the American Colonies, The French Revolution, The Enlightenment, Haskalah, Factors that pushed Jews away from Russia and Eastern Europe and towards the US) ♦ Palestine before the 1880's ♦ Migrations: The Jewish Nationalist movement in the 1800's	A local Israeli advocate narrative
Sukkah Hop	SARIT (Roudnice/Israel Trip) 2025 Info Session
Israel Seminar #2: The Zionist Dreamers: • Dr. Theodor Binyamin Ze'ev Herzl, Louis D. Brandeis, Ahad Haam Zeev Jabotinsky, Rabbi Yehuda Alkalai, Rabbi Zvi Hirsh Kalisher, Moshe Hess, Lilien Blum, Leo Pinsker ♦ First Zionist Congress, San Remo Conference, Balfour Declaration	Dealing with Difference: How to argue
Israel Seminar #3: 1900-1940 • The British Mandate and the impact of British imperialism ♦ The Arab-Israeli Conflict ♦ The White Paper ♦ Peel Commission ♦ The Holocaust and Rebirth	Dealing with Difference: Prepare for meeting
Israel Seminar #4: Birth of Medinat Yisrael • The UN Partition Plan ♦ The Independence War (1948) ♦ The Sinai Campaign (1956) ♦ The Six Days War (1967)	Meeting: Congressman Mike Levin
Israel Seminar #5: Birth of Medinat Yisrael • The Yom Kippur War (1973) ♦ The Two Lebanon Wars ♦ 10/7	Dealing with Antisemitism



Israel Seminar #6: In Pursuit of Peace • Camp David(Begin/Sadat) ♦ Oslo Process (& since) ♦ Peace treaty with Jordan, ♦ Sunni Relationships ♦ IDF AND Palestinian security forces ♦ Abraham Accords ♦ Post 10/7	Responding to Hatred
Field Trip to JCC to meet Team Israel Baseball Team	Anti Semitism on Campus
SARIT (Roudnice/Israel Trip) December - January	Dealing with Difference: How to argue
Jason Bercovitz and Jordan Marks on bipartisan work for Israel	Sabra Siyum



Summary of Class

As you enter your senior year, the horizon of your high school career approaches and as you approach this new unknown, a number of questions may fill your mind: How do I prepare for college? What's next for me? How can I be Jewish on a college campus?

This course is designed to give you comfort and strength in managing these questions and many (many) more that you will ask yourself and your peers throughout our year together. In the Torah, we know of leaders who looked at the horizon with anxiety. The greatest example is Moses who told God he was not ready to leave Egypt with the people of Israel. And how did God respond? He gave Moses, Aaron, his elder brother to help him move into the future. Perhaps Aaron, as the older brother, had wisdom and experience to help center and direct his younger brother Moses. You can think of this course as an elder brother or friend, sharing their wisdom and success to guide you as you approach new frontiers.

This class will take into account your unique and busy Senior year schedule. We will meet on select Mondays, about once a month, for you to come to school, and have added some Friday night dinners with the Rabbis. We added these dinners because as this year marks your last year in Beth Am youth education programming we want to ensure a strong relationship that you can take with you when you go to college. When you go to college, we hope that you will not hesitate to call or email us if you ever have questions or need help.

Objectives

The objectives of this course are to create an experience that allows each student:

1. To develop and practice strong essay writing skills to aid in college admissions and job applications.
2. To prepare and think about all that is to come in their post high school and young adult years
3. To develop critical skills for practicing Judaism in college and as young adults.
4. To develop practical skills for responding to anti-Israel and anti-Semitism on campus.

What we'll Study

Orientation to year and college essay writing with Mainstay Academics
UCSD Hillel Shabbat Visit
College essay writing seminars
Class: Dealing with BDS and Anti-Semitism in college with Stand With Us
JNF Trip
Class: Hanukkah and Mental Health on Campus
Class: Jewish On Campus: Hillel, Israel, Jewish Studies, Hillel Leaders
Shabbat at Rabbi Earne's
Class: Greek Life Deep Dive: Have Fun & Stay Safe Hillel Leaders
Class: College cooking, survival (fun!) & Preparing for Siyum, what type of ceremony do we want to have?
Final Class with Rabbi Kornberg
Graduation - Sabra Siyum