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| **9th Grade Concentration of Data** |
| **Discipline**  | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills**  | **Comments** |
| History  | A. The world at the turn of the centuries – the imperialist race 1. Taking control of Africa and the Far East by European countries2. The Jews of North AfricaB. World War I and its implications1. The reasons for the war2. Characteristics of the war3. Peace plans and its implicationsC. Between peace and war1. Democratic countries versus social, economic, and cultural crises2. A totalitarian regime as a result of revolution – the Soviet Union  | 1. Imperialism2. Total war3. Trench warfare4. Democracy5. Totalitarian regime6. Communist society7. British Mandate8. The national home9. The Jewish-Arab conflict10. Wall and tower  | 1. Love of knowledge and showing desire to learn about the human, Jewish, and Israeli past2. Recognizing and respecting diversity, and valuing people according to their deeds and not according to their group affiliation3 Recognizing and respecting importance of a collective basis of existence for all groups in the State of Israel4. Feeling of belonging to the State of Israel while cultivating democratic values through discussion about totalitarian regimes | Cognitive skills:1. Understanding that in every topic, there are different opinions and approaches 2. Comparison between phenomena, positions, based on clear criteria3. Literacy4. Presentation of knowledge5. Reflective and creative critical thinking about the study subjects through directing discussions6. Analysis and differentiation between reasons, circumstances, and results integration between the details of information7. Asking questions that arise from the historical sourcesInterpersonal skills:1. Engagement while cultivating humanistic values | Relevant sub-topics:The topics that are central to the Jewish-Arab conflict – understanding the sources of the conflictThe dilemma: “restraint” or “response” – existence of various possibilities for responseCase study of “wall and tower” – creativity in solving problems  |
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|  | 3. Spanish Civil War as a case studyD. From the national home to a state in the making – the land of Israel between world wars1. The triangle in the Land of Israel:British, Arabs, and Jews2. Building the infrastructure for a Jewish state in the Mandate period3. The Jewish-Arab conflict – characteristics and development4. The testing of the Yishuv |  | 5. Encouraging respectful and tolerant behavior between people in light of the discussion and analysis of the causes of World War I.  | 2. Group work while taking responsibility, initiative, cooperation, and planning during joint research 3. Holding a respectful dialogue while being accepting and open to different suggestionsIntrapersonal skills:1. Empathy and commitment to equal treatment toward all people, based on the understanding that along with the difference between people is a basic similarity 2. Curiosity about the past3. Self-control and regulating emotional reactions given failure and frustration in the learning process4. Self-direction in setting goals, planning the learning, learning lessons for continual improvement, independent work 5. Ability to feel secure in expressing thoughts and sharing them with others |  |

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| Civics  | A. People, citizen and state – connections and interactions1. What is a state and what is its role?2. Different connections in relations of people and state3. The State of Israel as the Jewish national state4. Democracy compared to non-democratic regimes5. Values and principles of a democratic ruleB. Principles and rights in a democratic rule and the ruling authorities in Israel1. Principles of democracy2. Rights and obligations of the person and the citizen3. Governing authorities in Israel | 1. Sovereignty2. International recognition3. Ethnic group4. Self-determination5. Civil status6. The Law of Return7. Declaration of Independence8. Representative government9. Equality under the law10. The right to property, human dignity, the right to freedom11. Separation of authorities  | 1. Respecting the symbols of the state 2. Commitment to the Jews of the diaspora3. Cultivating respect for human rights and rights of the citizen4. Realizing the value of pluralism in a democratic society5. Belonging and identifying with the State of Israel6. Taking a position on current events7. Respecting the rights of the minority  |  Cognitive skills:1. Understanding – To identify the five foundations for the establishment of a state2. Comparison between a democratic regime and an undemocratic one3. Knowledge – to know the content of the Declaration of IndependenceIntrapersonal skills:1. Empathy – to feel empathy towards the problem of the minorities in Israel2. Ability- to feel secure in expressing thoughts and sharing them with others about the issue of minorities in Israel | Relevant sub-topics:1. Essential foundations of a state2. National and self-determination3. What is civil status4. Different types of belonging of a person to a nationality, to a country5. To know the Declaration of Independence and its significance6. The Law of Return and its significance to the State of Israel as a state of the Jewish people7. The complexity of the lives of an ethnic minority in a nation state8. Essential principles of a democratic regime9. Human rights, citizen rights, obligations of citizens10. The idea of separating the authorities  |

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|  | One topic for additional engagement out of a variety of topics, such as citizenship in the global age, human rights not only on paper, Jerusalem time the mosaic of society, You are my freedom –HaMeorer (website). There is no little democracy, Israel – the enterprise of the Jewish people (of the Center for Educational Technology, They do not appear in the curricula on the site of CET) and others  |  |   | Interpersonal skills:1. Respectful listening – to listen in a respectful manner to others in relation to controversial issues that are expressed by rifts in Israeli society2. Social engagement – to form a reasoned opinion about a social issue such as the foreign workers in Israel and to discuss a solution for it. |  |
| Society lessons – Jewish, Israeli, national, cultural identity  | 1. The pupil as part of the social group, friendships, and cooperation2. Leadership and social responsibility3. To live in a multi-cultural democratic society4. Belonging, solidarity, and involvement5. Nurturing an Israeli-Jewish identity6. Commitment to the State of Israel as a Jewish and democratic state | 1. Involvement, partnership, and responsibility2. Personal example3. Dialogue4. Pluralism5. “The I message”6. Mutual respect7. Communal responsibility8. Antisemitism9. New antisemitism10. The Righteous among the Nations11. Melting pot12. Cultural pluralism | 1. Mutual respect and accepting the different2. Honesty and fairness within the context of relations in a group3. Dialogue and pluralism and their significance in a democratic state4. Multi-culturalism and shared Israeliness5. Freedom of expressions and the boundaries of protest  | Cognitive skills:1. Understanding of terms related to involvement, partnership, and responsibility2. Transferring and applying skills to other fields of knowledge and life3. Critical thinking – examining situations from different perspectives4. Forming a position on different issues | Relevant sub-topics:1. Clarifying the components of Jewish and Israeli identity 2. Media consumption while being aware of the advantages and the dangers3. The nature of relations between leader and followers4. Leader who inspire from Israel and the world5. Dialogue in situations of conflict |
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|  |  |   |  |  Interpersonal skills:1. Locating needs and social initiatives – being alert and aware of the surroundings, locating needs, raising possible initiatives to realize2. Standing up to social pressure3. Holding a respectful dialogue4. Making informed decisions while being emotionally sensitive5. Cooperation and teamworkIntrapersonal skills:1. Empathy and being emotionally sensitive to the needs of the individual and the society2. Awareness of personal abilities as a basis for personal empowerment and giving to others3. Clarifying the components of personal, social, and cultural identity and realizing it | 6. Israel-diaspora relations7. New anti-Semitism8. Spiritual coping and Jewish identity during the Holocaust9. Various rescue stories during the Holocaust  |