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| **7th Grade Concentration of Data** |
| **Discipline**  | **Topics**  | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills**  | **Comments** |
| History  | Central topics:A. The Middle Ages1. The rise of Christianity – from a new cult to a new religion2. The fall of the Roman Empire – a constitutive event 3. The reformation of Europe – Christian culture and a feudal regime4. Islam – the rise of a new religion5. The Crusades – conflict between Christianity and Islam6. The Jews of Spain between Christians and Muslims7. The Black Death – demographic revolution The early modern period:1. Renaissance and humanism2. Changes in the world of knowledge in the early modern period |  1. The Crusades2. The Black Death3. Renaissance4. Humanism5. Reformation6. Feudalism  | 1. Expressing an interest in and desire to learn2. Showing respect for people and their contributions3. Recognizing and respecting the heritage of the cultures of the people of Israel4. Recognizing and respecting the pluralistic nature of Israeli society5. Obligation to the values of the State of Israel as a Jewish and democratic state in the spirit of the Declaration of Independence6. Encouraging respectful and tolerant behavior between people in light of the discussion and analysis of the Crusades 7. Conduct according to a world of moral and humanist values of various leaders  | Cognitive skills:1. Internet literacy2. Understanding the contribution of central figures in the history of the Jewish people and of humanity 3. Comparison between different socioeconomic classes4. Analysis of the distinction between causes, circumstances, and results in analyzing events5. Integration of information from various historical sourcesInterpersonal skills:1. Social engagement manifested in historical events2. Holding a dialogue3. Team workIntrapersonal skills:1. Self-direction expressed in setting goals, planning the learning, learning lessons of constant improvement, independent work2. Ability to feel secure in expressing and sharing thoughts | Relevant sub-topics:The Jewish community in medieval Germany and its institutions as a central factor in maintaining the Jewish identity under the conditions of the diaspora – maintaining the Jewish identity as a peopleIslam – the rise of a new religionWhat do Islam, Judaism, and Christianity have in common– multi-culturalismThe Reformation: religion, society, and stateRelations between religion and state – the implications of the reformation on the political structure in Europe – the decision of the State of Israel to be a Jewish state |
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|  | 3. The Reformation: religion, society, and state  |  |  |  |  |
| Society Lessons– Personal identity  | 1. The pupil as part of a social group2. Leadership and social responsibility3. To live in a multi-cultural democratic society4. Belonging, solidarity, and engagement5. Cultivating an Israeli-Jewish identity6. Commitment to the State of Israel as a Jewish and democratic state7. Completion and farewell, going on break  | 1. Leadership2. Regulations3. Every person is created in the image of God4. Integrity and fairness5. Circles of belonging6. Link in the chain of generations7. Historical memory8. Symbols of the state  | 1. Respect for every human being, created in the image of God 2. Respect and appreciation for parents, teachers, and friends3. Respect for the memory of the Holocaust4. Respect for roots, for the family heritage5. Commitment to a cultural identity6. Commitment to the Jewish people in Israel and the diaspora7. Value of giving8. Development of personal, social, and communal responsibility in the context of being the age of Bar/Bat Mitzvah | Cognitive skills: 1. Understanding concepts related to personal and family identity and belonging 2. Research and documentation as part of the research on family roots 3. Awareness of the place of the individual in the group, community, and society Interpersonal skills: 1. Responsibility – Responsibility in the family, classroom, school, and community 2. Holding a respectful dialogue3. Self-leadership and group leadership 4. Making informed decisions while being socially sensitive5. Cooperation and Teamwork | Relevant sub-topics: 1. The pupil as a link in the chain of generations 2. Self-inquiry about the circles of belonging and the sources of influence on their identities |

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|  |  |   |  | Intrapersonal skills:1. Empathy toward the needs of the individual and the society2. Self-management – Setting goals and realizing them3. Awareness – awareness of the components of personal identity, family identity, and group identity |  |