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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 countries  2. The Jews of North Africa  B. World War I and its implications  1. The reasons for the war  2. Characteristics of the war  3. Peace plans and its implications  C. Between peace and war  1. Democratic countries versus social, economic, and cultural crises  2. A totalitarian regime as a result of revolution – the Soviet Union | 1. Imperialism  2. Total war  3. Trench warfare  4. Democracy  5. Totalitarian regime  6. Communist society  7. British Mandate  8. The national home  9. The Jewish-Arab conflict  10. Wall and tower | 1. Love of knowledge and showing desire to learn about the human, Jewish, and Israeli past  2. Recognizing and respecting diversity, and valuing people according to their deeds and not according to their group affiliation  3 Recognizing and respecting importance of a collective basis of existence for all groups in the State of Israel  4. 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 criteria  3. Literacy  4. Presentation of knowledge  5. Reflective and creative critical thinking about the study subjects through directing discussions  6. Analysis and differentiation between reasons, circumstances, and results integration between the details of information  7. Asking questions that arise from the historical sources  Interpersonal 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 conflict  The dilemma: “restraint” or “response” – existence of various possibilities for response  Case study of “wall and tower” – creativity in solving problems |
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|  | 3. Spanish Civil War as a case study  D. From the national home to a state in the making – the land of Israel between world wars  1. The triangle in the Land of Israel:  British, Arabs, and Jews  2. Building the infrastructure for a Jewish state in the Mandate period  3. The Jewish-Arab conflict – characteristics and development  4. 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 suggestions  Intrapersonal 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 past  3. Self-control and regulating emotional reactions given failure and frustration in the learning process  4. 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 interactions  1. What is a state and what is its role?  2. Different connections in relations of people and state  3. The State of Israel as the Jewish national state  4. Democracy compared to non-democratic regimes  5. Values and principles of a democratic rule  B. Principles and rights in a democratic rule and the ruling authorities in Israel  1. Principles of democracy  2. Rights and obligations of the person and the citizen  3. Governing authorities in Israel | 1. Sovereignty  2. International recognition  3. Ethnic group  4. Self-determination  5. Civil status  6. The Law of Return  7. Declaration of Independence  8. Representative government  9. Equality under the law  10. The right to property, human dignity, the right to freedom  11. Separation of authorities | 1. Respecting the symbols of the state  2. Commitment to the Jews of the diaspora  3. Cultivating respect for human rights and rights of the citizen  4. Realizing the value of pluralism in a democratic society  5. Belonging and identifying with the State of Israel  6. Taking a position on current events  7. Respecting the rights of the minority | Cognitive skills:  1. Understanding – To identify the five foundations for the establishment of a state  2. Comparison between a democratic regime and an undemocratic one  3. Knowledge – to know the content of the Declaration of Independence  Intrapersonal skills:  1. Empathy – to feel empathy towards the problem of the minorities in Israel  2. 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 state  2. National and self-determination  3. What is civil status  4. Different types of belonging of a person to a nationality, to a country  5. To know the Declaration of Independence and its significance  6. The Law of Return and its significance to the State of Israel as a state of the Jewish people  7. The complexity of the lives of an ethnic minority in a nation state  8. Essential principles of a democratic regime  9. Human rights, citizen rights, obligations of citizens  10. 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 society  2. 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 cooperation  2. Leadership and social responsibility  3. To live in a multi-cultural democratic society  4. Belonging, solidarity, and involvement  5. Nurturing an Israeli-Jewish identity  6. Commitment to the State of Israel as a Jewish and democratic state | 1. Involvement, partnership, and responsibility  2. Personal example  3. Dialogue  4. Pluralism  5. “The I message”  6. Mutual respect  7. Communal responsibility  8. Antisemitism  9. New antisemitism  10. The Righteous among the Nations  11. Melting pot  12. Cultural pluralism | 1. Mutual respect and accepting the different  2. Honesty and fairness within the context of relations in a group  3. Dialogue and pluralism and their significance in a democratic state  4. Multi-culturalism and shared Israeliness  5. Freedom of expressions and the boundaries of protest | Cognitive skills:  1. Understanding of terms related to involvement, partnership, and responsibility  2. Transferring and applying skills to other fields of knowledge and life  3. Critical thinking – examining situations from different perspectives  4. 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 dangers  3. The nature of relations between leader and followers  4. Leader who inspire from Israel and the world  5. 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 realize  2. Standing up to social pressure  3. Holding a respectful dialogue  4. Making informed decisions while being emotionally sensitive  5. Cooperation and teamwork  Intrapersonal skills:  1. Empathy and being emotionally sensitive to the needs of the individual and the society  2. Awareness of personal abilities as a basis for personal empowerment and giving to others  3. Clarifying the components of personal, social, and cultural identity and realizing it | 6. Israel-diaspora relations  7. New anti-Semitism  8. Spiritual coping and Jewish identity during the Holocaust  9. Various rescue stories during the Holocaust |