

Scope & Sequence

IsraelLINK Essential Understandings:

1. Knowledge of Israel is grounded in history, contributions, and innovations, both ancient and modern.
2. Israel is an integral part of Jewish identity building.
3. Israel is the indigenous homeland of the Jewish People.
4. Israel is a modern nation informed by the values established by the Jewish people who lived there 3,000 years ago.
5. Israel is a nation of diversity that exists with its majority and minority populations.
6. Israel, as a modern democracy, grapples with many of the issues facing countries today.



What does every unit have in common:

- Pre and post-unit questionnaires
- My Israel Story and Middah Chart reflections on the unit
- Additional resources in the Resource Library

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FOUNDATIONS

Identity

<p>Unit Goal</p> <p>Students will critically examine the nature and impact of self-identification before being able to see themselves as part of the story of the State of Israel.</p>	<p>Lesson 1: Defining Self</p> <ul style="list-style-type: none"> • Students will explore identity, including their personal and Jewish identities. • Students will reflect on their own identities, considering the inclusion of Israel as a part of their Jewish identity. • Students will explore the Middot chart to find principles that connect to their identity. 	<p>Lesson 2: A Good Name</p> <ul style="list-style-type: none"> • Students will be able to identify Israel's various names and understand why <i>Medinat Yisrael</i> was eventually chosen for the modern state. • Students will reflect on the origins of their names. • Students will create an identity statement that encompasses their unique characteristics and values. <p>Lesson 3: Bridging Our Story</p> <ul style="list-style-type: none"> • Students will reflect on their ancestral connection to the land of Israel

Jewish Continuity in the Land of Israel

<p>Unit Goal</p> <p>Students will trace a continuous Jewish presence in the Land of Israel through the examination of primary resources. They will also explore the land's significance to Jews throughout history.</p>	<p>Lesson 1: Roots of an Indigenous People</p> <ul style="list-style-type: none"> • Students will be able to define the different ways that Yisrael is used in our vernacular: Am Yisrael, Eretz Yisrael, Israelites (in the Torah), Klal Yisrael, B'nai Yisrael. • Students will be able to explore and define the four lenses in which we view Israel's history. • Students will be able to examine how the Jewish people are inextricably connected to Israel. 	<p>Lesson 2: Connection</p> <ul style="list-style-type: none"> • Students will explore ways that Israel holds significance for Jewish communities around the world. • Students will learn key events or milestones in Jewish history that have strengthened the bond between the Jewish people and the Land of Israel.
<p>Lesson 3: Self-Determination</p> <ul style="list-style-type: none"> • Students will explore ways in which the Jewish people have claimed sovereignty in the Land of Israel since Biblical times. • Students will learn key events or milestones in Jewish history that have led 	<p>Lesson 4: War and Peace</p> <ul style="list-style-type: none"> • Students will identify and explain ten key events in Israel's history, illustrating the wars endured and our initiatives to achieve peace. 	<p>Lesson 5: Inspiration</p> <ul style="list-style-type: none"> • Students will identify and explain ten key historical events in Israel that have inspired the Jewish people. • Students will explore the themes of ingenuity, resilience, leadership, sanctuary, and Jewish

to being a free people in the Land of Israel today.

- Students will be able to make connections between events, learning that history is cyclical.

- values to examine and understand key historical moments in Israel's history.
- Students will be personally inspired by one of the events that they examined.

Zionism

Unit Goal

Students will develop a foundational understanding of the term Zionism, explore different expressions of Zionism and the thinkers behind them, and see the historic and modern significance of having a sovereign, self-reliant, and independent Jewish state.

Lesson 1: Modern Zionism

- Students will be able to identify events in Jewish history that led to the consequential need for defense.
- Students will be able to define Zionism.
- Students will be able to recall the story of Theodor Herzl and his influence on Modern Zionism.
- Students will learn about the effect of antisemitism on the desire to found a modern State of Israel.
- Students will view Israel as a homeland for the Jewish people, providing a haven for Jews worldwide should the need arise.

Lesson 3: Hatikvah

- Students will be able to articulate the history of "Hatikvah," both the original poem and the national anthem of Israel, and explore their connection/relation to the sentiments it expresses
- Students will be able to recognize and articulate the impacts of artistic changes made to existing source material.

Lesson 2: So Many Zionists, Just One Israel

- Students will be able to articulate the progression of Political Zionism through Herzl.
- Students will recognize the names of the following agencies: the World Zionist Organization, The Jewish National Fund, and The Jewish Agency, and associate them with Theodor Herzl.
- Students will be able to identify and define multiple forms of Zionism: Religious, Cultural, Political, Revisionist, and Labor.

Lesson 4: Ben Gurion Escape Room

- Students will review information about the founding of the State of Israel and learn more about the historical circumstances of that time period.
- Students will practice teamwork as well as investigative skills.

The Land and Its People

Unit Goal

Students will come to see Israel, not as a monolithic entity, but as a complex modern state with dynamic population centers and a wealth of multifaceted landscapes.

Lesson 1: Maps

- Students will have an understanding of Israel's location and size.
- Students will have an understanding of the worldwide Jewish population.
- Students will be familiar with Israel's different geographic zones.
- Students will have an understanding that countries have distinct religions

Lesson 2: Topography/Geography

- Students will be familiar with the four geographical regions of Israel
- Students will understand that rich geographical diversity can exist in a small area
- Students will be able to identify locations in Israel and reference their historical and modern significance

Lesson 3: One People?

- Students will break the mold of preconception and be able to articulate that Israel's population is not monochromatic or monolithic but very diverse, with populations from all over the world.

Lesson 4: Meet Olim

- Students will learn the stories of young Jews who emigrated to Israel
- Students will be able to articulate why some Jews choose to live in Israel despite the challenges outlined in the first part of this unit

Diversity in Israel

Unit Goal

Students will immerse themselves in some of the many different cultures that make Israel a diverse society of Jews and non-Jews alike, from all ranges of different ethnicities, religions, races, and countries of origin. They will also gain a greater understanding of the history and diversity within world Jewry.

Lesson 1: These Are the People in Your Neighborhood

- Students will see Israel as a diverse society comprised of Jews and people of other faiths and no faith
- Students will understand that Israel comprises people of different ethnicities, races, and countries of origin.
- Students will recognize Israel as a place where people from different backgrounds can and do coexist.
- Students will discuss whether diversity strengthens or weakens a nation

Lesson 2: Returning Home: Yemeni Jews

- Students will be able to identify three rescue operations bringing people to Israel
- Students will be able to describe key parts of the rescue mission from Yemen

Lesson 3: Returning Home: Ethiopian Jews

Lesson 4: Returning Home: Russian Jews

Lesson 5: Israel's Minority Communities: Arameans

- Students will be able to demonstrate an understanding of one individual's experience as a refugee from Ethiopia
- Students will be able to express an understanding of the challenges minority groups face when grappling with inequality.

Lesson 6: Israel's Minority Communities: Arabs

- Students will understand that the Arab-Israeli population of Israel is diverse, which is reflected in their varied opinions regarding Israel.
- Students will understand the Biblical beginnings that inform the relationship between Arabs and Jews and the aspirational goals set out in Israel's Declaration.
- Students will begin to build a foundation of understanding regarding the complexities surrounding Arabs and Jews living in Israel, which they will build upon in later lessons.

- Students will be able to define the term "refusenik."
- Students will be able to examine one person's journey from the Soviet Union to Israel
- Students will be able to analyze and compare different experiences of refuseniks

Lesson 7: Israel's Minority Communities: Druze

- Students will be able to define who the Druze are, where they live, and what their culture is like
- By contributing to their "Israel Story," students will be able to reflect on what they learned or how they connected to Israel.

- Students will be able to explain that the Arameans are Indigenous people in the Middle East, Christian, and live as a minority in Israel
- Students will be able to compare the life of Arameans in Israel as opposed to the life of Christians in other Middle Eastern countries
- Students will be able to explain why individual Arameans feel so connected to Israel and the Jewish people
- Students will be able to connect their ancient connections between Jews and Arameans.

Lesson 8: Because We Were Strangers...

- Students will hear stories of both an economic migrant and a refugee and will be able to identify the criteria for defining either status.
- Students will be able to describe how people are obligated to one another through the lens of the Torah.

Lesson 9: Become an Expert

- Students will be able to develop their arguments to defend the claim that Israel is diverse.
- By contributing to their "Israel Story," students will be able to reflect on what they learned or how they connected to Israel.

Jewish Values in Action

Unit Goal

The unit aims to ignite students' commitment to bringing Jewish wisdom to life in Israel and their own communities. By interweaving text study, research, global connections, and social action, Israel becomes a compelling context for purposeful living.

Lesson 1: *Hineni*

- Students will be introduced to the Middah Chart and will analyze which Jewish virtues reflect the value of social responsibility (*achrayut*).
- Students will study and discuss the meaning of the text "Am I my brother's keeper?", Ayeka (Where are you) and Hineni (I am here) and what social responsibility entails.
- Students will make connections between ancient Jewish texts/teachings and modern humanitarian efforts.

Lesson 2: *Adi Negev (Shaveh)*

- Students will identify tangible ways they can advocate for and implement the value of *shav'eh* (equality) in their school and community settings.
- Students will gain an understanding of ADI Negev's mission and methodology to empower individuals with disabilities through specialized living facilities, schools, therapy, and a rehab hospital.
- Students will analyze Jewish texts that promote radical inclusion and equal valuing of all people regardless of differences.

Lesson 3: *Clore Community Center (Shalom Bayit)*

- Students will analyze Jewish texts relating to reconciliation and building bridges, connecting these texts to the value of *Shalom Bayit* (Peace in the home).
- Students will learn about the history and work of the Clore Jewish Arab Community Center in Akko, Israel, as a model of *Shalom Bayit* between Jewish and Arab youth.
- Students will identify ways the Clore Center fosters trust, friendship, and cultural understanding through sports, arts, camps, and other cooperative programs.

Lesson 4: *Hagal Sheli (Netzach)*

- Students will analyze Torah text that exemplifies the Jewish value of *netzach*, perseverance.
- Students will examine HaGal Sheli's work and how its programs, including surfing camps and mentoring, instill perseverance in at-risk Israeli youth.
- Students will reflect on times in their own lives when they needed to overcome challenges and keep trying, identifying personal examples of perseverance.

Lesson 5: *Hatzalah (Pikuach Nefesh)*

- Students will be able to reflect on the application of *pikuach nefesh* in Hatzalah's work and how it aligns with the prohibition of *lashon hara*.
- Students will be able to comprehend the mission and impact of United Hatzalah, explaining the vital role of the volunteer EMTs and paramedics in providing fast, free, life-saving services in Israel.
- Students will be able to articulate the Jewish value of *pikuach nefesh* and understand its significance as a guiding principle that prioritizes the preservation of human life above all other obligations. They will study relevant texts from Jewish tradition that reinforce this value.

Lesson 6: *IsraAID (Areyvut)*

- Students will be able to understand the concept of *areyvut* and its connection to IsraAid's humanitarian work.
- Students will explore biblical texts, such as Leviticus 19:9-10 and Isaiah 58:6-7, to recognize the themes of compassion, empathy, and social justice within them.
- Students will be able to develop empathy and compassion as character attributes

Lesson 7: *Leket Israel (Kavod Ha'adam)*

- Students will be able to reflect on the application of *kavod ha'adam* in Leket's work and how they can embrace this value in their own lives.
- Students will learn about Leket Israel's mission and methodology to efficiently collect and redistribute excess fresh food in Israel to provide nutritious meals with dignity.

through experiential activities and reflection, with a focus on how these values can drive positive change and contribute to repairing the world.

- Students will analyze Torah texts that exemplify the value of human dignity (*kavod ha'adam*) in their teachings about treating others with respect.

Innovation & Technology

Unit Goal

Students will gain knowledge of Israel's various achievements in technology and innovation by researching examples of Israeli inventions that have improved lives on a global scale. In examining their own world, they will apply critical thinking skills by problem-solving challenges and finding solutions to understand the innovative process better.

Lesson 1: Innovation For All

- Students will be able to cite examples of how technology invented in Israel improves lives everywhere.
- Students will be able to research and identify innovation in the areas of medicine, food production, environmental technology, and navigation.

Lesson 2: Design Thinking

- Student will work in teams to collaborate on a new idea that will satisfy a need—either in the community or elsewhere, and have an opportunity to work through the process of Design Thinking from conception to conclusion.
- By contributing to their "Israel Story," students will be able to reflect on what they learned or how they connected to Israel.

Israel & Me

Unit Goal

Students will develop their own Israel Value statement, which will represent their unique connection to Israel.

Lesson 1: Sharing Your Story

- Students will reflect on lessons and Jewish values learned over the course of the year's Israel study.
- Students will read a poem and articulate how their heritage informs their Jewish identity and future path.

Lesson 2: Thinking Out Loud

- Students will brainstorm actionable ways to apply their values and learning through their "Israel & Me" identity board.

ADVANCED

Hope and Resilience

Unit Goals

- Students will gain deep and personal insights into the heroic acts of October 7th and learn about the individuals behind them.
- Students will understand the driving force behind the Jewish people and how our values inform our actions.
- Students will explore ways in which they can act heroically in their own lives.

Lesson 1: Meet Gilad Segev

- Students will analyze Jewish text and gain a deeper understanding of what it means to be responsible for one another.
- Students will reflect on our history and discuss heroes and heroic acts.
- Students will learn about Gilad Segev, creator of the Heroes Project.

Lesson 3: Spreading The Light

- Students will reflect on what they learned and experienced throughout the Heroes stories.
- Students will create their own piece of art based on their personal reflections.

Lesson 2: Meet The Heroes

- Students will gain deep and personal insights into the heroic acts of October 7th and learn about the individuals behind them.
- Students will understand the driving force behind the Jewish people and how our values inform our actions.

The Arab-Israeli Conflict

Unit Goals

Students will gain a foundational understanding of the historical events and prominent figures that have shaped the Arab-Israeli conflict, the Palestinian-Israeli conflict, and the various endeavors, both successful and unsuccessful, aimed at achieving a resolution.

Lesson 1: Land Matters

Students will be able to: Situate a modern conflict in its historical and geographical context. Describe the impact of nationalism on both Jews and Arabs. Determine the meaning of words and phrases used in a text. Determine the central ideas or information from a primary text.

Lesson 2: Broken Promises

Students will be able to: Understand the connection between the broken promises made to Arabs and Jews during WWI and how those promises impact current challenges in the Middle East. Situate a modern conflict in its historical, cultural, and geographical context. Derive information from political maps. Determine the central ideas or information from a primary text. Determine the meaning of words and phrases used in a text.

Lesson 3: A Place to Belong

Students will be able to: Understand the way the British administered the Palestine Mandate. Consider key proposals that were developed to divide the geographic territory of Palestine between the Jews and the

Lesson 4: From Independence to Peace Treaty

Students will be able to: Understand the impact of the founding of Israel on the region as well as the wider world. Consider the consequences of both the 1948 War as well as the Six Day War in 1967. Follow the peace

Lesson 5: Continuing Conflict and Peace Process

Students will be able to: Examine key moments in recent history and consider the consequences for the present. Identify and assess the central unresolved issues in the Arab-Israeli conflict. Consider the potential for peace in the future.

Arabs. Derive information from political maps depicting different options for dividing the geographic region of Palestine. Situate a modern conflict in its historical, cultural, and geographical context. Determine the central ideas or information from a primary text.

process between Egypt and Israel which lead to an agreement in 1979. To situate a modern conflict in its historical, cultural, and geographic context. Determine the meaning of words and phrases used in a text. Determine the central ideas or information from a primary text.

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Israeli Arabs, Israeli Jews

Unit Goals

Students will gain a foundational understanding of the historical events and prominent figures that have shaped the Arab-Israeli conflict, the Palestinian-Israeli conflict, and the various endeavors, both successful and unsuccessful, aimed at achieving a resolution.

Lesson 1: Brother From An Other Mother

- Students will be able to identify and articulate the complexity around the Israeli Arab and Israeli Jewish experiences with each other.
- Students will become familiar with the concept of "otherness."

Lesson 2: Compromise and Coexistence

- Students will view a film profiling an Israeli Arab and an Israeli Jew as they engage in dialogue to share perspectives on living in Israel as members of different communities.
- Students will identify at least 2 key areas where the individuals' experiences and viewpoints converge and 2 areas where they diverge.

Complex Conversations

Unit Goal

Students will acquire the skills necessary for identifying and understanding the nuance behind language and messaging, as well as determining the intent behind it. They will also learn to hear and respond to differing opinions from a place of empathy and respect to foster dialogue, not diatribe.

Lesson 1: Antisemitism vs. Legitimate Criticism

- Students will be able to differentiate between legitimate criticism of Israel and antisemitism.
- Students will be able to engage in a respectful dialogue on complex issues.

Lesson 2: Talking About Israel

- Students will be able to identify people with differing views of Israel and the Jewish people. Students will be able to cite examples of differing views.

Lesson 3: ARM

- Students will learn to respond to inaccurate and harmful statements about Israel using the Acknowledge, Reframe, and Message (ARM) technique.