|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **8th Grade Concentration of Data** | | | | | | |
| **Discipline** | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills** | **Comments** |
| History | A. The Enlightenment and the revolutions  1. Enlightenment – A new concept of man and society  2. The Jews between reforms and Enlightenment  3. The French Revolution  4. The Industrial Revolution  B. The struggle over politics and culture as a result of the revolutions  1. Beginnings of the modern state  2. The Jews between integration and rejection  3. The Jews – where to? | 1. The scientific revolution  2. The American revolution  3. Hassidic  movement  4. The opponents to the Hassidic movement (Mitnagdim)  5. The Enlightenment  6.. Republic  7. The Industrial Revolution  8. Socialism  9. Liberalism  10. Democracy  11. Parliamentarism  12. Anti-Semitism  13. The Jewish identity | 1. Showing a desire and curiosity to learn about the human past in the modern period  2. Respecting people and their contribution based on their actions (and not on their group belonging)  3. Recognizing and respecting the involvement of American Jews in the fate of their brothers  4. Recognizing and respecting Jewish cultural roots  5. A feeling 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 literacy  2. Locating credible historical sources  3. Under-standing the meaning of the Industrial Revolution  4. Comparing between approaches that were popular in the study of science before the modern period and between the period of Enlightenment  5. Asking questions that arise from the historical source.  Interpersonal 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 concept of man and society – what is enlightenment then and now and were there changes?  The Jews between reform and enlightenment – attitude of the “enlightened” rulers to the Jews – the attitude toward the stranger and basic rights  The French Revolution – from monarchy to republic and to terror – was the regime of terror justified? Values of tolerance and compassion  The Industrial Revolution – the struggle for social justice – what was the meaning of social justice then and today? |
| **Discipline** | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills** | **Comments** |
|  |  |  | 6. Cultivating democratic values in light of the discussion on the revolutions | given the conduct of Napolean Bonaparte.  2. Talking respectfully in group research  3. Cooperation in group work  Intrapersonal Skills:  1. Self-direction in setting goals, planning the study, learning lessons for continuous improvement, independent work  2. Ability to express thoughts and share them with others  3. 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 home for the Jews |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Discipline** | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills** | **Comments** |
| Society lessons – Group, communal, and environ-mental identity | 1. The student as part of the social group, friendship, and cooperation  2. Leadership and social responsibility  3. To live in a multicultural democratic society  4. Belonging, solidarity, and engagement  5. Developing an Israeli-Jewish identity  6. Commitment to the State of Israel as a Jewish and democratic state  7. Conclusion and departure, going on break | 1. Social pressure  2. Virtual friendship  3. Public emissary  4. Public opinion  5. Fairness  6. Stereotypes  7. Shared collective responsibility  8. Sustainability  9. Janusz Korczak | 1. Integrity, credibility, and fairness  2. Identification with symbols of the state  3. Commitment to a cultural identity in the context of holidays, observances, memorial days  4.  Sustainability and its influence on the individual’s life  5. Social engagement | Cognitive skills:  1. Understanding the concepts related to belonging, cultural diversity and to engagement and social responsibility  2. Transferring and implementing skills to different fields of knowledge and life  3. Critical thinking – examining situations from different perspectives  4. Taking a stand on various issues and presenting them  Interpersonal skills:  1. Social behavior –dealing with social pressure  2. Holding a respectful discourse | Relevant sub-topics:  1. Obtaining decision-making tools and performing group tasks  2. The dangers of stereotyping  3. Expressions of friendship and mutual assistance in the Holocaust  4. The state’s symbols and its ceremonies  5. Making decisions  6. Setting goals and achieving them  7. Dealing with social (or international) pressure |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Discipline** | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills** | **Comments** |
|  |  |  |  | 3. Making informed decisions while being socially sensitive  4. Cooperation and teamwork  Intrapersonal skills:  1. Empathy and emotional awareness of the needs of the individual and society  2. Awareness of personal abilities as a basis for self-empowerment and for contributing to others  3. Self-management – setting goals and realizing them |  |