READ ME FIRST

נשמת חיה

Nishmas Chaya

שש מצוות תמידיות

Six Constant Mitzvos

Curriculum

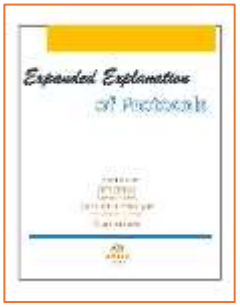
AMATZ

אמת

Contents Overview

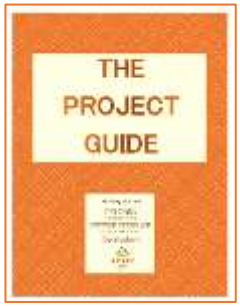
"Read Me First" Book (this book)

- Please read through this completely first. It includes important notes on the lesson plans and on projects. It also includes some practical ideas and procedures for cooperative learning.



"Expanded Explanations on Protocols Guide"

- Use this guide for a more detailed explanation on any of the protocols in the curriculum. This is a reference source, and **it is not necessary to read through this guide before beginning**.



"The Project Guide"

- Includes an explanation on PBL (project-based learning), a list of project ideas and project wall ideas, and all necessary rubrics, etc. for any project.

"Student Reflection Journal" (SRJ) per mitzvah (to be copied off for students)

Teacher's lesson plans per mitzvah

- Each mitzvah has 3 sections:
  - Unit Overview or the "Big Picture" of the unit
  - Lessons and resources
  - A copy of the Student Reflection Journal that students are receiving for the mitzvah

Folder titled "MVA":

- Includes a folder per mitzvah with all MVA (Master Visual Aids) for each lesson prepared as a PDF document for easy copying of MVA.

Curriculum Overview

This curriculum is designed to be used in any of the following ways:

a. Taught over two years, once a week, 45-minute periods.
b. Taught over one year, twice a week, 45-minute periods
c. Taught over one year, once a week, 45-minute periods. In this case, some lessons are skipped. Projects are also skipped, with the exception of the final project

Even if the course is taught according to options 'a' or 'b' above, five projects will probably be too many. We suggest not more than 2 projects per year if taught over two years and 2-3 projects per year if taught twice a year. The final project is included in all versions of the curriculum. It is up to the teacher/school to decide which projects to omit.

In the Unit Overview for each unit, you will find a clear guide, titled "Curriculum Differentiation Guide", listing what to omit in the unit and in the Student Reflection Journal if this course is taught over once-weekly-over-one-year and/or if the project is being omitted for the unit.

Protocols Overview

To ensure proper classroom discipline while protocols are going on, the following pointers are important.

1. **Dividing into Groups Quickly**: It's important to have students break up into groups quickly without wasting time. Some ideas to divide up quickly include:
    a. Dividing groups by rows (each row becomes a group)
    b. Dividing groups by number in row (all firsts in the row become a group, all seconds become another group, etc.)
    c. Handing out colored labels with a letter and number written onto it at the beginning of each mitzvah for students to stick onto their SRJs. (Example: Have 5 different colored labels, even amount of each. Mark off each label with a letter [A-E] and a number [1-5]. Sometimes tell students-go to your color group. Other times, tell them to go to their number group or letter group… Alternate ways of dividing.)
    d. Have students pick a popstick labeled with a number/ letter/ color…
    e. Have students number off.
    f. Have students fill out an **Appointment Clock** (with partners or groups) at the beginning of the mitzvah/year. Then tell students: go to your 5:00 partner, etc. (see end of this booklet for a sample Partner Clock)
2. **Set a Signal:** Designate a signal for students to be quiet/ move on to the next part of the protocol/ return to their seats. Signals can include: ring a bell, clap twice, flick the light switch, blow a whistle…
3. **Voice Level Expectations**: Be very specific about expected voice levels during the protocol. If necessary, remind students before it gets out of hand.
4. **Giving Instructions**: Instructions for any protocol should always be given while students are still seated and before specifying with whom students are working. This keeps students seated, focused, and quiet.

Sample Instructions:
"Girls, we will explore this topic using a __fill in the blank__ Protocol. You will be divided into groups. During this protocol, voice level will be kept down to a very quiet voice (demonstrate). Each group will __ABC, etc__. When the signal is given (specify signal), you will return to your seats. Any questions? (answer questions). Okay, the focus we are exploring again is __restate topic__. __State method of dividing into groups.__

Projects Overview

Within this curriculum, a project was provided for each unit. All resources are included for all projects. However, it's not a matter of all or nothing. Time constraints are understandable. Therefore, each school or teacher should judge how many and which projects can realistically work in the classroom. We recommend 2 projects per year if taught over two years (with one being Mitzvah 6 project), and 2-3 projects if taught twice a week for one year (with one project being Mitzvah 6 project).

Following is a summary of the provided projects:

מצוה #1- לא יהי' לך אלהים אחרים	Students are divided into groups. Each group creates an oral and visual presentation focusing on making the mitzvah practical and realistic to our lives based on research of one mistaken belief.
מצוה #2- לא תתתרו אחרי לבבכם ואחרי עיניכם	Students are divided into groups. Each group creates an advertising campaign for this mitzvah.
מצוה #3- לידע שיש אלקים	Students are divided into groups. Each group creates a mood board, using text, graphs/charts, and/or photos portraying either אמונה or בטחון or both. The mood board focuses on: what is בטחון/אמונה? How can I upgrade/enhance my בטחון/אמונה?
מצוה #4-5- אהבת ויראת ה'	Students are divided into groups. Each group creates a game that will enable others to learn in a fun yet educational way, about the nuances of the mitzvos of יראת ה' and אהבת ה'- how they are different yet correlated, how they are both pleasurable and beneficial to us, and how they are both easily attainable through daily, practical methods.
מצוה #6- ליחדו	Students are divided into groups. A chorus is written by volunteer writers/ teacher. Each group writes one low part of the song, focusing on their assigned mitzvah.

Projects are not limited to those mentioned above. "The Projects Guide" contains a list of more project ideas, if a teacher chooses to create her own project.

Daily Appointments

9:00

10:30

12:00

1:30

3:00

4:30