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| **8th Grade Concentration of Data**  |
| **Discipline**  | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills**  | **Comments** |
| History  | A. The Enlightenment and the revolutions1. Enlightenment – A new concept of man and society2. The Jews between reforms and Enlightenment3. The French Revolution4. The Industrial RevolutionB. The struggle over politics and culture as a result of the revolutions1. Beginnings of the modern state2. The Jews between integration and rejection3. The Jews – where to?  | 1. The Scientific Revolution 2. The American Revolution3. The Hassidicmovement4. The opponents to the Hassidic movement (Mitnagdim)5. The Enlightenment6. Republic7. The Industrial Revolution8. Socialism9. Liberalism10. Democracy11. Parliamentarism12. Anti-Semitism13. Jewish identity | 1. Showing a desire and curiosity to learn about human history in the modern period2. Respecting people and their contribution based on their actions (and not the group they belong to)3. Recognizing and respecting the involvement of American Jews in the fate of their brothers4. Recognizing and respecting Jewish cultural roots 5. A sense of belonging to the State of Israel in accordance with the values of the State of Israel as a Jewish and democratic state. | Cognitive Skills:1. Internet literacy2. Locating credible historical sources3. Under-standing the meaning of the Industrial Revolution4. Comparing the popular approaches to scientific study before the modern period and during the period of Enlightenment5. Asking questions that arise from a historical sourceInterpersonal Skills:1. Social engagement, showing concern and acting according to humanistic values of the people of the historical period and  | Relevant Sub-topics:Enlightenment- A new conception of man and society – what is enlightenment then and now, and have there been changes?The Jews between reform and enlightenment – attitude of the “enlightened” rulers to the Jews – the attitude toward the stranger and basic rightsThe French Revolution – from monarchy to republic and to terror – was the regime of terror justified? Values of tolerance and compassionThe Industrial Revolution – the struggle for social justice – what was the meaning of social justice then and today? |
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|  |  |  | 6. Cultivating democratic values in light of the discussion about the revolutions  | given the conduct of Napolean Bonaparte. 2. Talking respectfully in group research 3. Cooperation in group workIntrapersonal Skills:1. Self-direction in setting goals, planning the study, gleaning lessons for continuous improvement, independent work2. Ability to express thoughts and share them with others3. Empathy, to show understanding and equal treatment toward all people, based on the understanding that there is a basic similarity between people | The Jews – to Where? The different solutions to the question of the Jewish existence The importance of establishing the Jewish homeland |

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| Society lessons – Group, communal, and environ-mental identity  | 1. The student as part of the social group, friendship, and cooperation2. Leadership and social responsibility3. To live in a multicultural democratic society4. Belonging, solidarity, and engagement5. Developing an Israeli-Jewish identity6. Commitment to the State of Israel as a Jewish and democratic state7. Conclusion and departure, going on break | 1. Social pressure2. Virtual friendship3. Public emissary 4. Public opinion5. Fairness6. Stereotypes7. Shared collective responsibility 8. Sustainability9. Janusz Korczak |  1. Integrity, credibility, and fairness2. Identification with symbols of the state3. Commitment to a cultural identity in the context of holidays, observances, memorial days4. Sustainability and its influence on the individual’s life5. Social engagement | Cognitive skills: 1. Understanding the concepts related to belonging, cultural diversity and to engagement and social responsibility2. Transferring and implementing skills to different fields of knowledge and life3. Critical thinking – examining situations from different perspectives4. Taking a stand on various issues and presenting themInterpersonal skills:1. Social behavior –dealing with social pressure2. Holding a respectful discourse  | Relevant sub-topics:1. Obtaining decision-making tools and performing group tasks2. The dangers of stereotyping3. Expressions of friendship and mutual assistance in the Holocaust4. The state’s symbols and its ceremonies5. Making decisions6. Setting goals and achieving them7. Dealing with social (or international) pressure  |

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|  |  |  |   | 3. Making informed decisions while being socially sensitive4. Cooperation and teamworkIntrapersonal skills:1. Empathy and emotional awareness of the needs of the individual and society2. Awareness of personal abilities as a basis for self-empowerment and for contributing to others 3. Self-management – setting goals and realizing them |  |