

# Understanding by Design Template

Scott Kaplan

## Stage 1: Desired Results

### Subject - "Jewish Standard Time" - An Intro to the Jewish Calendar

#### Enduring Understanding/s

Big ideas that we want students to remember several years from now

- Jews have a unique way of marking time.
- In Judaism, time is religiously significant.
- A Jew can connect to his/her tradition, history, community, G-D, etc...through Jewish ways of marking and sanctifying time.

#### Essential Questions

The key questions that lead the student to arrive at enduring understandings.

- How do Jews mark time?
- What makes Jewish ways of marking time unique / different from other ways of marking time?
- How can time have religious significance for Jews?
- In what Jewish ways do you mark and/or sanctify time?
- What does time, or a calendar, have to do with community? history? tradition? G-D?

#### Selection of texts (This may come later in the process for some people.)

Breshit 1

"Vay'hi erev vay'hi voker..." "Vaychulu..."

Shemot

"Hachodesh hazeh..."

#### Content objectives: Students will know...

- In "Jewish Standard Time," the days begin at sundown
- Our system of telling time is rooted in the Torah (i.e. the Torah actually teaches us how to track time)
- Jewish ways of keeping time are in tune with nature and with cycles such as Shabbat
- The Jewish calendar - its minutes, hours, days, weeks, months, and years, are not a translation of the Gregorian calendar into Hebrew. Rather, it is a system all to its own, and does not line up or depend on the Gregorian calendar.

#### Skills Objectives: Students will be able to ...

- Locate, say, and write a given Hebrew date using the correct terminology for the year, month, week (i.e. by parsha), day, and day of the week.
- Identify the simultaneous Hebrew date for a given English date and visa-versa.
- Count and perform simple calculations using the Hebrew letters as numbers
- Calculate the length of a Sha'ah Z'manit for a given day, given the # of sunlight hours or sunrise and sunset times.

- The length of a day in "JST" is not always the same, but lengthens and shortens with the seasons/daylight hours.

## **Stage 2: Assessment Evidence**

How will I know the students met the desired results above? What performance tasks or other evidence will I use to assess? At this stage, work on summative assessments which occur at the end of the unit. As you plan your lesson below, make sure to think about formative assessments which occur along the way.

Students will create a calendar for the month of Tishrei. This will be the beginning of a full calendar that they will use for the entire school year. The calendar must include (in Hebrew):

1. the name of the month
2. the days of the month numbered
3. the weekly parsha
4. the days of the week
5. the Chagim and other Jewish events on their dates
6. candle lighting times
7. any personally significant / exciting upcoming (b-days, etc.)

After that, the students will create a Gregorian calendar on transparent paper which will cover the same days as those on their Hebrew calendar. This calendar must include (in English):

1. the name of the month
2. the days of the month numbered
3. the days of the week
4. any national/secular significant days on their dates
5. any personally significant / exciting upcoming (b-days, etc.) - they can put them on this calendar too

Next, students will be given a question sheet to be turned in with questions about their calendars. Examples: Why don't the Hebrew and English dates line up on the calendar? If it is Tuesday evening, September 4, 2009, what is the Hebrew date? What was its Hebrew date ten years ago?

## **Stage 3: Learning Plan**

Now go enjoy translating the above into learning activities using creativity, awareness of different learning needs, etc.

(I'm outlining here...will explain during presentation BS"D)

1. Learning Gematria
2. Learning the names of the months, days, weeks
3. Text learning
4. Tracking Hebrew dates against English dates using HebCal
5. Understanding Sha'ot Zmaniot using myzmnim.com