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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 Ages  1. The rise of Christianity – from a new cult to a new religion  2. The fall of the Roman Empire – a constitutive event  3. The reformation of Europe – Christian culture and a feudal regime  4. Islam – the rise of a new religion  5. The Crusades – conflict between Christianity and Islam  6. The Jews of Spain between Christians and Muslims  7. The Black Death – demographic revolution  The early modern period:  1. Renaissance and humanism  2. Changes in the world of knowledge in the early modern period | 1. The Crusades  2. The Black Death  3. Renaissance  4. Humanism  5. Reformation  6. Feudalism | 1. Expressing an interest in and desire to learn  2. Showing respect for people and their contributions  3. Recognizing and respecting the heritage of the cultures of the people of Israel  4. Recognizing and respecting the pluralistic nature of Israeli society  5. Obligation to the values of the State of Israel as a Jewish and democratic state in the spirit of the Declaration of Independence  6. 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 literacy  2. Understanding the contribution of central figures in the history of the Jewish people and of humanity  3. Comparison between different socioeconomic classes  4. Analysis of the distinction between causes, circumstances, and results in analyzing events  5. Integration of information from various historical sources  Interpersonal skills:  1. Social engagement manifested in historical events  2. Holding a dialogue  3. Team work  Intrapersonal skills:  1. Self-direction expressed in setting goals, planning the learning, learning lessons of constant improvement, independent work  2. 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 people  Islam – the rise of a new religion  What do Islam, Judaism, and Christianity have in common– multi-culturalism  The Reformation: religion, society, and state  Relations 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 group  2. Leadership and social responsibility  3. To live in a multi-cultural democratic society  4. Belonging, solidarity, and engagement  5. Cultivating an Israeli-Jewish identity  6. Commitment to the State of Israel as a Jewish and democratic state  7. Completion and farewell, going on break | 1. Leadership  2. Regulations  3. Every person is created in the image of God  4. Integrity and fairness  5. Circles of belonging  6. Link in the chain of generations  7. Historical memory  8. Symbols of the state | 1. Respect for every human being, created in the image of God  2. Respect and appreciation for parents, teachers, and friends  3. Respect for the memory of the Holocaust  4. Respect for roots, for the family heritage  5. Commitment to a cultural identity  6. Commitment to the Jewish people in Israel and the diaspora  7. Value of giving  8. 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 dialogue  3. Self-leadership and group leadership  4. Making informed decisions while being socially sensitive  5. 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 society  2. Self-management – Setting goals and realizing them  3. Awareness – awareness of the components of personal identity, family identity, and group identity |  |