WHAT IS PBL AND WHY DO WE DO IT?

- Students gain knowledge and skills by investigating and responding to an authentic, engaging, and complex question.

- PBL at LCLJ:
  - Students explore 3 units each year.
  - Classes run on a trimester schedule for 3rd-7th graders.
  - Student-driven learning: students can decide what they want to explore within the unit.
Project Based Learning
Judaic Units: 3rd Grade (K’tanim)

- High Holy Days Around the World
- Shabbat and Creation
- Genesis

Mini-Unit for Virtual LCLJ:
High Holy Days Around the World

- How do Jews all over the world celebrate Rosh Hashanah, Yom Kippur, Sukkot, and Simchat Torah?
- Students will learn the different customs from Ethiopia, Israel, Spain, and America.
- 3rd Graders will have the opportunity to point out what is similar, and what is different, from the ways that Jews typically observe these holidays in the US.

Some fun examples include:
- In Ethiopia, many Jews gather for the New Year’s Eve holiday in the town square, where they eat symbolic foods like apples, carrots, and fish.
- In Ethiopia, some families also cut out the names of their loved ones to bring in the New Year on the first day of the new year.
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Shabbat and Creation

- Main points we explore:
  - The Creation Story
  - Holiness
  - Shabbat Rituals
- How we explore this:
  - Interviewing guest speakers about their Shabbat practices
  - Telling the Creation story in our own words
  - Comparing everyday moments to Shabbat
  - Plan and lead a Family Shabbat Service
Genesis

- Main points we explore:
  - Stories and characters in the Book of Genesis
  - Jewish values found in Genesis
  - Importance of retelling Torah stories each year

- How we explore this:
  - Creating interactive visuals that embody the values we learn
  - Finding the connection between Jewish stories and our lives
  - Creating a Genesis “newspaper” with articles written by our students

Project Based Learning
Judaic Units: 4th Grade (Nitzanim)

- Exodus

- Jewish Ritual

- Israel: Land, People, and Culture

Exodus

- Main points we explore:
  - The arc of the Exodus story: Characters and events
  - What was Moses like as a leader?
  - How did Moses become a leader?
  - How did the Israelites valiantly assert their freedom?
  - Jewish values that we can learn from our stories
  - Modern-day heroes and activists who embody those Jewish values

- How we explore this:
  - Students work together on a timeline of Israelite freedom
  - Reading stories, watching videos, and acting out scenes to bring these stories to life
  - “Meeting” a variety of people who dedicated their lives to making positive change
  - Creating a comic strip, poem, or other art project to represent the connection between the Exodus story and the identified values
Jewish Ritual

- Main points we explore:
  - Jewish rituals through the lens of the Passover Seder
  - How Jewish rituals are portrayed in different contexts (e.g., Shabbat, Chanukah, High Holy Days)
  - What customs and texts make Jewish rituals meaningful
  - How do we see rituals such as lighting, washing, wine, dipping, and wrapping in various holidays and contexts throughout the Jewish calendar?

- How we explore this:
  - A "Haggadah Scavenger Hunt" to see how these rituals are interpreted differently across communities and cultures
  - Opportunities to participate in Jewish rituals and perform rituals with Central clergy and staff
  - Creating our own 4th Grade Passover Haggadah and Seder experience

Israel: Land, People, and Culture

- Main points we explore:
  - Discovering Israel through popular sites and landmarks
  - Uncovering Israel’s culture through song and food
  - Learning about Israel's diverse demographics and people
  - The depth and breadth of Israeli culture and society, including Jews and non-Jews when applicable

- How we explore this:
  - Touring Israel through an interactive gallery walk
  - Bringing an Israeli "Shuk" to life
  - Singing Israeli tunes and enjoying tasty Israeli cuisine
  - Many virtual opportunities, meeting with tour guides, artists, teenagers, and chefs who zoom in directly from the holy land!

Project Based Learning

Judaic Units: 5th Grade (Bonim)

- Israel: Birth of the State
- Jewish Life Cycle Events
- Jewish Law
Israel: Birth of the State

- Main points we explore:
  - The historical, political, and social contexts in which Israel was established
  - Key values that impacted the establishment of Israel (i.e. land, safety, innovation, Jewish pluralism, freedom)
  - Influential leaders and their perspectives on the values above

Israel: Birth of the State

- How we explore this:
  - Chronological overview of Israel's formation
  - Games, comics, videos, and exploring important texts
  - Kibbutz rotations, building evidence for a debate on the Dreyfus Affair

Jewish Life Cycle Events

- Main points we explore:
  - The significance of Jewish life cycle events
  - The rituals associated with each event
  - How to plan a life cycle event
Jewish Life Cycle Events

- How we explore this:
  - A gallery walk of pictures from various lifecycle events
  - Interviewing Central staff and family members about their experiences with baby namings, conversions, weddings, and death

Jewish Law

- Main points we explore:
  - History and evolution of Jewish Law
  - Interpreting how Jewish laws are applicable to our lives
  - Principles of Reform Judaism

Jewish Law

- How we explore this:
  - Participating in a Torah scavenger hunt for different types of Jewish laws
  - Interviewing Central clergy and staff about Reform Judaism
  - Bringing Jewish texts to life through a live action text study

- Public Product:
  - Students will create their own "Tikvah Flyer," and participate in an interactive study and discussion with families
Project Based Learning Judaic Units: 6th Grade (Chakutzim)

- Social Justice/Tikkun Olam
- The Holocaust
- God

Social Justice / Tikkun Olam

- Main points we explore:
  - Using Jewish values as a tool to repair the world
  - How to be advocates for issues we care about
  - The importance and foundations of volunteerism

Social Justice / Tikkun Olam

- How we explore this:
  - Participating in a Family Day of Service
  - Making a pitch for an organization we care about
  - Learning from our Clergy how we can make a difference in our community
The Holocaust

- Main points we explore:
  - The historical context of the Holocaust
  - The role of memorials in preserving memory
  - Themes of resistance, righteousness, and legacy

The Holocaust

- How we explore this:
  - Listening to survivors tell their stories
  - Analyzing pictures, documentaries, and memorials
  - Exploring history through a timeline or gallery walk
  - Helping to plan Central's Yom HaShoah service
  - Creating a Holocaust Memorial Guide to be used by congregants at the Yom HaShoah Service

God

- Main points we explore:
  - Where do people find or feel God?
  - What is God's role in the Torah?
  - How do our students, as 6th graders, relate to God?
  - What does God mean to each of us?
God

- How we explore this:
  - Interviewing members of Central Synagogue’s clergy and staff
  - Participating in text study
  - Group text study to characterize God as: Parental, Angry, Generous, and (write your own)
  - Creating personal statements about God

7th Grade

- How to be a Jewish Adult and the Tifereth Jewish Book of Why
  - Explore Jewish studies, theology, and try to better understand what it means to be a Jewish Adult
  - Rosh Hashanah Dilemma: how do we create a welcoming community and environment?
  - Leadership to Judaism: biblical and modern-day Jewish leaders. What lessons can we learn from them?
  - Kashmir and Jews: Explore: where do these laws come from and how can they evoke change over time?
  - Create our own Tifereth Jewish Book of Why as we ask and answer questions about the culture and traditions of Judaism
  - Important to be thinking learners and make our own informed decisions
  - Ask questions about Jewish culture and tradition
  - Use either resources and Central staff and clergy to help answer your questions
  - Create the Tifereth Jewish Book of Why using our questions and answers

7th Grade

- Israel 1948: Today
  - What happened after Israel was declared a state on May 14, 1948?
    - Brief historical review of Israel from 1948 today
  - What are the landscapes, people, and culture of Israel today?
  - What are the holidays that are celebrated and how?
7th Grade

- Jewish Ethics
  - How do Jewish ethics drive the way we respond to certain situations?
  - Explore how Jewish ethics might help us clarify moral issues that face us and seek to understand how Judaism helps us understand issues that are important and relevant to our lives.

3rd-7th Grade Curriculum and Anti-Racism

Ways in which we can incorporate Anti-Racist Language and Values in 3rd-7th Grade:

- Avoiding "Ashkenormativity"—not all Jews look the same
- Lift up and celebrate Jews from all different cultures
- Using books that normalize non-white Jews and different family structures
- Highlighting and explaining these differences, asking students what they notice
- Using examples of "upstanders" as a value from our Torah stories
- Asking, "How are people celebrating Jewish holidays all around the world?"
- Displaying Jew on ritual items from various cultures
- Normalize changing your mind in response to new information
  - "I used to think... " Now I think..."

Hebrew Curriculum

- Hebrew Instruction:
  - 30 minutes each week
  - Small Hebrew groups based on level starting in 3rd Grade
- Goals:
  - Children who regularly attend will be able to decode in Hebrew
  - Our curriculum focuses on putting letters and sounds together fluidly, and is based around the siddur, with the goal that students will be able to decode and chant the prayers and understand the general meaning of where it comes from
T’filah / Prayer Curriculum

- T’filah at LCLJ:
  - 30 minutes per week
  - Led by Jeremy Siger with visits from Congregational clergy
  - Grade-wide sessions on Zoom

- Core Prayers: Kaddish Shabbat, Shacharit Shabbat

T’filah / Prayer Goals

- Students will:
  - Acquire the ritual and liturgical skills to become active participants in T’filah
  - Be able to recite the Siddur and recite T’filah accurately and fluently
  - Learn the prayers in the Siddur as a text, learning the meaning and context of individual prayers
  - Acquire skills for participation such as responding appropriately to prayers recited responsively, practicing when to sit, stand, and bow
  - Become leaders of their LCLJ prayer community with opportunities to lead their classmates in prayer
  - Experience T’filah as a vehicle for connecting to and cultivating a personal relationship with God, as well as a way to connect to the Jewish community
  - Be exposed to a range of positive T’filah experiences and options, including Congregational Kaddish, Shabbat services, music, storytelling, yoga, movement, meditation, in quietude, praying outdoors, or creative writing

T’filah / Prayer Curriculum

- 3rd Grade: Familiarizing with: Hinei Mah Tov, Barchu, Shema/Hear O Israel, Mi Chamocha, Silent Prayer, Oseh Shalom, Sheheheyanu, V’Ahava Hashkiveinu, Adonai S’fatai

- 4th Grade: Honing in on core prayers above, adding in: L’cha Dodi, Shir u’L’ Adonai, V’Shamru, Mi Sheheirach, Avot V’Imahot
**T’filah / Prayer Curriculum**

- In 5th and 6th Grade, students begin to learn Central’s Shacharit Shabbat service:
  - learning the prayers, focusing on the order of service, and exploring the meaning of prayers:
  - Kedusha, Aleinu, Mourner’s Kaddish, Yotzeir Or, Shema V’Ahavta

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**PROGRAMMING**

- Shabbat Yeladim
- Sukkot on the Farm
- Yom Kippur Family Service
- Outside Programming

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**B’nei Mitzvah Programs**