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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 wars  2. The totalitarian regime  3. Nazism, anti-Semitism, World War II, and the Holocaust until the surrender of the Germans and Japan in 1945 | 1. Self-determination  2. Cultural autonomy  3. Anti-Semitism  4. Nationalist approaches  5. Colonial rule  6. Fascism  7. Nazism  8. Concentration camps  9. Évian Conference  10. Reconciliation policy  11. Molotov-Ribbentrop Pact  12. The Judenrat  13. Operation Barbarossa  14. The Final Solution  15. Wannsee Conference  16. The partisans  17. Righteous among the nations  18. Battle of El Alamein  19. Displaced persons camps  20. Survivors  21. The establishment of the UN  22. Nuremberg Trials | 1. Development of the understanding and commitment to equal treatment of all people  2. Respect for the values of the heritage and the culture of the State of Israel  3. Commitment to the values of the State of Israel as a Jewish and democratic state | Cognitive skills:  1. Literacy  2. Critical thinking to explain the connection between the description of the events and the phenomena  3. Inquisitiveness in dealing with independent research tasks  4. Asking questions  Interpersonal skills:  1. Team work  2. Managing a dialogue while understanding that each event has different perspectives  3. Self representation – expressing a personal position based on historical facts  Intrapersonal skills:  1. Empathy out of the sense of belonging to the State of Israel  2. Self-regulation in carrying out research tasks  3. 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 Holocaust  11th 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 exam  All 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 |
| **Discipline** | **Topics** | **Relevant Key Terms** | **Relevant Values** | **Relevant Skills** | **Comments** |
| Society lessons – social engagement | 1. The dangers of violence and ways of preventing it  2. Society’s attitude toward the physically challenged and needy  3. To be a citizen- program to receive an identity card  4. Activity of youth movements and accountability during the Holocaust  5. Encounters with those who are different  6. Labor rights of youth  7. Personal development and civic engagement (Part of the Social Bagrut exam)  1. Motivation for social engagement  2. Locating the needs in a community  3. Exposure to a variety of possibilities for experience  4. Setting personal goals and determining measures of success | 1. Dis-advantaged groups  2. Social justice  3. Social rights  4. Leadership in the Holocaust  5. Moral judgement  6. Synergetic team  7. Result-oriented thinking | 1. Human dignity  2. Acceptance of the ‘other’  3. Giving  4. Communal responsibility  5. Civic engagement  6. Persistence  7. Responsibility  8. Dedication | 1. Interpersonal communication skills  2. Identifying obstacles in communication  3. Making decisions  4. Giving feedback  5. Creativity  6. Identifying needs  7. Formulating an initiative  8. Forming project groups  9. Planning and organizing  10. Mobilizing resources and recruiting partners  11. Group learning | Relevant sub-topics:  1. Project planning  2. Entrepreneurial skills  3. Exposure to a variety of Jewish-Israeli cultures  4. Cultivating a Jewish identity  5. Moral judgement as a condition for moral conduct  6. Social engagement while relating to those who are different in society |

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|  | 5. Guidance for documenting the process  6. Planning a group project |  |  |  |  |