

Student Developmental Profiles

Pre-K: The Three-Year-Old

Learning to share ... verbal ability increasing ... wants to “do it myself” ... uses objects symbolically in play ... loves to listen to stories ... physically confident ... developing social skills ... self-focused ... feels a sense of awe and wonder about the world ... feels God’s presence in rituals

Pre-K: The Four-Year-Old

Learns in the context of his/her community and friends ... remains curious, wants to sustain an investigation and learn more ... learns languages easily ... thinks concretely ... cares deeply for friends and significant adults ... enjoys and initiates fantasy play ... can negotiate a disagreement with peers ... feels pride in accomplishments ... has questions about God ... learns about God from Torah, prayers and blessings, and Jewish stories

Kindergarten: The Five-Year-Old

Active and purposeful ... consciousness of right and wrong is developing, but cannot always distinguish between them or accept responsibility ... family is the context for understanding relationships ... great disparities among children’s learning skills and physical abilities ... has sense of God’s love and care through attention of loving and -caring adults ... short attention span ... can learn from mistakes ... appreciates help of others and wants to help ... emerging wonder about life and death

Grade 1: The Six-Year-Old

Widening sense of world beyond home ... eager to learn ... asks many questions ... great imagination ... little concept of time and space ... personal desires may conflict with sense of standards ... sense of responsibility to the group ... has questions about God ... wants honest and immediate answers

Grade 2: The Seven-Year-Old

More introspective ... sensitive to adult approval ... self-critical ... richly imaginative, but interested in here and now ... looks for fair play and honesty ... emerging feel for prayer ... interest in Bible heroes ... growing sense of community beyond home and school ... assimilates new information when presented in familiar examples

Grade 3: The Eight-Year-Old

Aware of real physical and intellectual growth ... impatient to get started on new projects but eager to finish ... desire to do things “my way” but still craves adult approval and support ... communication skills improving but sometimes talks for the sake of talking ... enjoys collecting and swapping ... interested in dramatics ... time and space take on meaning ... likes groups but upholds rules ... can understand personal relationship to God as connected to God’s care for others

Grade 4: The Nine-Year-Old

Longer attention span offers more independence ... wants to be accepted as responsible, yet recognizes need for help ... likely to attach to role models ... may not have sense of personal limits ... fair play and individual rights are crucial ... clearer thinking about right and wrong ... curious about the unknown, but finds the past exciting ... can build on previous knowledge ... individual reading skills vary widely ... teacher important as leader and opinion maker ... moral development can be guided by Bible’s lessons ... favors facts and people over fantasy and abstract ideas

Grade 5: The Ten-Year-Old

Period of pre-adolescent adjustment ... interests beginning to widen ... may still have difficulty conceptualizing or generalizing, but memorization skills are developing ... sense of time has evolved enough for firmly rooted study of history ... boys and girls separating in interests and activities ... need reinforcement of “dos and don’ts” of living in society ... can have deep religious feelings and a close relationship to God ... questions may begin to trouble faith ... knows and can use many facts of Jewish history and observance



Grade 6: The Eleven-Year-Old

Preadolescence gradually gives way to adolescence . . . eager to discover secrets . . . wants to figure things out for self in ethical and religious matters . . . girls usually more physically and emotionally developed than boys . . . more sensitive to criticism . . . capable of great anger, fear, dejection, and elation . . . growing ability for abstract thinking . . . relationships with peers can be both exciting and painful . . . critical of adults . . . open to ideas that will realize more mature values but must reach them by oneself . . . sees connection between religious teaching and personal problems

Grade 7: The Twelve-Year-Old

Onset of adolescence . . . traits developing that will lead into maturity . . . girls are about a year ahead of boys in intellectual and physical development . . . with guidance, can see relationship between different events . . . resentful of repetitive, childish activity . . . beginning of search for philosophy of life . . . can be encouraged to express abstract values . . . receptive to social action projects . . . enjoys responsibility that gives a sense of achievement

Grade 8: The Thirteen-Year-Old

Can be a difficult year of emotional imbalance . . . physical changes become more pronounced . . . leadership potential is emerging . . . receptive to learning from stories of courageous deeds . . . especially proud of new skills . . . can relate God and prayer to personal problems and harsh realities . . . insecurities manifest in complaining, withdrawal, sarcasm . . . some linguistic skills appear particularly strong . . . word games can be effective learning tools . . . judges religion by the examples of its representatives . . . greater interest and power in reasoning and discussion . . . language can be useful tool for expressing values

Grade 9: The Fourteen-Year-Old

Feels many adult emotions and drives but struggling to integrate them into self . . . girls still developmentally ahead of boys, but growth among boys is marked . . . beginning to assert independence from parents but still wants them within rescue distance . . . often does accepted thing but insists on making own decision to do so . . . world of ideas beginning to make sense, as abstractions take on reality . . . give-and-take with adults is valuable and enjoyable . . . senses need for authority beyond humanity, and open to ideas of God . . . moving toward independent ideas

Grade 10: The Fifteen-Year-Old

Struggle for independence hits its peak . . . desperate to make own decisions . . . strongly influenced by home but brings own unique slant to things . . . shared attire and behavior of group can disguise independent thought of individuals . . . can respond to adult guidance when directed gently and without pressure to conform to standards . . . group loyalty is especially strong . . . interested in differences between and within religions . . . more followers than leaders

Grade 11: The Sixteen-Year-Old

Struggles of adolescence approach resolution . . . often secure enough to welcome criticism . . . largely preoccupied with immediate problems rather than with the future . . . seems mentally mature but sense of judgment still developing . . . religion can become part of a philosophy of life . . . personal choice is at forefront of decision-making . . . open to discussion and contemplation of ethics . . . can see God's relationship to personal life . . . academic subjects must be made explicitly relevant to learner's life

Grade 12: The Seventeen-Year-Old

Seen by parents as still a child . . . seen by self, and by world, as an increasingly responsible adult . . . concerned about work, career, college, relationships, getting driver's license . . . can think through complex problems, and generalize from concrete examples . . . sharing with friends crucial . . . awed by major life milestones that lie ahead . . . big questions take on immediate importance: Is there an absolute standard of right and wrong? . . . What is God like? . . . anxiety and anticipation for the new world that college or career will open

