

CUSTOMIZING THE SERIES FOR YOUR SCHOOL

Every school has its own unique circumstances and needs. As you plan your Hebrew curriculum, you will want to account for your own school's circumstances, and to adapt [Hineni](#) to fit your specific objectives. This section suggests ways of personalizing the program to meet your school's goals, taking into account the amount of time you have for Hebrew instruction each week.

Matching Your Prayer Curriculum with *Hineni*

Hineni 1, 2, and 3 present the prayers in the order of the Shabbat service. [Book 1](#) presents the opening prayers in the service (Bar'chu, Ma'ariv Aravim, Yotzer Or, Sh'ma, V'ahavta, Mi Chamocha) and prayers, blessings, and songs for home observance. [Book 2](#) presents the Shabbat morning Amidah and some Friday evening prayers, and [Book 3](#) teaches the Torah service and concluding prayers. For a complete listing of the prayers in each book, see page 20 in this guide.

Ideally, your school's prayer curriculum and the prayers taught in *Hineni* would be one and the same, so that your goals for prayer mastery and presentation in each grade correspond to the prayers taught in the text. Thus, if your *bet* class is using *Book 1*, the prayer curriculum for that grade would be Bar'chu, Ma'ariv Aravim, Yotzer Or, Sh'ma, and so on. And if your *dalet* class is using *Book 3*, the prayer curriculum is Ein Kamocha, Av Haraḥamim, Ki Mitziyon, Lecha Adonai, etc. The prayers that the students study in class are the prayers they lead in public services.

That's in an ideal world.

In reality, the prayer sequence used in your school may be different from that presented in *Hineni*. Students in a particular class may need to lead prayers not yet encountered in the text. Or perhaps a prayer in the text is not part of your synagogue's worship service at all.

How to reconcile your school's prayer curriculum with *Hineni*:

<p>Option 1: Maintain your school's prayer curriculum.</p>
--

Many religious schools use *Hineni* successfully even though their prayers are presented in a somewhat different order. Any of the following situations may be true of your school:

- A class is expected to lead a prayer not yet learned in their text.
Have your teachers use your synagogue prayer book to teach the particular prayer and give the students a general outline of its theme. Students will be able to read or chant the prayer publicly. In-depth study will follow when students encounter the prayer in the text.



- A class is expected to lead a prayer that does not appear at all in *Hineni*.
Have your teachers use your synagogue prayer book to teach the particular prayer and present a general thematic understanding.
- Your synagogue service does not include a particular prayer contained in *Hineni*.
It is best not to skip the chapter for that prayer in the text. Students may miss important prayer words and structures presented in that chapter. Instead, have the teacher spend minimal time on the prayer, using it for reading fluency and basic vocabulary comprehension only.
- A class is expected to study a prayer included in another book in the *Hineni* series.
Some schools purchase all three books in the series when the students begin using the program, usually in fourth or fifth grade. Each student then has access to all three levels and can switch from one volume to another as the prayer curriculum for the grade requires. Teachers collect the books over summer vacation and redistribute them at the start of the following school year.

Option 2:
Reevaluate your school's prayer curriculum and adjust it.

Revisit the order in which prayers are taught and presented in your school. Can the list be changed to match the order of prayers in *Hineni*? If so, make the sequence of prayers in your school the same as *Hineni* to provide the most seamless educational experience for your students.



Time Management Formula: How to Pace Progress in the Textbook

Most schools take one year to complete each text. Of course, different classes progress at different rates, and schools have varying amounts of Hebrew instructional time. Some may finish a book early while others may take longer than a full year.

How can you ensure that each book is completed in the right amount of time?

Present your teachers with a plan showing the number of classroom sessions to devote to each chapter. (Teachers should be given some flexibility within this schedule.) The overall structure will give them guidance—and confidence—in planning for the year and for each lesson.

How do you calculate the number of classroom sessions the teacher should devote to each chapter?

Below is a Time Management Formula. Divide the number of school weeks by the number of chapters in the book. The answer is the number of weeks to spend on each chapter.

$$\frac{30 \text{ SCHOOL WEEKS}}{9 \text{ CHAPTERS IN BOOK}} = 3 \text{ to } 3\frac{1}{2} \text{ WEEKS PER CHAPTER}$$

If your school meets more than once per week, multiply the weeks per chapter by the number of class sessions per week to find the number of sessions to spend on each chapter.

Example:

$$3\text{--}3\frac{1}{2} \text{ WEEKS PER CHAPTER} \times 2 \text{ CLASSROOM SESSIONS PER WEEK} \\ = 6\text{--}7 \text{ CLASSROOM SESSIONS PER CHAPTER}$$

