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| **10**th **Grade Concentration of Data** |
| **Discipline**  | **Topics**  | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills**  | **Comments** |
| History  | Totalitarianism, anti-Semitism, world war, and the Holocaust:1. Minorities in Europe between two world wars2. The totalitarian regime3. Nazism, anti-Semitism, World War II, and the Holocaust until the surrender of the Germans and Japan in 1945 |  1. Self-determination2. Cultural autonomy3. Anti-Semitism4. Nationalist approaches5. Colonial rule6. Fascism7. Nazism8. Concentration camps9. Évian Conference10. Reconciliation policy11. Molotov-Ribbentrop Pact12. The Judenrat13. Operation Barbarossa14. The Final Solution15. Wannsee Conference16. The partisans17. Righteous among the nations18. Battle of El Alamein19. Displaced persons camps20. Survivors 21. The establishment of the UN22. Nuremberg Trials | 1. Development of the understanding and commitment to equal treatment of all people2. Respect for the values of the heritage and the culture of the State of Israel3. Commitment to the values of the State of Israel as a Jewish and democratic state | Cognitive skills:1. Literacy2. Critical thinking to explain the connection between the description of the events and the phenomena3. Inquisitiveness in dealing with independent research tasks 4. Asking questionsInterpersonal skills:1. Team work2. Managing a dialogue while understanding that each event has different perspectives3. Self representation – expressing a personal position based on historical factsIntrapersonal skills:1. Empathy out of the sense of belonging to the State of Israel2. Self-regulation in carrying out research tasks3. Development of the desire to try and understand the “big questions” of life | History is studied until 11th grade 10th grade – World War II and the Holocaust11th grade – all the rest Next year the program will be changed and the Second Temple will be added to the 10th grade curriculum and the Holocaust will be added to the Bagrut examAll the topics are relevant:Totalitarianism for understanding the democratic structure The other topics are the basis for the establishment of the State of Israel and the significance of the Holocaust  |
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| Society lessons – social engagement  | 1. The dangers of violence and ways of preventing it2. Society’s attitude toward the physically challenged and needy3. To be a citizen- program to receive an identity card4. Activity of youth movements and accountability during the Holocaust 5. Encounters with those who are different 6. Labor rights of youth7. Personal development and civic engagement (Part of the Social Bagrut exam)1. Motivation for social engagement2. Locating the needs in a community3. Exposure to a variety of possibilities for experience4. Setting personal goals and determining measures of success | 1. Dis-advantaged groups2. Social justice3. Social rights4. Leadership in the Holocaust5. Moral judgement6. Synergetic team7. Result-oriented thinking | 1. Human dignity2. Acceptance of the ‘other’3. Giving4. Communal responsibility 5. Civic engagement6. Persistence7. Responsibility8. Dedication | 1. Interpersonal communication skills2. Identifying obstacles in communication3. Making decisions4. Giving feedback5. Creativity6. Identifying needs7. Formulating an initiative8. Forming project groups9. Planning and organizing10. Mobilizing resources and recruiting partners11. Group learning | Relevant sub-topics:1. Project planning2. Entrepreneurial skills3. Exposure to a variety of Jewish-Israeli cultures4. Cultivating a Jewish identity5. Moral judgement as a condition for moral conduct6. Social engagement while relating to those who are different in society  |

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|  | 5. Guidance for documenting the process6. Planning a group project  |  |   |   |  |