



CBI Forest School

Curriculum Guide

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Mission

CBI Forest School provides children an opportunity to experience the rhythms of Jewish life through connecting with the wonder and joy of our natural world. We foster curiosity to develop a love of learning rooted in questions, listening, observation, synthesis and connection. By participating in outdoor, experiential learning, students become active participants in their educational journey, learning with agency, interconnectedness, and responsibility to their greater community. In dynamic partnership with families, we create inquisitive stewards of the world who understand that knowledge is a gift.

Values



Ahavat Limud/Love of Learning



Hitorerut/Wonder and Awe



B'tzelem Elohim/Appreciating Individuality



Shmirat Ha Adamah/ Stewards of the Earth



Kehillah/ Community





Philosophy

CBI Forest School supports children through a developmental, constructivist approach which recognizes and addresses individual growth and needs of students and creates opportunities for children to grow at his or her own pace. Since 2010, we have adopted a Reggio Emilia framework, based on the belief that children are active learners and born with unique abilities and modalities of expression. We have come to realize the similarities between the values of Reggio Emilia and Judaism. The Jewish image of the child tells us that children begin to experience the world from birth. We have a responsibility to our children and their future as a Jewish community.

Our program builds on the interests of the children. This emergent curriculum evolves from observation of the children's conversations, interests, and play. Teachers and students collaborate to research these ideas. Children are encouraged to ask questions, seek answers, find experts, and draw conclusions. Through our explorations through the forest, children develop curiosity, creativity, both written and verbal communication, listening, negotiation, observation, and critical thinking skills.

Teachers document children's progress, validating the children's work and enabling on-going assessment. The children's thoughts and ideas are documented through photography, video, displays and writing, as the teachers strive to support each child's development to the fullest extent. We both nurture and challenge the whole child as they develop academically, emotionally, socially, cognitively, physically and spiritually.

Our Elementary Program continues to support students as they develop life skills and have ample opportunities for collaboration, exploration, and independent play. The natural world is their springboard for building a strong foundation of academic, social, and problem-solving skills. Students learn how to set goals, research, and collaborate. All of these endeavors help foster a love of learning.

EDUCATION IN NATURE

We believe in the Reggio Emilia inspired philosophy that the environment is the third teacher and physical spaces hold the potential to influence what and how our children learn. Our physical space is designed through natural settings such as forests, streams and fields. These spaces encourage children to explore, learn, and connect with a natural environment. The forest organically promotes curiosity in the world around us and creates a sensory experience that is both joyful and memorable. As we celebrate each image of the individual child, the forest provides the ability for them to grow and build lifelong skills.

CBI Forest School uses our natural environment to help create a deeper understanding and respect for the world and environment that surrounds us. We believe that this in turn creates a passion for learning and a love for community within our children.

We view our students as co-creators in their curriculum and daily discoveries. As educators, we observe and listen to our children and build lessons and experiences based on their interests and needs. We offer the children an ever changing classroom filled with trees, creeks, rocks, animals

and opportunities to witness cycles of life. We support the children in their natural exploration of the environment. This leads to child-led discoveries in a wide range of areas such as physics, natural sciences, imaginative storytelling, math, collaborative play, gross and fine motor skills, and most importantly a strong sense of self.



SOCIAL CURRICULUM

At CBI Forest School, we believe that behavior is a form of communication. We empower children to make their own decisions and preserve the child's agency by making space for emotions and acknowledging and supporting them. We start by having a community of respect, support, and shared Jewish values in order to encourage children to do what is expected of them. We practice modeling kind behavior and inspiring our students to be kind to one another.

When children do something that is unexpected, we respond to the individual's needs and their stage of development. We make sure to respond to the behavior in a way that is restorative, logical, and utilizes natural consequences. As such, we look specifically at what and who the behavior has



Students explore the wonders of a puddle during a fall rain.

affected and how we can fix what the behavior has affected, using a problem-solving perspective. Using this model, children feel heard, supported, and encouraged to be kind to one another.

We focus on three major tenants: we take care of each other, ourselves, and the Earth. Not only

do our students learn from the teacher and their peers, we also learn from our third teacher, nature, daily. We connect daily with the Jewish principle of Tikkun Olam, as we love and care for each other and the earth.

Jewish Community

Our classes live in the rhythm of Jewish traditions, stories, and celebrations. We share blessings of gratitude and wonder as we explore the forest and build community. Teachers nourish Jewish values such as respect, kindness, responsibility, fairness, and caring for our earth.

The children experience a rich Jewish culture that includes daily Jewish rituals. We celebrate holidays with songs, stories, food, play, and art. The ritual of Havdalah (separation between weekend and weekday) begins the week as we gather as a school to sing songs and mark the transition from home to school. Similarly, we end the week with a school gathering as we welcome Shabbat and honor the big ideas of community, love and celebration, and rest.

We believe that we are more than a school. We are a community that is dedicated to supporting the whole family through collaborative relationships that honor the child, the parents and the teachers. We are building lifelong relationships that go beyond the school day. We show up for each other through life's milestones and recognize that raising children in community is meaningful, nourishing, and joyful.



Toddlers

The 18-month to two year old spend the year learning the experience of being part of a group both indoors and outdoors. They learn skills like sitting while they eat, trusting new adults and friends, navigating new terrain, keeping themselves safe and building physical stamina. They also begin to develop early literacy skills by recognizing assigned symbols that represent their names, and math skills by learning to count, all while experiencing play scenarios designed to facilitate further brain development. Together we become more comfortable in our relationship with the forest all while practicing seeing our world through a Jewish lens. This involves noticing and caring for our environment, lots of singing, spontaneous expressions of gratitude, celebration of holidays and community through developmentally appropriate forms of ritual.

The focus of our two year old program is relationships. We aim for two major goals: A child will confidently learn to care for themselves without a parent present and your child will learn to have a friend and be a friend.

18 months- 2 years

Beginning Forest School is often a child's first big adventure away from home and away from parents. Our first big focus is to establish a strong connection between school and home, and this begins with creating and sustaining a sense of trust and connection with parents. We value our relationship with our parents just as much as our relationship with our students, and we feel so thankful for our brief but meaningful face-to-face moments with parents at drop-off and pick-up each day. We work closely with parents in bringing soothing and familiar routines from home into our classroom (and sharing them with peers), and finding ways to bring practices from school back home, in order to create a comfortable and consistent environment.



This also helps each Hummingbird to begin the process of getting to know each other and forms a basis for future friendships.

It won't be long before your Hummingbird is making the transition between home and school seamlessly and happily.

By mid year, we are comfortable with our environment and familiar with routines. At that point, we begin the playful work of expanding our physical experience in a myriad of ways. You may notice your Hummingbird experimenting with leaping, balancing, climbing, crawling and otherwise navigating their adventures with more advanced mobility.

Our focus then shifts from establishing ourselves as a group to exploring our environment as one. We become more aware of our surroundings. We learn to point out (and avoid) obstacles, we can locate and stay within boundaries, and can move more smoothly from one place to another as a group. We notice when a classmate needs help to keep up or when someone has gone ahead too far. Hummingbirds are more aware of each other and begin to communicate with each other using both practiced language and phrases that we share, or words of their own.

2.5- 3 years

Our 2.5 year olds are growing in the forest daily - from navigating changes in the weather, to learning how to carry their backpack up the mountain, the two year olds enrolled in CBIFS gain practical life skills through the daily rhythms in the forest. We focus on three major tenants: we take care of each other, ourselves, and the Earth. Thus, children learn and internalize the skills needed to navigate through the forest and the greater world with ease.

To be present in the wilderness is to take care in the wilderness. The unique structure of CBIFS allows children in two year old program to experience the joys of having a friend and being a friend. From learning to hike from place to place as a group, stopping to allow another child to tie their shoe or point out an interesting plant, to offering a hand to a classmate as they traverse over fallen logs, empathy and consideration are continuously promoted and instilled within our students.

We believe learning is best accomplished through active building of meaning and knowledge. Our students learn primarily through play. Teachers guide the students through the day in a range of predictable, yet varied activities. These provide opportunities to teach our core values of taking care of ourselves, others and our materials which includes the earth. We provide a balance of gross motor, fine motor, music, art, pre literacy and math activities daily. At CBI FS, our twos have unique access to all the opportunities afforded by a traditional preschool program. We have play kitchens, playdough, puppet and doll strollers. We have a full complement of art materials

and expression. We have a classroom library and books are a constant companion in the forest. Additionally, we have fields for running, mountains for hiking, and creeks to splash in. Moving over uneven terrain, wading in creeks and splashing in puddles are inherently educational experiences. The are next level sensory learning opportunities!

The twos are a time of intense language development. We encourage constant chatter, modeling appropriate language so that children can have their needs met. Whether they are using words to make a friend or take a turn, children are given social scripts to navigate their feelings and needs.



Preschool

3 to 4 Years

Our preschool program aims to help children build a solid foundation of social and emotional competence, self-help and independence, connection to community and a love for the natural world. Children are encouraged to develop wonder, a deep connection to our environment, and a wide range of practical skills. The core of our curriculum is informed by social and emotional development, and as such, our goals as teachers is to create a safe space where children feel empowered, inspired and in community with one another. We connect daily with the Jewish principle of *Tikkun Olam*, as we love and care for each other and the earth. We recognize that parents are our partners in this journey and provide bi-weekly, individualized updates on each child, a weekly newsletter, daily texts and weekly photo documentation.

SOCIAL EMOTIONAL DEVELOPMENT:

We provide a foundation in social and emotional learning, which is necessary for children to navigate, manage and understand their own emotions. In the preschool we focus on building strong foundations in problem solving skills, self-regulation and social/emotional relationships through social stories, Jewish rituals, modeling behavior, scaffolding and practice. We recognize that through fostering these skills, children establish and maintain healthy relationships, create a community, gain confidence and develop empathy and a sense of self. We continue to focus on our school mantra: we take care of ourselves, we take care of each other and we take care of the earth.

SELF HELP AND INDEPENDENCE:

Encouraging and celebrating gradually increased independence with self-help skills builds a solid foundation of resilience and perseverance. The three-year-old year is a year of rapidly expanding independence, and we



Every week, the Owls hike to a far off adventure and the forest is filled with a cacophony of little voices.

“A deciduous tree!”

“Look, I found a fiddlehead fern!”

“A beech tree!”

“It’s an evergreen tree!”

“Can I eat this flower?”

To most kids, trees are just trees and a walk through the woods is just a hike. To Forest School kids it’s a foraging expedition for redbud blossoms to make sweet syrup; it’s a chance to watch a fiddlehead fern unfurl: it’s a chance encounter with blue-tailed skinks, a bevy of deer, a helpful black rat snake and so much more! It is the sensory experience three and four year olds need with dirt to play in, plants to examine and flower petals to pick. But most of all, it’s where the magic of forest school happens. Children are attuned to the forest and aware of the relationships and biodiversity around them. They are present in the wilderness.

build on these emerging skills. We have ample opportunity to practice dressing, toileting, hand-washing, and other self-care skills independently, and our preschoolers thrive with the confidence that comes from independently moving through the world.

EXPLORATION:

Children learn through play, and we combine exploration in natural spaces with scaffolded provocations. Together, these allow children to use all of their senses as they connect with and discover their world. As our children are daily immersed in the natural rhythms of the days and seasons, they experience the multitude of sensory experiences in the forest, exercise their fine and gross motor skills, and are able to create their own learning moments and lasting connections. At CBI Forest School, we view nature through the lenses of Judaism and the Reggio Emilia philosophy; the forest is our third teacher and through the principle of *Tikkun Om*, we must take care of and repair the natural world around us. The teachers support the group as a whole as well as the needs, interests, and learning questions of individual children.

Four to Five Years

SOCIAL EMOTIONAL DEVELOPMENT:

As our students move through the preschool years, we build our social and emotional skills from our secure relationships.

Preschoolers hone their skills by recognizing and identifying emotions and learn multiple strategies for effective problem solving and conflict resolution. Some of these skills include self regulation, empathy, listening, patience, and agency. We encourage our students to solve problems on their own, using negotiation, self advocacy, and knowing when to ask for help. The outdoors presents a constant narrative of “problems” that our children solve together through grit, laughter, and creative thinking.



SELF HELP AND INDEPENDENCE

By the end of preschool our students take responsibility for their belongings, pack their own backpacks, and dress themselves according to the weather. They can put on their own shoes, coats, and hats and carry their own backpacks to school.

EXPLORATION & COGNITIVE DEVELOPMENT:

While we believe play and exploration are the building blocks of curiosity and life long learning, the fours class incorporates cognitive development using an integrated approach. We use the [Wilson Language Foundations](#) program, a structured literacy approach, to gently introduce the alphabetic code and the corresponding sounds. Increased exposure to background vocabulary knowledge and reasoning all leads to comprehension. In the forest, children are exposed to many themes and concepts as they navigate the outdoors. Questions, discoveries, and new concepts are present through our daily explorations. Nature studies, art, music, movement, science, oral stories and traditional children's books are used as building blocks to build knowledge and confidence in learning.



Students use their gross motor skills to negotiate a tricky terrain

The forest is also wonderful tool to increase mathematical skills. Sorting, shapes, measuring, one-to-one correspondence, sets and comparing are all things found in nature. Combined with calendar concepts and purposeful instruction, we build solid foundation of mathematical concepts following the abilities of our students.

Gross and fine motor skills are developed through activities such as using scissors to cut out invasive species, climbing over logs, painting rocks, digging, jumping, holding insects, as an example of how we use our environment. We also provide children with typical classroom materials to explore.

Elementary School

We believe in elementary school children are ready to tackle big ideas, expand their understandings and make new discoveries. While core academics are a main focus, we also believe social emotional learning is an important pillar of our curriculum.

Students learn to navigate relationships with respect and kindness. They take risks and try new things. They practice perseverance and impulse control, and study a variety of mindfulness practices. By first grade, children cultivate the tools and practices for taking care of themselves just as much as they take care of the world around them. The forest is our reliable anchor as we harness the lessons of nature in our daily sit-spots and return to nature for self-regulation throughout our days. Additionally, exercises in mindfulness, growth mindset, and peer communication are core tools utilized in shaping the culture and social-emotional development of children in first grade and second grade. By third and fourth grade, our students are able to support each other's difference and celebrate their individual strengths. Perseverance, self confidence and interdependence are core skills that we grow in the forest setting.



Are all flowers the same? Are they all special and beautiful? What about people? No matter what you look like on the outside, you're beautiful! What matters is how you are on the inside. In Judaism, we call this B'tzelem Elohim.

"There's only one person in this whole world like you. And people can like you exactly as you are." - Mr. Rogers

What do you love about yourself? The Hawks thought long and hard about this and revealed their answers in their drawings.

"I love that I go to a great school."

"I love that I do art."

"I love that my family likes to do art."

"I love that I'm alive."

"I love that my family is unique"

"I love that I'm me."



READING AND LANGUAGE ARTS

The Kindergarten through Fourth Grade Literacy & Language Arts program includes the following components at each grade:

- **Phonemic awareness, phonics, spelling and vocabulary instruction.**
- **Fluency**
- **Comprehension**
- **Love of language and story**
- **Writing**

Ganske's Word Study and Orton-Gillingham elements are used to inform instructional activities. The Daily Five structure is integrated with the forest environment to set up the Language Arts classroom.

KINDERGARTEN:

The foundation of our Kindergarten Reading Program is rooted in phonemic awareness: the ability to hear and identify individual sounds in spoken and written words. Children practice developing oral language, studying word meanings, and growing communication skills. In Kindergarten, students learn to read and write letter names, sounds, and blends. They practice manipulating, segmenting, and blending single sounds into words. Students understand how print is organized, demonstrate one-to-one correspondence through accurate finger-point reading. They study rhyming, syllables, sight words, and expand comprehension skills. Kindergarteners develop their skills through guided reading, games, songs, and teacher directed hands on activities.

FIRST GRADE:

Using the Daily Five structure, adapted to the forest environment, students engage in an array of literacy activities both independently and in peer partnership while teachers work with small groups for targeted instruction. Targeted instruction includes a foundation in phonetic principles: phoneme segmentation, phoneme blending and splitting, phoneme comparing and contrasting, phoneme manipulation, and rhyming and alliteration. Phonics features range from individual letter sounds, to beginning and ending blends, and vowel patterns (long and short). Comprehension and comprehension strategies are modeled through shared reading with the whole group and then applied in small group and independent settings. Students engage in reading by applying phonetic principles, context clues, an understanding of fiction and nonfiction texts and an ever growing sight word and vocabulary repertoire.

SECOND GRADE:

The Second grade Language Arts program expands reading, word study, writing, and vocabulary. In reading, students use "Phonics Books" decodable books in sequence to secure phonics patterns in preparation for trade books and to teach spelling constructs. Whole group read aloud fiction selections are used to promote comprehension skills. Reading comprehension becomes key as students learn self-monitoring and self-correcting strategies. Readers make predictions, share summaries, and ask and answer questions about the text. Readers use context clues to expand vocabulary, compare and contrast story

elements and characters, and understand story structures.

THIRD & FOURTH GRADE:

The third and fourth grade focus on independent reading, writing, and vocabulary skills independently while teachers work in small groups for targeted instruction in comprehension, phonics, and and vocabulary. Whole group lessons focus on comprehension, vocabulary, and literary conventions.

Fourth graders continue to work on varied independent reading, writing, and vocabulary. Groups for targeted instruction in comprehension, phonics, and vocabulary take place on a regular basis.

Lessons use authentic tasks such as letter writing, creating menus, or writing poetry to practice writing complete sentences, connecting written ideas cohesively, varying sentence structure, and using descriptive language. Students take responsibility for editing for grammar, punctuation, and capitalization in varied writing purposes.

Students have both assigned and independent reading books. Novels integrate into our social studies units and allow students to deepen their learning through an experiential integrated curriculum.



Writing Workshop

KINDERGARTEN: Kindergarteners learn that writing carries meaning and the words they write convey thoughts, ideas and feelings. In Kindergarten, students use a combination of drawing and writing to express themselves with a focus on phonetic writing. Writing is interwoven throughout our curriculum: nature observation journals, notes for family and friends, and story books. Students work at tables to ground their handwriting using correct body posture.

FIRST GRADE:

First grade writers draw inspiration from the seasons of the forest and various mentor texts that model specific writing styles. Children have access to a variety of book and paper templates throughout the year: accordion books, how-to-books, story lines, letters, recipes, booklets, comics and poetry. Throughout the first grade year children receive guided instruction on each of these writing styles. With this foundation they incorporate familiar sight words and phonics skills while beginning to take responsibility for editing their work for punctuation, capitalization, and spaces between words.

SECOND GRADE: Writing lessons are often connected to reading as a means of sharing responses and comprehension. Other lessons use authentic tasks such as writing letters, creating forest menus (mud pie cake, anyone?) and poetry to practice writing complete sentences, connecting written ideas cohesively, varying

sentence structure, using descriptive language. Students continue their work on editing for grammar, punctuation, and capitalization in varied writing purposes.

THIRD GRADE and FOURTH GRADE:

Third and fourth grade explores a myriad of writing including persuasive, informational, and entertainment. Writing is inspired by the environment, personal experience, shared texts, and the writing styles of authors who are masters at their craft. Since the third and fourth grades are a mixed-grade class, writing content and skills from both levels will be covered. Students compose personal narratives, poetry, nonfiction-inspired composition, and persuasive work during both years, focused on different topics.

WRITING IN NATURE

Children have a range of writing spots throughout the year: their hammock, their “writing tree” or a favorite place in nature that allows for creativity to flow. The container of Judaism and forest living allows for imagination, play, and experimentation for our writers.



MATHEMATICS

CBI's math curriculum is learner centered and integrates developmental concepts in tandem with nature's cycles and elements. Our curriculum spirals building on math skills each year. Following the Virginia SOL's as our guide, we use a variety of resources including Wild Math Curriculum, Math Journals, and experiential hands on materials. We make learning visible where peer connections help with developing and expanding math strategies

Suggested teaching and timeline

August / September

Routines for Math, Graphing, Patterns, Time
(all ongoing)

October / November

Computation & Estimation; Place Value

January / February

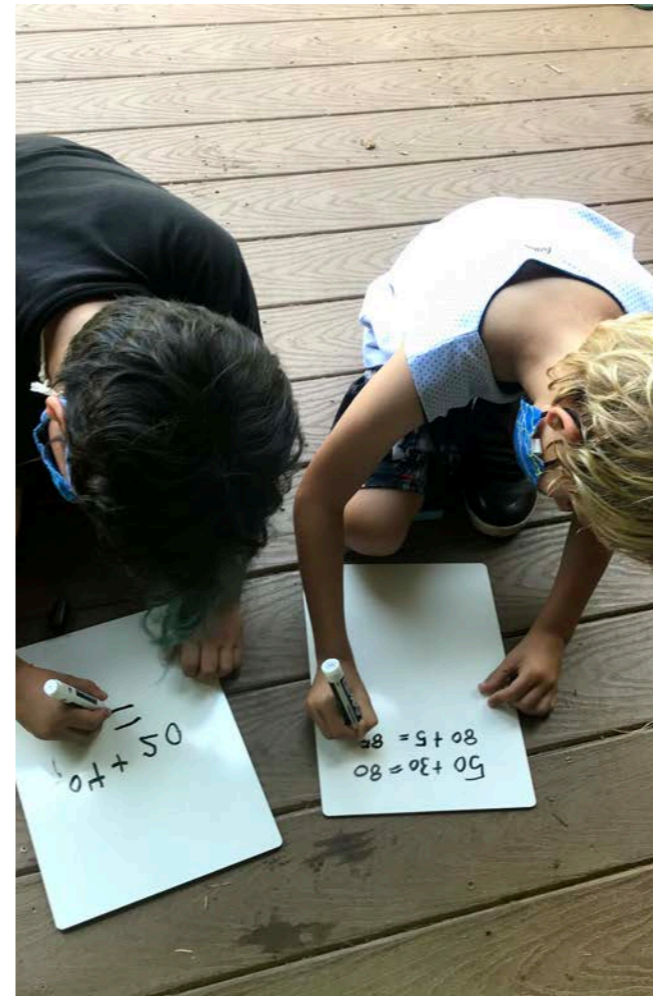
Number Sense, Fractions, Decimals

March / April

Money, Measurement & Geometry

May

Cyclical Review & Projects



Children applied all of their practice with coins by putting on a [restaurant in in the woods](#). They wrote and illustrated a menu, decorated and designed cash registers, labeled price tags, and crafted special recipes. See below for some of the footage. When purchasing and selling, children were helping each other check for accuracy and learning new combinations for a specific total in the process.

VISUAL AND PERFORMING ARTS

Under the umbrella of “Arts Studio,” students engage in activities that span and combine visual arts, maker education, and the performing arts. The curriculum is guided by the anchor standards of the National Core Arts Standards, which apply across artistic disciplines. Students at all levels have the opportunity to create, perform, present, connect, and respond to dance/movement, drama, music, and visual art. Students also explore design thinking and engineering through maker activities and hand crafts. Teachers work collaboratively to integrate other content with artistic practice and exploration.

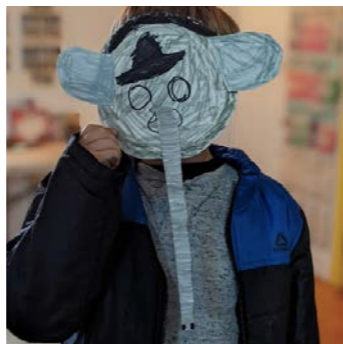
Music, Movement, and Drama:

- Emphasis on rhythm (instruments and movement)
- Confident, accurate, joyful singing
- Opportunities to perform (elementary students at least 2 per year)

Visual Art and Maker Education:

- Motor skills, comfort and familiarity with materials
- Low-tech approaches to transferable “high-tech friendly” skills

Inspired by the African Folktale "Who's In Rabbit's House?", children created masks, developed an outdoor stage and setting, and practiced putting on their rendition of the story.



Preschool

Create art with familiar and new materials, sing songs, explore instruments, respond to movement prompts

Perform/Present and participate in group singing, and share visual art with others

Connect - explore reasons artists create art, know songs for specific occasions

Respond - discuss whether they like/dislike, make observations

Second graders learned about two of the elements of visual art, line and shape, and explored them by creating some amazing works of environmental art.



Elementary School

Create art with familiar and new materials, identify and incorporate elements of art, sing songs, learn techniques for specific percussion instruments, create expressive movement in response to accompaniment and prompts

Perform/Present sing in a group, play percussion instruments in performance, share and explain visual art with others

Connect explore reasons specific artists create their art know and sing songs for specific occasions

Respond discuss what they like/dislike about a work of art, make observations about what they see/hear

JUDAIC STUDIES

Our earth based Judaism course focuses on big ideas in Judaism through torah study, Jewish values, culture, Hebrew, and holidays. Kindergarten through fourth grade immerse themselves in the big ideas in Judaism, and learn Hebrew words and phrases.. Whether creating crowns out of leaves for the holidays, learning new melodies and prayers in English and in Hebrew, or creating storyboards out of natural objects, children make meaning through an active earth based- Judaism model.

Using experiential learning to reveal what makes Jewish religion and culture so unique in today's world, students connect deeply to the learning process.

KINDERGARTEN through SECOND Grade focuses on an introduction and appreciation of Hebrew through games, stories, art and song. Stories from the Torah are highlighted through Jewish values and big ideas. Connections are made through art, nature studies, songs and prayer that highlight the natural world. Holidays are explored experientially through connecting to the outdoors and nature. Teachers work in collaboration to integrate a spiritual framework into the school day.

THIRD GRADE and FOURTH GRADERS begin Hebrew studies through reading, comprehension, games, songs, holidays in Hebrew, and prayers in Hebrew. Students begin developing

vocabulary for conversational Hebrew and discuss the Torah with the lens of understanding Jewish values. Activities incorporate nature and outdoor skills, looking at Judaism through the agricultural calendar.

Students see themselves as active participants in their spiritual lives, with an understanding that they are part of the Jewish story. While we share our stories from generation to generation, our students contribute to this story, retelling, reimagining, and reshaping the Jewish experience. Diversity of observance and practice of Judaism is respected at CBI Forest School.

Sacred spaces are created in nature as students listen to ancient stories and interpret them as their own.



NATURE STUDIES

Nature Studies is an integrated approach to teaching Science, Social Studies, Physical Education, and Adventure/primitive skills in the outdoors. Our Nature Studies course is a hallmark program in the CBI Forest School education. Lessons orbit around core science and social studies topics and student curiosities. A strong foundation of skills are provided to students across elementary ages. Differentiated instruction is provided to students based on their readiness and interest to progress in skill components.

We harness a traditionally Judaic attitude of wonder towards our natural world through experimentation, observation, and discussion, with the intent of both fostering and rewarding curiosity. These curiosities are directed towards engineering journeys as well, as components of our quest towards lifelong scientific interest and inquiry.

In Social Studies, we approach our human history with the aim of cultural appreciation,



CBIFS offers the opportunity to learn about the natural world and grow relationships in the most organic way possible. Our oldest students, the Oaks, are observing the interconnection between Beech trees on a nature studies hike. Just like the Beech trees, students and staff support each other's individual growth. We met children where they are and help them form lasting connections to each other and nature.

a broadening of world views, and cultivating our understanding of progress. Judaism teaches that justice is meant to be pursued, and we regard an education in history as a necessary component of that pursuit. Our teaching methods are rooted in storytelling,

reflection, and inspection of our place within the narrative of history. We use an explorers mindset, using inquiry and geography to engage the world, build knowledge, and inspire informed action as active participants in our society.