



Prozdor of Hebrew College

Program Guide

2015-2018

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Letter from the Director

Friends and families of Prozdor;

It gives us great pleasure to share the 2015-2018 Program Guide with you. For over 90 years, Prozdor has been our flagship academic program for teens, and as we eye the century mark on the horizon, we are proud to continue to offer a high-quality academic experience for students in grades 6-12. Beyond our traditional Sunday-and-weeknight academic model, you will notice that we have wider range of new and alternative learning opportunities in our department.

Our programs reflect a wider view of Jewish education than models that focus on the formation of “Jewish identity” and the acquisition of “Jewish knowledge” in a classroom setting. Each program responds to differences among learners, and to the desires and interests that motivate young people to pursue knowledge, skills, and understanding... We are committed to providing a solid foundation for lifelong learning by offering a variety of pathways and options for teens to explore their Judaism, and to satisfy their thirst for learning experiences, in a supportive Jewish context.

Our students learn with us on Sunday mornings, travel to Ukraine, Israel, and Poland; participate in innovative fellowships like Rising Voices, and spend a gap year with us in Jerusalem on Hevruta. They learn online as they prepare for Israel travel, with us or with the Cohen Camps, and they participate as members of a teen philanthropy board through the Jewish Teen Funders Network. There is something here for everyone...come discover the program that works best for you!

B’shalom,
Dan Brosgol

Prozdor

An academic program of breadth and depth

Prozdor is the central address for teen learning and engagement in the Jewish community of Boston and southern New England. Prozdor's vision of excellence in teaching, diverse curriculum, passionate teachers, and committed and energized students who take ownership of their Jewish education remain at the heart of our mission. We offer a spectacular variety courses taught by professors, musicians, artists, dancers, scientists, lawyers, doctors, historians, writers, journalists, social activists, and rabbis, presenting our students with an unparalleled breadth of choices and depth of learning.

Student Choice

Every semester Prozdor offers a catalog of incredible, diverse, and interesting courses to choose from. Students follow their own desires and interests as they find their way through the landscape of Jewish learning.

Unique Academics

Hebrew College embraces its responsibility for promoting Jewish education for youth. In the spirit of pluralistic study, with a deep respect for traditions, and academic and artistic disciplines, Prozdor's program is led by experienced teachers who continue their own learning and cultivate the art of teaching. Prozdor teachers are caring, thoughtful, talented, human beings who guide students as they explore problems and questions together with friends.

Netivot (Pathways)

As students enter 10th grade, they choose a nativ, a path or approach to their own Jewish education that goes a little deeper into the methods and knowledge of the Arts, Sciences, Humanities or Languages.

Arts This nativ emphasizes the artistic disciplines of visual and performing arts. Students explore (a) the history and vocabulary of arts, (b) artistic skills and performance, and (c) expression, creativity, and imagination. Arts students take one or two courses each semester in any of the following: Visual Arts, Music, Dance, Theater, Language Arts (Poetry and Writing), and Design.

Content Area Requirements for the Arts Path can be met with Courses such as:

Israeli Folk Dance, Klezmer, Political Cartooning, Biblical Themes in Reggae, Theater, Dramatic Scene Writing, Metallurgy, Gardening, Kosher Culinary Arts

Sciences This nativ emphasizes observation and experimentalism. Students will (a) understand foundational concepts, theories, and knowledge derived from systematic study, and (b) consider science in the context of Jewish life. Sciences students take one or two courses each semester in any of the following: STEM, (Science, Technology, Engineering, and Mathematics) Cosmology, Psychology.

Content Area Requirements for the Science Path can be met with Courses such as:

Science and Judaism, Intergalactic Judaism, Science of Passover, Molecular Biochemistry, Game Theory, Technology, Innovations in Israel.

Humanities This nativ concerns the academic disciplines of history, philosophy, social sciences, and includes traditional and modern ways of studying Judaism’s primary sources and philosophical writings. Humanities students take one or two courses each semester in any of the following: History, Middle East Civilizations, Theology, Philosophy, Politics, Law, Identity Studies, Social Studies, Bible, Jewish Studies, Jewish Thought, and Social Justice.

Content Area Requirements for the Humanities Path can be met with Courses such as:

Jewish History, Theology for Skeptics, Case Studies in Israeli Law, Identity Studies, Social Studies, Torah in Film, Genesis, Book of Samuel, Judaism and Social Justice

Languages This nativ invites students to understand the role of language, language arts, and linguistics in Judaism, especially as Hebrew plays a central role in Jewish life. Language students take one or two courses each semester in any of the following content areas: Hebrew, Languages (Yiddish, Arabic, Russian, German), Linguistics, Language Arts.

Batim

At Prozdor, students are assigned to a *bayit*, or “homeroom.” In a casual setting students get to know classmates, develop friendships, discuss current issues, school-related questions, and have a little fun. Students are assigned to a bayit upon entering Prozdor and remain with same group until they graduate.

Each year, batim focus on different themes.

8th grade-students focus on getting to know Prozdor, and building a strong bayit identity.

9th grade-students focus on community-building activities.

10th grade-students begin to focus on academic planning with their advisors.

11th grade-students have opportunities to practice leadership skills.

12th grade-students engage in monthly programs for their age group.

Graduation

Students who attend regularly and participate in courses in good standing will graduate with a Prozdor degree after completing 12th grade. Students must take eight courses in their nativ to graduate.

Program Options

Sundays - Prozdor runs on Sunday morning from 9:30 am to 1:30 pm (four-hour program). Most students attend on Sundays at Hebrew College for four periods of classes, break, and *batim*. About one quarter of our students attend both Sundays and midweek evenings (six hour program). A few students come for just two hours on Sunday. Sunday courses can include participating in Gateways and the Hebrew Language Program.

Tuesday and Wednesday - Some classes are held on Tuesday evenings at Hebrew College (6:00-8:30 pm); and on Wednesday at Temple Emunah in Lexington from 6:00-7:45 pm. Dinner is served weekly from 5:30-6:00 (additional cost). Courses change semester by semester and are taught by Prozdor teachers.

Sofit

12th grade at Prozdor

The Sofit Program is a capstone experience for 12th graders. Sofit is a year-long research project with monthly sessions on Sunday afternoons in the fall and an independent work with an advisor in the Spring. Upon successful completion of your Sofit project, students receive three college credits.

Each student will identify an essential question—something you are passionate about, curious about, or want to explore in more depth. You'll spend time on Sundays working independently on your project, studying with your hevruta partner, visiting Boston-area organizations that will help your exploration, and programming with all of Sofit.

Your essential question will relate to what you are still wondering about after your studies at Prozdor. Do you want to understand how parental involvement impacts the way Jewish teens worship? What is the role of art in Judaism? What can we learn from other religions? Do college graduates tend to follow the traditions of their families, or do they often become more observant? What moral and ethical standards are appropriate for new technologies? What animal rights issues need immediate attention? How seriously should I take Jewish prayer? What are some of the effects of video games and mobile technologies on the soul? Is there a scientific explanation for spirituality? What is a good society, and does it necessarily involve the redistribution of wealth? What is love? Are you curious about creating and implementing a successful Jewish course? Or maybe you want to explore how artwork relates to our understanding of what religious Judaism is? These are just a few of many questions you might consider as a Sofit student—the key is that it's up to you.

Essential questions and research projects in 2014-5 included:

How is journalism and mass media from the Middle East received and analyzed by American Jews?

Student is taking parallel stories from news sources in Israel, the UK, and the US and asking subjects to read, and interpret the news based on those three differing sources.

How do parent attitudes influence going to Minyan and laying tefillin for Jewish teens?

Student is interviewing students at various area synagogues to understand how their parents relate to Jewish practice, and whether or not that influences their practice.

What is the role of Holocaust survivors' stories in the understanding of Jewish identity for middle school students?

This student is teaching a class to middle schoolers in the Makor program that incorporates the arts, stories of the Shoah, and identity to explore what it means to be a Jew.

Why do Jewish teens come to Prozdor?

Student surveyed the entire Prozdor student body, and is following up with more in depth interviews, to understand the factors that impact participation in Prozdor.

What is the role of Judaism in Special Education programs like Gateways?

Student is conducting interviews to explore what it means to infuse a special education program with Judaism for young people.

Do people from different generations interpret "Jewish images" in different ways?

Student is using their own photography in interviews with Jews of different ages to try and understand how they relate images of different Jewish objects or moments to religion, culture, or politics.

Do parents' reasoning for sending their child to Hebrew school impact their child's feelings about attending?

Student is surveying families at their synagogues to see if there is a link between parental attitudes about Hebrew School and their child's attitudes.

Do Jewish values impact the way that young Jews see pre-natal genetic testing?

This student is doing a wide survey of Jews in their 20s and 30s to see if they are impacted by Jewish values in the way they view testing for genetic diseases common to their ethnic group.

Hebrew language

A longstanding tradition of Prozdor

Prozdor's Hebrew language curriculum uses "the proficiency approach" a nationally-recognized system for teaching a foreign language based on the idea that each school create its own curriculum to meet student needs and interests. We have developed various thematic units to maximize the learning and achieve Hebrew language fluency. We offer a variety of Hebrew language classes across different levels and hour combinations.

All Hebrew teachers have been trained in this approach and have attended professional-development workshops. All Hebrew teachers have been trained to conduct an OPI (oral proficiency interview) and are required to undergo 24 hours per year of in-service training.

While all of our Hebrew classes feature the use of literature, poetry, music, and other Israeli cultural resources, we also offer advanced-level Hebrew classes that are focused on other topics of study (Bible, Israeli literature, et cetera) in which the only language spoken in class is Hebrew and there is less emphasis on grammar and composition. Students must possess a high degree of Hebrew proficiency to enroll in those classes and must be granted permission by the Hebrew Coordinator to enroll in them.

All students wishing to take Hebrew classes must take a Hebrew placement test (written and oral) and based on the outcomes, they are placed in level appropriate groups. The sizes of the groups range from 3-12 students.

Course Progression:

Novice – Low/Mid/High

Intermediate – Low/Mid/High

Advanced - Low/Mid

Hebrew SAT Preparation / SAT II preparation

Israeli Literature and Israeli Poetry (taught in Hebrew)

Biblical Hebrew and Tanakh b'Ivrit (taught in Hebrew)

Israeli Current Events through Newspapers and Magazines (taught in Hebrew)

Self Defense and Leadership (taught in Hebrew)

Independent Study

Makor

A supportive learning community for 6th and 7th grade students

Makor is Hebrew College's unique program for 6th and 7th graders. While it is built on the strong partnership with Temple Emanuel, Congregation Mishkan Tefilah, Temple Reyim, Temple Emeth, and Congregation Shirat Hayam, Makor also attracts an increasing number of students who belong to other area synagogues or who are unaffiliated with a particular congregation. No matter where they come from, our students enter a safe, welcoming learning community when they walk through our doors.

Learning at Makor is calibrated to the unique cognitive, physical, social, and emotional needs of 6th and 7th graders. Our faculty, our curriculum, our schedule – all of it is designed with the intention of building strong, positive relationships within our learning community and connecting and empowering our students as learners and leaders.

We promote the following expectations across our learning community:

- **Makor is a purposefully pluralistic learning community.**
We value and support diverse backgrounds and needs; we respect and appreciate this diversity; and we challenge assumptions and understandings with a variety of perspectives.
- **We embrace and support student-centered learning.**
Adult stakeholders focus on student impact. Students are active leaders in their own learning, which is guided by our educators and reinforced by families at home.
- **A spirit and practice of collaboration will strengthen all Makor partners.**
A vibrant Makor will expand and enhance Boston's Jewish teen community while maintaining teen connections with home congregations

Learning at Makor involves questions -- *your questions*. As students, you have a right to ask questions and explore the answers, whether they are the kind that you can Google or the kind that require you to use your inner "Google" and reflect. Here at Makor, every teacher is counting on you to ask questions. Makor's mission is to connect and empower Greater Boston's Jewish teens as learners and leaders and build positive relationships with one another through our faculty, curricula, and structure.

Makor adheres to its mission:

- by being purposefully pluralistic,
- by creating a student-centered learning community, comprised of students of diverse backgrounds and needs; we appreciate this diversity and challenge assumptions and understandings with a variety of perspectives,
- with you, the students, being active leaders in your own learning as you choose which courses to study. You have voice and choice!

At Makor, you will:

- have a variety of courses to enhance your Jewish identity and personal development.
- have the option to take high school level classes which provide personal attention and a listening ear to your needs.
- learn in conditions that induce an engaging environment and increased social interaction.
- choose your courses, ranging from Science, Jewish History, Arts, Hebrew, Current Events, Krav Maga (Israeli self-defense), and more.

Travel

Seeing the world through peer travel experiences

Through a robust slate of travel experiences, you will have the opportunity to travel around the United States and the world with your fellow Jewish teens. Below is just a sampling of the many kinds of trips you will be able to participate on during your years with us.

| Trip | Time of Year |
|---|-----------------------------|
| Grade 8/9 Shabbaton | September |
| Fall service trip | Columbus Day |
| AIPAC Teen Leadership summit (grades 9-12) | November |
| All-school Israel trip | February Break |
| Havayah Fellowship (Ukraine) | February Break |
| Israeli hosting program | March/April |
| 10th/11 th grade trip to American South | April break (every 2 years) |
| 8th/9th grade service trip to NY/NJ | April break |
| Facing History/Poland | Summer (begins 2016) |
| *March of the Living/Alexander Muss High School in Israel | Spring |

*Offered in partnership with AMHSI

Our Israel Connection

For the past nine years, the Pirke Dorot project has connected Prozdor and The Hebrew Reali School in Haifa, and has led the way in transforming school-to-school partnerships between Boston and Haifa. With a combination of curriculum development, immersive travel experiences, staff exchanges, technology-based learning, and project development, we are creating new best practices for 21st century Israel-Diaspora education and collaboration. Thanks to the generous support of CJP's Boston-Haifa Connection, we have shared the joy of student travel exchanges with more than 350 students.

Our annual trip to Israel and our annual hosting of Reali students is one of the hallmarks of Prozdor. Building on our shared learning and curriculum, the power of the peer travel experience creates lasting and meaningful connections between students and families in Boston and Haifa, and between Prozdor and Reali.

Our goals:

1. Create innovative new curriculum for American-Israeli collaborative learning about Jewish identity, Israel, American Jewry, Tikun Olam, Law/Politics, and more.
2. Build lifelong relationships between teens, families, teachers, and school leaders through annual mifgashim in both Boston and Haifa.
3. Help shape the conversation on the transformation and evolution of Israel education in American Jewish schools.
4. Foster a strong awareness of Jewish Peoplehood in all people impacted by the Pirke Dorot experience.

The Havayah Fellowship - Ukraine

Havayah (Hebrew for “experience”) is a 10-day trip to Dnepropetrovsk, Ukraine. Fifteen teens from Boston join teens from Haifa and Ukraine in running an English-language vacation camp for children at the Jewish day school in Dnepropetrovsk. The Havayah model empowers teens to lead using the full power of an informal Jewish educational experience in a variety of fascinating environments. The results are nothing short of astounding and transformational for participants in the program.

Havayah allows each participant to establish deep personal relationships while working together to create an educational program for children in Dnepropetrovsk. Havayah helps each participant to build leadership skills and put these skills to use throughout their experience. It is a unique opportunity to explore one’s roots and to understand one’s own place within the Jewish community.

Over the history of this program, nearly 400 teens from Boston, Haifa and Dnepropetrovsk have participated in Havayah and joined to share and strengthen their Jewish identities in collaboration with the Jewish community of Dnepropetrovsk. Havayah has allowed the participants to discover the common links that exist among the three communities and a sense of belonging in a global Jewish community. Whether it has involved teaching students in the Jewish Day school, singing with the Bet Baruch choir, working with a child at the Special Needs Center at Bet Hannah or just enjoying meaningful discussions with our friends from Ukraine and Israel, Havayah has strengthened the Jewish identity of the Americans, Israelis and Ukrainians in a way that creates lifelong friendships and a deeper commitment to K’lal Yisrael.

Havayah Program Goals:

- To engage teens from Southern New England in meaningful and thoughtful experiences around

Jewish identity, global Jewish connections, and cross-cultural dialogue

- To bring teens from the U.S. into relationship with teens from Haifa and Dnepropetrovsk

Havayah Program Objectives:

1. To provide Boston, Haifa, and Dnepropetrovsk teenagers an opportunity to experience the power of *Klal Yisrael* via connecting to each other and the Dnepropetrovsk Jewish community
2. To enable Boston, Haifa and Dnepropetrovsk teenagers to learn and utilize leadership skills that will allow them to transmit the living power of Judaism to others in their communities.
3. To participate in the experience of helping to build resurging Jewish communities.

General Program Timeline:

August-Application and Info Packet Available

(Applications accepted on a rolling basis)

October-Applications Due

November -Applicants Notified

December-February-Classes

February-Trip to Dnepropetrovsk

March-May-Classes and Community Presentations

Online Learning

Cohen Camps Jewish Teen Leadership-Independent School Teens-TELEM Fellowship

The Hebrew College and Eli and Bessie Cohen Camps

Certificate in Jewish Teen Leadership

The Certificate in Jewish Teen Leadership is an eight-month leadership program for teens participating in the Cohen Camps' *Dor L'Dor* Israel program over the summer. Beginning in March and ending in November, the program prepares teens for their immersive Israel leadership experience and train them to become reflective leaders and practitioners.

Goals

1. Empower teens who strive to work in camp settings to teach and lead with confidence in their skill and knowledge
2. Bring together teens from diverse backgrounds to learn together from one another and experts in the field
3. Create space for discussion, troubleshooting, and skill-building for teen leaders
4. Inspire teens to continue on a leadership trajectory throughout their Dor L'Dor experience, into their years on staff at the Cohen Camps and into their communities.

Structure

The program is broken down into three parts: Spring (March-June), Summer (July-August), and Fall (September-October) each focused on specific themes. Participants will be expected to utilize Schoology, the online learning platform of Hebrew College, to complete required readings, watch media clips, share reflections, and submit written assignments. Students will be assessed on their work and will receive the certificate upon completion of all modules. The summer component will include the Israel and camp portions of the DLD experience and include travel, learning, reflection and journal writing.

Requirements

The six modules will all feature introductory videos, 2-3 required readings, 2-3 media clips, a video lecture, and one deliverable assignment. All assignments will be submitted via Schoology.

Program Outline

| | |
|-------------|--|
| March | Definitions: who am I and what does Israel mean to me |
| April | Am Yisrael Chai: responsibility to the others, the Jewish community and to Israel |
| May | Products of History: how my history shaped me and how Israel's history has shaped her |
| June | Leadership Now: personal growth and Israeli case studies |
| July/August | Trip to Israel and sessions at camp |
| September | A New Year, A New Me: reflections on leadership and on Dor L'Dor as a tool of transformation |
| October | The Future: being intentional about planning for leadership and for connection with Israel |
| November | Graduation |

The Hebrew College Online Certificate

Jewish Teen Leadership for Independent School Teens

The Online Certificate in Jewish Teen Leadership is a nine-month leadership program for teens enrolled in independent schools in Greater Boston. Through a unique blend of online learning and short in-person retreats, this program will prepare teens to be thoughtful Jewish leaders on their independent school campuses. The program will be designed for up to 20 participants.

Goals

1. Empower Jewish teens who are enrolled at independent schools to become proud Jewish leaders on their campuses
2. Enable students to engage in thoughtful online discourse on and study of contemporary issues in Jewish communal leadership via a case studies model
3. Create a safe space, both online and in person, for Jewish teens to converse about their lives as Jewish independent school students
4. Inspire teens to continue on a leadership trajectory throughout their Jewish teen experiences and on their future college campuses

Structure

The program will be broken down into nine monthly modules focused on specific themes. Participants will be expected to regularly utilize Schoology, the online learning platform of Hebrew College, to complete required readings, watch media clips, share reflections, and submit written deliverables. Students will be assessed on their work and will receive the certificate only upon completion of all modules.

Modules

September: Personal statement I - “Who am I?”

October: Character development

November: Text and Tradition - Jewish leadership through history

December: 21st century ethics of leadership

January: Case studies in American Jewish communal leadership and mid-year retreat

February: Jewish peoplehood, Personal statement II - vision

March: Case studies in pluralism

April: Case studies in Israeli leadership

May: Personal statement III- transformation

June: Next steps and final retreat

The Hebrew College and TELEM

Fellowship for Teen Leaders In Social Justice

The Prozdor and TELEM Leaders in Social Justice Teen Fellowship is a nine-month leadership program for teens who participate in TELEM service learning in Eastern Massachusetts. Running from September to May, this fellowship develops teens as leaders in social justice and service learning in their communities.

Goals

1. Empower teens who are passionate about social justice and service learning to lead with confidence in their skill and knowledge
2. Bring together teens from diverse backgrounds to learn together from one another
3. Create space for discussion, leadership development, and skill-building for teen leaders

4. Inspire teens to continue on a leadership trajectory throughout their high school and college years as volunteers and activists.

The program will be broken down into eleven monthly modules focused on specific themes. Participants will be expected to regularly utilize Schoology, the online learning platform of Hebrew College, to complete required readings, watch media clips, share reflections, and submit written assignments. Students will be assessed on their work and will receive the certificate upon completion of all modules.

Online learning

Each module will have 4-5 required readings, one required video lecture, 4-5 media clips, and one deliverable assignment. All assignments will be submitted via Schoology.

In-person meetings

There will be three required in-person meetings over the course of the year on Sunday afternoons at Hebrew College.

Travel

Fellows will participate in an April service trip.

Practicum

Participants will also commit to designing and implementing a service learning project for their community (synagogue, school, club, et cetera) as part of their learning and growth.

Graduation

There will be a community-wide celebration of the Fellowship in May on a Sunday evening.

Calendar

September: Kick-off event and community-building

October: Module 1- What's Jewish About Justice?

November: Module 2- A History of Service

December: Module 3- Identity in Service of Others

January: Cohort retreat and Module 4- Roots of Injustice in America

February: Module 5- Food, Education, and Housing: Meeting Basic Needs

March: Module 6- Leading Others in Service, Part I

April: Service trip to Brooklyn, Module 7- Leading Others in Service, Part II

May: Module 8- My Legacy of Justice and Service, Graduation Ceremony

Leadership & Community Engagement

Rising Voices-Interfaith-JTFN-Gateways-Hevruta Gap Year

Rising Voices Fellowship

In partnership with the Jewish Women’s Archive, Prozdor is proud to be the educational provider of the Rising Voices Fellowship. The fellowship is open to female-identified teens with a passion for writing, a demonstrated concern for current and historic events, and a strong interest in Judaism—particularly as it relates to issues of gender and equality.

Through a selective application process, up to twelve teens from across the country will be accepted to the program. These fellows will write 8–12 posts for *Jewesses with Attitude*, the Jewish Women’s Archive blog.

Throughout the year, JWA’s blog editor will work independently with each of the fellows on their writing. The ability to accept and learn from edits, as well as a commitment to improving writing skills, is crucial for success in the program. Emilia Diamant, Prozdor’s Director of Programming and Initiatives, will provide curricular oversight and guide the fellows in areas of leadership development, community building, and identity exploration.

The fellowship will launch with a retreat at Hebrew College. At this meeting, staff from Prozdor and JWA will review the goals of the program, facilitate community building, and begin teaching the techniques for crafting quality blog posts.

Following the kick-off, the cohort will meet monthly throughout the year, including both virtual and in-person meetings in Newton, MA.

Tools and techniques for improving one’s writing and understanding of social media will be at the core of each of these meetings. Between writing, peer review, and preparation for upcoming meetings, participants will be asked to allocate two to three hours a week to the program.

JWA blog editors will work independently with each of the fellows on her writing. The ability to accept and learn from edits, as well as a commitment to improving writing skills is crucial for success in the program.

Participants who successfully complete the fellowship will be invited to serve as mentors for future fellowship classes.

Applications for the Rising Voices Fellowship open immediately following Passover. For more information on the fellowship and how to apply, visit www.jwa.org/blog/risingvoices.

Interfaith Engagement

Bethel AME Church, Temple Israel of Boston, Roxbury Presbyterian Church, and Prozdor are excited to be launching an interfaith service and engagement program for 8th and 9th grade students. Beginning in Fall 2015, students will have a chance to work on a long-term community service project in Boston. In relationship with teens from other faith communities, students will have the opportunity to learn more about themselves, their Judaism, and other religious practices. If you are interested in being part of the formation and idea-phase of this program, please be in touch with Emilia Diamant at ediamant@hebrewcollege.edu.

Jewish Teen Funders Network

Thanks to a generous incubator grant from Laura Lauder and the Maimonides Fund, we are excited to be partnering with Gann Academy to launch two teen philanthropy boards beginning Fall 2015.

This project, funded by Laura Lauder and the Maimonides Fund, brings the success and impact of Jewish teen philanthropy programs across North America into cities around the world. Teens engage in a grant-making process guided by Jewish values and will have opportunities to gain new leadership skills while employing the principles of strategic philanthropy. The JTFN program focuses on launching teen foundations in community organizations, such as federations and community foundations, which allow for building pluralistic and diverse teen boards.

Our teens will benefit from partnership in development and implementation of their programs, along with coaching on opportunities for scaling and growth. They will receive leadership and guidance from a

curricular framework for the teen foundation board, from orientation and mission statement development to fundraising and learning about nonprofit operations, proposal review and site visits, and ultimately a consensus-based allocations process.

Applications for the 2015-6 cohort will launch in late spring 2015.

Gateways Volunteering

The Gateways Sunday Program offers a thematic Jewish education curriculum to students ages 5-18 who benefit from highly structured programming, individualized attention and small class sizes. Special education teachers utilize visual supports and differentiated instruction to present a multisensory curriculum that includes Jewish holidays, Torah stories, and Hebrew, as well as Jewish culture and traditions. Creative arts and music are included each week. All students receive one-to-one support from teen aides who receive weekly training in working with children with special needs. Each year, between 20-30 Prozdor students dedicate two hours of their Sunday morning to volunteering at the Sunday Program.

Classes take place on Sundays from 9:30 to 11:00 a.m. and from noon to 1:30 p.m., depending on class assignment. All classes take place at 60 Stein Circle in Newton (Solomon Schechter Day School, Lower School).

All Prozdor students who wish to volunteer as Gateways aides must take the preparatory course. This course will be open to both 8th and 9th grade students each semester.

The Gateways application process is facilitated through the Gateways office. If a Prozdor student is accepted to participate in Gateways, they will receive two hours of course credit for their work there. There are busses to and from Solomon Schechter for all Prozdor students who volunteer with Gateways.

The Hevruta Gap Year Program

The Hevruta Partnership in Global Jewish Learning and Leadership, a collaboration of the Shalom Hartman Institute and Hebrew College, is the first fully-integrated and balanced gap-year program for North American and Israeli student leaders from a diverse range of Jewish backgrounds and perspectives.

Hevruta invites young men and women from throughout Israel and North America, those with religious or secular backgrounds, to participate in the program.

This exciting and dynamic learning opportunity addresses both Israeli and North American cultures and contexts as compelling centers of contemporary Jewish leadership and discovery.

Over the course of their 10-month experience, Hevruta participants engage in rigorous inquiry and text study, while taking advantage of Jerusalem's rich intellectual and spiritual resources.

After completing the program, Hevruta alumni are well-positioned to use their influential voices to shape the Jewish people's most important conversations and communal decisions.

Following a pilot year in 2014-15 with 28 participants from Israel and North America, Hevruta will have a fully-populated 40-student cohort in 2015-16.

APPENDIX A
CONTENT AREAS and COURSES

The courses listed below are an example of the wide variety of courses that are offered at Prozdor.

Performing Arts and Theater

Foundations in Jewish Performing Arts
Jewish American Drama and the Jewish Experience
The Diary of Anne Frank: The Script, the Graphic Novel, the Book
Jewish Readers' Theatre: Fiddler on the Roof
Oral Interpretation of Jewish Literature
Stories of the Holocaust through Music and Story
Playwriting
Behind the Curtain: Theatre Production and Design
Reflections of Jewish Society on Stage, Film, and Television
Holocaust in Theater
History of Jewish and Yiddish Theater
American Jewish Theatre
Jews and Musical Theatre in America

Music

Music in Israel
Cantillation (Torah Trope)
A Capella
JewbiGLEE
Jewish Songwriting
Song-leading Techniques
Klezmer Band / Advanced Klezmer

Dance

Israeli Dance for Non-Dancers
Nilhav Dance Troupe
Dance Choreography

Modern Dance

Dance on Broadway

Visual Arts

The History of Art

Diversified Palette: Multiple Art Techniques

Art and the Big Bang

The Jewish-American Experience through the Graphic Novel

Jewish Influence in Comics

Kabbalah and Art

Illuminated Manuscripts

Everything is Illuminated

Art and Mysticism

Basics of Photography

Photography and Identity

Portfolio Development

Jewish Paper Cutting

Calligraphy

Graphic Design

Collage and decoupage

Sketching and pencil drawing

Textiles

Mosaics

Science, STEM, Mathematics, Physics, Chemistry, Biology, Astronomy, Psychology

Science and Judaism

Einstein

Bioethics

Genesis and the Big Bang

Computer programming

Jewish Architecture

The Design and Geometry of Sacred Spaces

Model Design

The Human Genome and Life on the Edge

We'll Call You, Maybe: Survey Research in the American Jewish Community

Natural Resources, Ecology, and the Sun- Case Studies in Israeli Science, Innovation, and Discovery

Bible and Rabbinics

Biblical Literacy

Biblical History

Torah and Prophets

Is this Why We Left Egypt?

Exile and Return

Kings I & Kings II

Bad Men

The Book of Judges

Genesis

The Book of Numbers: Why Did We Wander for So Long

Deutero-Isaiah

Life is Meaningless: Wisdom from Kohelet

The Book of Daniel: Dreams, Magic, and the End of the World

Ancient Dreams

Prophecy, Magic and Witchcraft in Biblical Times

The Unfamiliar Megillot: Shir haShirim, Kohelet, Eicha

The Books of Samuel

The Documentary Hypothesis

Rashi and Rambam

Bible and Current Events

Tales of Love and War: Ancient Mythology

Performing Magic: Cult and Ritual in the Bible

Violence and Redemption

The Real Housewives of the Bible

Everything is Illuminated

The Apocrypha

Biblical Hebrew (taught in Hebrew)

Tanakh b'Ivrit (taught in Hebrew)

Intro to Rabbinic Literature

Great Commentators

Meeting the Mishna: Reading Rabbinic Texts

Pirke Avot

Shulchan Aruch

Meet the Rambam

Daf Yomi

For the Sake of Argument: Debates of the Rabbis

The Limitations of Honoring Your Parents: When not to listen to them.

Ethics and Values

Times and Values: An Exploration

Jewish Thought in the 20th century: Four Important Philosophers

Tefilah

Praying for the Perplexed

Everything you wanted to know about Shabbat but were afraid to ask

Israel

The History of Israel and Zionism (foundation course)

American and Israeli history (foundation course)

Israel Advocacy

Making the Case for Israel: Web 3.0 and the Future of the Jewish State

Israeli Geography

Boston-Haifa projects

The Hi-Bo Online Radio Station

Social Justice Leadership in Israel and America

Popular Israeli Music

The History of Israel Through Music

Moving Pictures: Israeli Cinema

Paint the Town Blue and White - Israeli Visual Arts

Israeli current events

The Prozdor Israel Report

Model Knesset

Shaping Israel's Military: The Story of Two Generals – Marcus and Sharon

Do the Jews Need a State? An Exploration of Zionist Ideas

Natural Resources, Ecology, and the Sun- Case Studies in Israeli Science, Innovation, and Discovery

Social Justice

American Jewish Social Justice History (foundation course)

Contemporary Issues in Tikun Olam (foundation course)

Judaism and Sustainability

Food for Thought

Food Justice

Granola and Gemara: Judaism and Environmentalism

Urban Gardening

Adamah v'Adam (Earth and Humanity): Ecological and Social Health in America

Principles of Community Organizing

You Gotta Fight for your Right: Jews in Action

Advocacy and Social Justice in the Digital Age

Race, America, and the Jews

TELEM: Hunger & Homelessness

Literacy Volunteering

Leadership and Social Justice

Making a Difference in Your Community

Jews, Judaism, and Human Rights

Interfaith Studies

Beyond the Freedom Riders and Heschel

Collaboration and Covenant: Judaism and Religious/Political Polarization in America

How to Get Arrested: History of Jewish Civil Disobedience

Politics and Government

Politics and Jewish political thought

The American Jew in Democratic Society

The World in Real Time: Staying Informed

Tools for Knowledge and Advocacy: How to Lead

Gathering Intelligence and Making Informed Decisions

World Political Systems

Comparing Governments and Societies

And, if Elected... Jews in American Political Life

Jews and Revolutions

America and Israel in the Developing World

You Gotta Fight for your Right: Jews in Action

Model Knesset

Model UN

Conflict Resolution

The Prozdor Israel Report

Case studies in Israeli Law

Debate Midrash

Separation of Church and State in America

Your Ox Gored My Wookie: Legal Concepts in Judaism

The Halacha of Superheroes: Can a Superhero Transform on Shabbat?

Pluralism in Action

The Bible and Current Events

Jewish Thought

Jewish Philosophy

World Philosophy

Rabbinic philosophy

Is religion rational? Philosophy, science and ethics in the radical Judaism of Maimonides

How we explain the “Why” in Judaism

Classical Jewish Thought

A Reactionary and a Radical: the philosophy of Yehuda Halevi and Moses Maimonides

Jewish Thought in the 20th century: Four Important Philosophers

Does Judaism need to change? Two modern Jewish philosophers

Chasing Truth: Modern Jewish Thought & You

Times and Values - An Exploration

For the Sake of the Argument: Debates of the Rabbis

Do the Jews Need a State? An Exploration of Zionist Ideas

The Limitations of Honoring Your Parents: When not to listen to them.

Everything you wanted to know about Shabbat but were afraid to ask

Did God Really Do That? Problematic Biblical texts and modern morality

Sacred Mind and Body – Jewish Bioethics

Is it Ethical to Steal Second Base? Ethics and Sports

Comparative Religions

Piece by Peace
God and philosophy
What is God
Theology for Skeptics
Choose Your Own (Jewish Philosophical) Adventure
Challenging God and Religion
Ecclesiastes and Existentialism
The 613 Mitzvot - Their origin and how they change the world
Bioethics
Unorthodox Sexual Ethics
Sex, Sensuality, and Modesty in Rabbinic Thought
What Not to Wear
Virtual Minyanim and Skyped Shacharit: The Ethics of Online Judaism
Who Am I Really? Jewish Ideas about the Soul and the Self

History

From Sinai to Today
American Jewish History
The Ancient Near East
Biblical History
Medieval Jewish History
The Jewish Experience in the Islamic World
Jewish Pirates of the Caribbean
The Spanish Inquisition
Jews in Medieval Europe
The Jewish Enlightenment
Who We Are: The Shaping of Jewish Civilization
The Industrial Revolution and the Jews
Invisible in History: Jews in Colonial and Revolutionary America
Here Since 1654: American Jewish Myths and Realities
The Jews and the 20th Century
Safe and Afraid: American Jews during the Holocaust Era
Rough, Tough and Unorthodox: The Jewish Gangster in America
The Holocaust in Children's Literature

Stories of the Holocaust through Music and Story

The Jews of Boston

The Jewish-American Experience through the Graphic Novel

The Holocaust and the United States (1933 to the present)

Friends Indeed: The Special Relationship Between the United States and Israel

Three Cases of Anti-Semitism: Dreyfus, Beilis and Frank

Trending Now

Beyond Anne Frank

The Jewish 1960s

Bagels and Donuts: Issues in Contemporary Jewish Life

Shaping Israel's Military: The Story of Two Generals – Marcus and Sharon

And, if Elected... Jews in American Political Life

Jewish Life Around the World

Becoming Like Everyone Else: Jewish Assimilation in America

We'll Call You, Maybe: Survey Research in the American Jewish Community

From Sea to Shining Sea: Jewish Communities in the U.S.

Leadership track

Creating a Virtual Jewish Museum

Media and Design

Jewish Citizenship in the Digital World

Foundations of Writing

Web design

What Would Google Do?

Web 2.0 and Beyond

The World in Real Time: Staying Informed

Writing Workshop- Children's Literature

TEI- Teen Entrepreneur Incubator

Virtual Minyanim and Skyped Shacharit: The Ethics of Online Judaism

Movie Production

Filmmaking in the Digital Age

The Prozdor Israel Report

Advocacy and Social Justice in the Digital Age

The Hi-Bo Online Radio Station

Programming Code

Basics of Java

App design

Play Your Way: Designing Expeditionary Learning through Technology