

## JCP Primary Chumash Aims Draft 7- June 11 2012-Final

### Based on Chumash Curriculum Framework (CCF) version 8

The overall aim of the JCP Primary Chumash Project is to help teachers ensure that pupils leaving primary schools are;

- 1. Independent Chumash learners who have good levels of knowledge, skills and understandings in Chumash**
- 2. Engaged in Chumash learning and inspired by its messages**

The following table maps out how these overall aims can be defined in more detail.

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
K1 Pupil knows facts about the Chumash	S1 Pupil can locate text in a Chumash	U1 Pupil reflects on events, characters and mitzvot in Chumash and
K2 Pupil knows events, peoples and places in the Chumash	S3 Pupil can read text in a Chumash	U2 Pupil understands how particular
K3 Pupil knows the location of places mentioned in the Chumash	S4 Pupil can comprehend the plain meaning of a Chumash text by using key Hebrew words and phrases	U3 Pupil analyses and interprets
K4 Pupil knows key words and phrases in the Chumash	S5 Pupil can apply knowledge of Hebrew grammar to help them comprehend Chumash text.	U4 Pupil understands the meaning of Perushim
K5 Pupil knows some Halachic sections in the Chumash	S6 Pupil can read vowelised Perushim	
K6 Pupil knows selections of Perushim and Midrashim in Chumash	S7 Pupil can comprehend the plain meaning of a Mefarsh	

### JCP Primary Chumash Level Descriptors: Level 1

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
<p><b>Level 1</b></p> <p>i. Pupil knows that the Torah was given by Hashem to Moshe at Sinai <b>(K1)</b></p> <p>ii. Pupil knows that the Chumash is the printed version of the Sefer Torah <b>(K1)</b></p> <p>iii. Pupil knows the names of the five books of the Torah <b>(K1)</b></p> <p>iv. Pupil can recall stories learned from Parashat Hashavua <b>(K2)</b></p>	<p><b>Level 1</b></p> <p>i. Pupil can read Hebrew words (on a blank page) <b>(S3)</b></p>	<p><b>Level 1</b></p> <p>i. Pupil can talk about a character or event in the Parashat Hashavua studied and the middot that can be learnt from them <b>(U1)</b></p>

### JCP Primary Chumash Level Descriptors: Level 2

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
<p><b>Level 2</b></p> <p>i. Pupil knows that the Torah is read in the Bet Knesset on Shabbat in a yearly cycle and that each parashah has an identifiable name. <b>(K1)</b></p> <p>ii. Pupil knows the names of the parshiot in Sefer Bereishit <b>(K1)</b></p> <p>iii. Pupil can identify the names and relationships between the main characters of the stories that they have learned from Parashat Hashavua. <b>(K2)</b></p> <p>vi. Pupil knows that a midrash explains the meaning of a Chumash text but is not part of the Chumash text <b>(K6)</b></p>	<p><b>Level 2</b></p> <p>i. Pupil can read words and phrases in isolation <b>(S3)</b></p> <p>ii. Pupil comprehends the meaning of selected Hebrew words and short phrases featuring in the Parashat Hashavua story. <b>(S5)</b></p>	<p><b>Level 2</b></p> <p>i. Pupil can talk about a character or event in the Parashat Hashavua studied and describe the middot that can be learnt from them and relate them to her/his own life <b>(U1)</b></p> <p>ii. Pupil understands that a Chumash contains the actual words of the Torah and that it must be treated with care and respect. <b>(U1)</b></p>

### JCP Primary Chumash Level Descriptors: Levels 3c, 3b and 3a

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
<p><b>Level 3c</b></p> <p>i. Pupil knows the names of the parashah and sefer being studied <b>(K1)</b></p> <p>ii. Pupil knows that the Torah is also read in the Bet Knesset on Chagim, Mondays, Thursdays, Shabbat Mincha, Rosh Chodesh and Fast days. <b>(K1)</b></p> <p>iii. Pupil retells, providing only a few details, most of the Torah narrative of the unit. <b>(K2)</b></p> <p>iv. Pupil knows where Eretz Yisrael is located on a map of the Middle East. <b>(K3)</b></p> <p>v. Pupil knows the meaning of some of the keywords from the unit(s). <b>(K4)</b></p> <p>vi. Pupil knows that a perush explains the meaning of a Chumash text but is not part of the Chumash text <b>(K6)</b></p>	<p><b>Level 3c</b></p> <p>i. Pupil can recognise the beginnings and endings of pesukim and perakim in a printed Chumash <b>(S1)</b></p> <p>ii. Pupil can find the Chumash text being studied when given its perek and pasuk reference <b>(S1)</b></p> <p>iii. Pupil can read selected words on a Chumash page. <b>(S3)</b></p> <p>iv. Pupil comprehends sections of a pasuk by applying their knowledge of keywords. <b>(S4)</b></p>	<p><b>Level 3c</b></p> <p>i. Pupil can talk in detail about an event or character in the units studied and relate in detail the values learnt from them to his/her everyday life <b>(U1)</b></p> <p>ii. Pupil can identify, with support, recurring words in the text studied that provide keys or clues to its overall themes or messages. <b>(U2)</b></p>
<p><b>Level 3b</b></p> <p>i. Pupil accurately retells most of the Torah narrative of the unit <b>(K2)</b></p> <p>ii. Pupil know the location of most of the places and areas named in the unit with some features/places filled in <b>(K3)</b></p> <p>iii. Pupil knows the meaning of the key words and phrases in the unit studied <b>(K4)</b></p> <p>iv. Pupil explains the details specified for a mitzvah mentioned in the unit <b>(K5)</b></p>	<p><b>Level 3b</b></p> <p>i. Pupil can find a Chumash text anywhere in Sefer Bereishit when given its perek and pasuk reference and identify the etnachta <b>(S1)</b></p> <p>ii. Pupil can read words and phrases on a Chumash page <b>(S3)</b></p> <p>iii. Pupil can comprehend, with support, using Hebrew words in the text, some pesukim in the unit studied and gain information from them <b>(S4)</b></p>	<p><b>Level 3b</b></p> <p>i. Pupil can reflect and ask simple questions about an event or character in the units studied and link these questions to her own experiences. <b>(U1)</b></p> <p>ii. Pupil can identify, with support, words or particular phrasing in the text studied that provide keys or clues to its overall themes or messages <b>(U2)</b></p> <p>iii. Pupil can compare and identify, with</p>

	<p>iv Pupil can identify word families (both nouns and verbs) and common prefixes and suffixes ('stick-ons') in the units studied <b>(S5)</b></p>	<p>support, similarities and differences in two phrases they have studied <b>(U3)</b></p>
<p><b>Level 3a</b>  i. Pupil names most of the characters and places connected to the units studied <b>(K2)</b>  ii Pupil knows the location of most of the places and areas named in the unit <b>(K3)</b>  iii. Pupil recognises word families of key words in the unit studied <b>(K4)</b>  iv. Pupil explains which mitzvot in the unit studied apply nowadays <b>(K5)</b>  v. Pupil retells in their own words the commentary of a mefaresh in the unit studied <b>(K6)</b></p>	<p><b>Level 3a</b>  i. Pupil can read most pesukim in the units studied accurately, accentuating syllables correctly and pausing at the etnachta. <b>(S3)</b>  ii. Pupil can comprehend, with support, using Hebrew words in the text, most pesukim in the unit studied and gain information from them <b>(S4)</b>  iii. Pupil can identify simple grammatical structures like masculine and feminine and singular and plural, to help them comprehend pesukim being studied <b>(S5)</b></p>	<p><b>Level 3a</b>  i. Pupil can reflect and ask deeper questions about the motives and feelings of the character studied and can relate these questions to her own experiences.<b>(U1)</b>  ii. Pupil can identify, with increasing independence , words, roots or particular phrasing in the text studied that provide keys or clues to its overall themes or messages <b>(U2)</b>  iii. Pupil can compare and identify, with support, similarities and differences in two texts they have studied <b>(U3)</b>  iv. Pupil can explain, with support, the reason why a commentary of Rashi in the unit studied comments on a word or phrase <b>(U4)</b></p>

## JCP Primary Chumash Level Descriptors: Levels 4c, 4b and 4a

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
<p><b>Level 4c</b></p> <p>i. Pupil knows that the Torah is also read on Chol Hamoed, Chanukah and Purim <b>(K1)</b></p> <p>ii. Pupil knows the role of a perush or midrash in extending and amplifying the Chumash text <b>(K6)</b></p>	<p><b>Level 4c</b></p> <p>i. Pupil can find a Chumash text anywhere in Sefer Bereishit and identify the etnachta and sof pasuk <b>(S1)</b></p>	<p><b>Level 4c</b></p> <p>i. Pupil asks and responds to questions about characters, events or mitzvot in the units studied and link these questions and responses, with support, to her own experiences and feelings <b>(U1)</b></p> <p>ii. Pupil can identify, independently, words, roots or particular phrasing in the text studied that provide keys or clues to its overall themes or messages <b>(U2)</b></p> <p>iii. Pupil can infer meaning, with support, from the similarities and differences of two texts they have studied <b>(U3)</b></p> <p>iv. Pupil can explain, with little support, the reason why a commentary of Rashi in the unit studied comments on a word or phrase. <b>(U4)</b></p>

<p><b>Level 4b</b></p> <p>i. Pupil knows that the Torah consists of the Written and Oral Law (written in the Mishna and Talmud) <b>(K1)</b></p> <p>ii. Pupil places in chronological order events occurring in the narrative of the units. <b>(K2)</b></p> <p>iii. Pupil recognises the meaning of key words and phrases in this unit and all previous units <b>(K4)</b></p> <p>iv. Pupil explains examples of how the Oral Law helps us to practice mitzvot <b>(K5)</b></p> <p>v. Pupil knows the names of some mefarshim and some of their biographical details <b>(K6)</b></p>	<p><b>Level 4b</b></p> <p>i. Pupil can find Torah text in any Sefer of the Chumash when given its perek and pasuk reference <b>(S1)</b></p> <p>ii. Pupil can read all pesukim in the units studied accurately and fluently, using etnachta and sof pasuk <b>(S3)</b></p> <p>iii. Pupil can summarise, using Hebrew words in the text, the main messages of a Chumash text studied. <b>(S4)</b></p> <p>iv. Pupil can apply their knowledge of word families and shorashim as well as prefixes and suffixes to new words to help them comprehend a pasuk being studied <b>(S5)</b></p> <p>v. Pupil can comprehend the plain meaning of a simple mefaresh(im) with support <b>(S7)</b></p>	<p><b>Level 4b</b></p> <p>i. Pupil asks and responds sensitively to questions about characters, events or mitzvot in the units studied and link these questions and responses, to his own experiences and feelings. He also recognises that some questions are difficult to answer. <b>(U1)</b></p> <p>ii. Pupil can explain, independently, the reason why a commentary of Rashi in the unit studied comments on a word or phrase. <b>(U4)</b></p>
<p><b>Level 4a</b></p> <p>i. Pupil knows almost all the important places and geographical features that are connected to most of the units studied <b>(K3)</b></p> <p>ii. Pupil recognises an increasingly growing number of shorash forms of the verb keywords and word families of most of the nouns studied in the units <b>(K4)</b></p> <p>iii. Pupil knows the names of all the mefarshim in the units studied and their biographical details <b>(K6)</b></p>	<p><b>Level 4a</b></p> <p>i. Pupil can apply their knowledge of simple grammatical structures like masculine and feminine, singular and plural, to help them comprehend pesukim being studied <b>(S5)</b></p> <p>ii. Pupil can comprehend the plain meaning of a more difficult mefaresh(im) with support <b>(S7)</b></p>	<p><b>Level 4a</b></p> <p>i. Pupil asks moral questions about the behaviour of characters in the units studied. He proposes and debates possible solutions, linking these questions and responses, to his own experiences and feelings. <b>(U1)</b></p> <p>ii. Pupil can infer meaning, independently, from the similarities and differences of two texts they have studied <b>(U3)</b></p> <p>iii. Pupil can explain, independently, the reason why any perush (e.g. Rashi, Ibn Ezra) in the unit studied comments on a word or phrase. <b>(U4)</b></p>

## JCP Primary Chumash Level Descriptors: Level 5 (HA pupils end of Year 6)

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
<p><b>Level 5c</b></p> <p>i. Pupil makes associations, with support between people, places and events mentioned in the units studied <b>(K2)</b></p> <p>ii. Pupil can identify the important places and geographical features that are connected to most the units studied on an empty outline map of the ancient Middle East <b>(K3)</b></p> <p>iii. Pupil make links between key words and phrases in the units studied and can explain the similarities and differences of the context in which they appear <b>(K4)</b></p> <p>iv. Pupil can explain some of the different opinions in the commentaries regarding the meaning of a text in the units studied <b>(K6)</b></p>	<p><b>Level 5c</b></p> <p>i. Pupil can read most new/unseen pesukim accurately and fluently using etnachta and sof pasuk <b>(S3)</b></p> <p>ii. Pupil can comprehend simple new/unseen pesukim in Chumash and gain, with support, information from them <b>(S4)</b></p> <p>iii. Pupil can also apply more complex grammatical structures like Vav Hahipuch and verb conjugations to help them comprehend new pesukim <b>(S5)</b></p> <p>iv. Pupil can read vowelled words written in Rashi script accurately <b>(S6)</b></p> <p>v. Pupil can comprehend the plain meaning of a simple mefaresh(im) independently <b>(S7)</b></p>	<p><b>Level 5c</b></p> <p>i. Pupil can analyse a range of viewpoints on questions about characters, events and mitzvot studied in the units and articulate how these may impact on her own life <b>(U1)</b></p> <p>ii. Pupil can suggest how to interpret particular phrasing or style in a text studied to clarify meaning <b>(U2)</b></p> <p>iii. Pupil can articulate their own responses to questions arising from the differences and similarities of two or more texts they have studied <b>(U3)</b></p> <p>iv. Pupil can analyse how the perush/im in the unit studied fills a gap, or answers a question, in the Chumash text studied <b>(U4)</b></p>
<p><b>Level 5b</b></p> <p>i. Pupil makes independent associations between people, places and events mentioned in the units studied <b>(K2)</b></p> <p>ii. Pupil can identify the important places and geographical features that are connected to all the units studied on an empty outline map of the ancient Middle East <b>(K3)</b></p> <p>iii. Pupil make links between key words and phrases in unfamiliar texts and can explain the similarities and differences of the context in which they appear <b>(K4)</b></p> <p>iv. Pupil can explain all the different opinions in the commentaries regarding the meaning of a text in the units studied <b>(K6)</b></p>	<p><b>Level 5b</b></p> <p>i. Pupil can read all new/unseen pesukim accurately and fluently using etnachta and sof pasuk <b>(S3)</b></p> <p>ii. Pupil can comprehend simple new/unseen pesukim in Chumash and gain, independently, information from them <b>(S4)</b></p> <p>iii. Pupil can also apply, independently, more complex grammatical structures like Vav Hahipuch and verb conjugations to help them comprehend new pesukim <b>(S5)</b></p> <p>iv. Pupil can read a whole vowelled Rashi comment in Rashi script accurately <b>(S6)</b></p> <p>v. Pupil can comprehend and explain independently the plain meaning of a more difficult mefaresh(im) <b>(S7)</b></p>	<p><b>Level 5b</b></p> <p>i. Pupil can analyse, evaluate and respond to questions about characters, events and mitzvot in simple unfamiliar texts and articulate how these may impact on his own life <b>(U1)</b></p> <p>ii. Pupil can suggest interpretations of simple unfamiliar texts and clarify their meaning <b>(U2)</b></p> <p>iii. Pupil can analyse and articulate questions arising from differences and similarities of two or more simple, unfamiliar texts <b>(U3)</b></p> <p>iv. Pupil can analyse how a perush/im in the unit studied fills a gap, answers a question, explains an anomaly in a simple, unfamiliar text <b>(U4)</b></p>