

## 2019-2020 Curriculum Night Schedule

Time	Location	What	Who
6:00	Stephanie Seleman Beit Midrash	General Middle School Overview Introductions	Welcome to Middle School
6:10	6th: Beit Midrash 7th: 201 8th: Social Studies Room	Curricular Overview	6th: Alysha and Gary 7th: Rick, Nancy and Connie 8th: Judaics-- <i>1st</i> & Hebrew-- <i>2nd</i>
6:22	Same as above	Curricular Overview	6th: Judaics & Hebrew 7th : Alysha and Gary 8th: Rick, Connie and Nancy
6:34	Same as above	Curricular Overview	6th: Rick, Nancy and Connie 7th: Judaics and Hebrew 8th: Alysha and Gary



Saul Mirowitz

Jewish Community School

Curriculum Night

5779-5780

2019-2020

# How to contact us:

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We would be happy to meet with you and ask that you please schedule meetings in advance.

## **Math**

### **6th Grade Singapore Math in Focus**

Overall Goals:

- Students will strengthen problem solving skills and strategies in multiple areas including: algebraic reasoning, ratio/proportion, percent, probability, statistics, and geometry
- Students will utilize bar models to build conceptual understanding
- Students will graph simple linear relationships
- Students will solve problems involving integer and rational operations

### **7th grade Pre-Algebra**

Overall goals:

- Students will master creating and solving multi-step rational equations from problem situations
- Students will strengthen problem solving skills and strategies in multiple areas including: ratio, proportion, and percent
- Students will develop, apply and master Pythagorean theorem problems
- Students will strengthen skills in solving geometric problems involving area, perimeter, volume, surface area of regular and irregular space figures
- Students will analyze data to determine the best measure of central tendency
- Students will compare and contrast experimental and theoretical probability of events
- Students will use probability to predict outcomes from real world applications

## **8th Grade Algebra (High School Algebra credit)**

Overall Goals:

- Students will understand and use multiple representations of functions (rule, table, graph)
- Students will accurately create and solve algebraic equations
- Students will understand the properties of a function (linear, quadratic, exponential, and absolute value)
- Students will use multiple methods to solve systems of linear equations and inequalities
- Students will simplify polynomial expressions (add, subtract, multiply, factor)
- Students will graph functions with and without technology
- Students will create quadratic equations that represent real world problems and solve them using multiple methods

## **8th Grade Geometry**

Overall Goals:

- Students will analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships.
- Students will specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Students will apply transformations and use symmetry to analyze mathematical situations.
- Students will use visualization, spatial reasoning, and geometric modeling to solve problems.
- Students will make and investigate mathematical conjectures.
- Students will develop and evaluate mathematical arguments and proofs.
- Students will select and use various types of reasoning and methods of proof.

\*All math classes will have both a mid-year and final exam.

Any student who earns a 75% or below on a **test** has the opportunity to retest. Students have a two week window after the test is returned to meet with Mrs. James or Morah Connie to work on areas that need improvement, and then take a retest. The retest will not be a duplicate test, but similar in form and types of problems. Mrs. James and Morah Connie will contact parents when a student scores 75% or below, but it is the student's responsibility to set up a time to meet so a retest can be done. All retests will be taken after school from 3:30 - 4:30 p.m. The test with the highest score will be recorded in the gradebook. The only exception to this policy is the midterm and final exams. Students will not be given the opportunity to retest for those two exams.

## **English Language Arts**

### Enduring Understandings

- A literate person recognizes and uses the structures, conventions, and roles of language as a tool for gathering information, constructing knowledge, and exploring personal and intellectual concerns.
- A literate person recognizes the social nature and power of language, using it to build a sense of community, influence others, and create connections with the past, present, and future.

### Essential Questions

- How does writing connect a person with the world around him/her? What do individual stories tell us about history and ourselves?
- How does reading transform our writing? What do we learn from the "master writers" about how to write well?
- How does the audience shape the writer's choices?
- How do people's decisions affect themselves and others?
- How does the point of view of the writer affect the story?
- How can I use language to empower myself?
- What is the relationship between the purpose of writing (informing, persuading, entertaining, reflecting, or recording) and the author's voice, tone, word choice, and style?
- In the face of adversity, what causes some individuals to prevail while others fail?
- In the face of social injustice, what is our human responsibility?

The English Language Arts curriculum will explore these Essential Questions through two interconnected components: Writer's Workshop and Reading Workshop.

### **Writer's Workshop**

Writer's Workshop is a technique that builds students' fluency through continuous, repeated exposure to the process of writing. Anchor texts will include a variety of poems, short stories, and novel excerpts that illustrate the techniques we are exploring. Each writing day will begin with a mini-lesson that teaches a new skill or strategy followed by the opportunity



for students to practice. Students will hone their skills through a combination of in-class writing assignments and longer-term publications. During the process, they will receive support through student-teacher conferences, peer review, and self-assessment.

Students will be expected to do follow-up writing or editing for homework two to three times per week. This work is crucial, as what we do in class depends on students having completed the homework from the night before.

Each grade level will complete units on narrative, argument, and information.

#### 6th Grade

1st Trimester: Personal Narrative

2nd Trimester: Literary Essay

3rd Trimester: Research-Based Information Writing

#### 7th Grade

1st Trimester: Writing Realistic Fiction

2nd Trimester: Writing About Reading

3rd Trimester: The Art of Argument

#### 8th Grade

1st Trimester: Investigative Journalism

2nd Trimester: The Literary Essay

3rd Trimester: Position Papers

### **Reading Workshop**

The goal of Reading Workshop is to encourage students to develop a deep and enduring connection with literary texts. Current research suggests that students experience greater success in reading when they can choose from a wide range of texts in different genres. Because of this, students will have the freedom of choice in their daily reading and in three genre book clubs

centered on dystopian fiction, realistic fiction, and historical fiction. This will accommodate students at different reading levels while still building a shared reading experience. Students will regularly assess comprehension and make personal connections to what they are reading. Special emphasis will be given to making connections to Jewish history, traditions, and culture in all units but particularly in the historical fiction unit focused on books about the Holocaust. Together, we will ask meaningful questions, search for answers, and discuss themes that emerge from our readings.

Students are expected to have something to read on hand at all times in class and at home. On average, students will have class time to read twice a week. They are also expected to read thirty minutes outside of class five days a week. This will be tracked in class and students will receive points for staying on top of their reading.

Audio books are a wonderful resource for all students, and I encourage everyone to check out the offerings at their local library. Anyone with a library card in St. Louis City, St. Louis County, or the Municipal Library Consortium may access borrowing privileges at all three. Using the Overdrive app online, you may borrow audio books and download them directly to phones, ipads, computers, etc. Whenever possible, students should follow along with their print books while listening to the audio books. If you or your student would like help with this, please let me know.

### **Grammar, Vocabulary, and Spelling**

We will be using the online program *Word Voyage* to complement the grammar, vocabulary, and spelling work we do in class. Students will learn concepts related to words, sentences, and punctuation based on their own writing and usage. *Word Voyage* will give students additional, targeted

practice on specific skills while building their vocabulary through an in-depth study of word origins. All *Word Voyage* units will be completed at home. Students should expect to spend ten to fifteen minutes a night, five days a week on this.

### **Homework and Grading**

In order to accommodate students' busy schedules and help them learn to organize their time, I will try to give students more than one day to complete assignments. For writing work students don't finish in class, however, this is not always possible. Homework that is not turned in by the beginning of class on the day it is due will be considered late, and students will receive a deduction of one letter grade per late day.

Prepared for class -- Come to class on time with ELA folder, independent reading book, Writer's Notebook, pen/pencil, and highlighter	5%
Reading Workshop/Book Clubs/weekly reading	35%
Writer's Workshop/Writer's Notebooks/Published pieces/ On-demand prompts	35%
Class participation -- Have a positive attitude; cooperate and help each other; minimize side conversation and disruptions	5%
<i>Word Voyage</i>	20%

## **Social Studies**

Social Studies enables students to understand how the world and different societies have evolved, the important events that have occurred in the past, as well as enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. This in turn helps students understand their place in the world. By examining primary and secondary sources, and using video and digital elements, our students will learn the who, what, where and when of history but more importantly, they will be able to answer "Why?" Students use higher order thinking skills such as: comprehension, application, analysis, evaluation and synthesis. They are given the flexibility and encouragement to explore and discuss in class. Students use their knowledge and ideas to cultivate a climate that is respectful of differing opinions and enables them to understand concepts from multiple perspectives.

6th Grade: The development of Western Civilization

- Students examine humans' transition from nomads to civilized man
- Study the various identifying aspects of civilization
- Evaluate the legacies and impacts of Mesopotamian civilizations, Ancient Egypt, Ancient Greece, Ancient Rome and the Renaissance
- Students also will study the geography of these civilizations and its relationship to present-day nations

- 7th Grade: United States History to 1901
  - Study of American History
    - Political aspects
    - Social aspects
    - Economic impact
    - Cultural aspects
  - *Thinking Like a Historian* skill development
    - Development of critical reading skills
    - Development of analysis of primary sources documents
    - Writing
- 8th Grade: United States History 1901 to the Present
  - Study of American History
    - Political aspects
    - Social aspects
    - Economic impact
    - Cultural aspects
  - *Thinking Like a Historian* skill development
    - Development of critical reading skills
    - Development of analysis of primary sources documents
    - Writing

## Science

The curriculum for Science is based on hands on, inquiry based lessons. The students create hypotheses, conduct experiments, and collect and analyze data. STEAM is part of the students' daily life. They are constantly questioning, exploring and solving problems.

- 6th Grade

- Inventors and Scientists

- Streams and Rivers

- Rocks and Minerals

- Continental Drift

- Earthquakes and Volcanoes

- Astronomy

- Stars, Apparent and Absolute Motion, Observing

- Objects in the Night Sky

- Puberty

- 7th Grade

- Cells - Animal, Plant, Bacterial

- Photosynthesis and Respiration

- Mendel and DNA

- Heredity

- Dominant and Recessive Traits

- Evolution

- Domains and Kingdoms

- Classification of Organisms

## Puberty

- 8th Grade

### Chemistry

Periodic Table

Chemical Bonding

Balancing Chemical Equations

Different Types of Reactions

Solutions

Acids and Bases

Organic Chemistry

Nuclear Chemistry

### Physics

Speed, Velocity, Acceleration

Forces

Force Diagrams

Newton's Three Laws of Motion

Pressure

Energy

### Puberty

## Judaics

Throughout our Judaics curriculum, the following **standards** guide our students' learning of text:

- Students will develop and practice skills necessary to be independent and literarily astute readers of the traditional Jewish text in their languages of origin.
- Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, that informs their values, moral commitments, and ways of experiencing the world.
- **6th Grade**

### **Benchmarks:**

- Students know basic TaNaKH vocabulary
- Students can cite a text--including the *perek* and *pasuk*--to prove a point or support an opinion / claim.
- Students can identify and evaluate moral dilemmas within TaNaKH texts.

### **TaNaKH**

- *Yitro*--Preparation at Sinai, Revelation, 10 דברות, What experiences / laws require changes in a community's leadership structure?
- *Ki Tissa*--Golden Calf, What leads to worship of idols? How can we respond when we feel disconnected from our leader(s)?
- *Shlach Lecha*--12 Spies, How can leaders listen to their communities and still act with integrity?
- Selected texts from *Dvarim* and *Book of Shoftim*--What are the benefits / dangers of establishing a king as the leader of the Jewish people?
- Begin the first *Book of Shmuel*--Who is Shmuel and what qualifies him to lead?



## **Holidays / Life**

- *Sukkot--Hakhnasat Orhim--* Welcoming people of diverse views into our *Sukkah* to build community and to learn. (Rotating units on Poverty / Race / Environment, depending on Middle School trip)
- Units throughout the year surrounding the holidays: *Rosh Hashanah/Yom Kippur/Sukkot, Chanukkah, Purim, and Pesach*
- *Tallit--* Students design and sew their own *tallitot* & tie their own *tzitzit* based on study of the symbolism and significance of the *mitzvah*.

- **7th Grade**

## **Benchmarks:**

- Students can comprehend verses and short blocks of teacher-selected Hebrew TaNaKH text.
- Students can identify type scenes in teacher-selected Hebrew TaNaKH texts.
- Students can analyze and evaluate the TaNaKH's internal resolutions of particular conflicts and dilemmas appearing within the text.

## **TaNaKH**

- I Samuel--Examining different challenges to and models for leadership.

## **Holidays / Life**

- Units throughout the year surrounding the holidays: *Rosh Hashanah/Yom Kippur/Sukkot, Chanukkah, Purim, and Pesach*
- Focus on the Hebrew months: each month has a different theme and a different focus

- **8th Grade**

**Benchmarks:**

- Students can discern different names or nomenclatures (or lack of a name) referring to a biblical personage.
- Students can effectively use electronic (Sefaria) and print study aids (Concordance / BDB) to enhance personal understanding of teacher-selected Hebrew TaNaKH texts.
- Students can apply key phrases / quotations drawn from the TaNaKH text to real life situations in which moral questions are raised.
- Students can utilize either student-identified texts or teacher identified texts to articulate various perspectives on modern moral issues.

**TaNaKH**

- II Samuel--Examining different challenges in the development of the Jewish people and varying models for leadership.

**Holidays / Life**

- Units throughout the year surrounding the holidays: *Rosh Hashanah/Yom Kippur/Sukkot, Chanukkah, Purim, and Pesach*
- Focus on the Hebrew months: each month has a different theme and a different focus

## **Ivrit - Hebrew**

We use every opportunity to bring Israel to all the Middle School Hebrew classes by using cultural elements and authentic Israeli materials. We have described our vision for effective Israel education as follows:

*A Jewish State strengthened by a generation of inspired leaders who proudly demonstrate their support, and are energized by their profound cultural and historical knowledge, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency and nuanced understanding of modern Israel.*

This year we will be studying the theme of civil rights in conjunction with the Middle School overnight experience. Students will study an Israeli novel of historical fiction. Israeli songs serve as another basis for significant learning about Israel including many activities derived from their themes and language. Current events and news from Israel are discussed in classes.

### What does Hebrew learning look like?

Hebrew classes this year are combined between 6th, 7th and 8th grades. Class placements are flexible and can be adjusted during the year as needed, following a process within the Hebrew department. Students in Hebrew class participate in activities that engage the receptive and productive language modalities of reading, writing, speaking and listening. The materials used in class include videos, books, stories, skits, songs, projects and presentations. Students progressively increase their vocabulary, communication and grammatical skills while also developing thinking, learning and life skills.

### What are students learning?

In the middle school years, students continue to strengthen their abilities to communicate effectively in Hebrew. Topics of study continue to expand beyond the immediate surroundings and activities of students, to include the local community as well as communities in Israel, and other topics of general interest. Curricular materials include a combination of texts, news magazines, computer programs and videos produced specifically for Hebrew learners, as well as authentic materials produced for native speakers of Hebrew.

With each additional year of learning, students continue to develop skills and abilities to use the Hebrew language for more effective and higher-level communication, the demands of which increase exponentially. Students develop their ability to understand longer and more complex text and conversation, on a wider set of topics. They produce, in writing and speaking, more original language, which increases in length from individual sentences, to strings of sentences, to full paragraphs. This language production also increases in complexity and quality, with greater adherence to learned grammatical structures. Students grow their capabilities to produce language in higher-level tasks, moving from listing to describing, asking questions, narrating in past, present and future tenses, and handling real-life language situations.

Look for more specific information about your child's class in emails from your child's Hebrew teacher.

## **Homework Policy**

Homework is intended to provide additional, independent practice for concepts introduced each day in school. Students have nightly assignments to support their continued development of time management, organization, and personal responsibility. You can help establish a routine that includes a time and place for homework.

With this in mind, students in 6th grade are expected to complete 120 minutes of homework each night, including reading and Hebrew. Students in 7<sup>th</sup> and 8<sup>th</sup> grade are expected to have 150 minutes of homework each night, including reading and Hebrew. Students will receive daily homework assignments and are responsible for returning the completed work the following day. There are times when the assigned homework will be completed online. Please let us know if your child does not have access to a computer at home.

Please check that your student's planner is up to date. The Middle School teachers will sign off on it each day.

## **Odds and Ends**

### **Attendance**

Your child must arrive at school by 7:50. Our school program begins promptly at 8:00. Arriving on time sets the pace for the day and allows for a successful transition from home to school. They will also need to have their phones in their lockers during the school day.

### **Snacks**

Students are encouraged to bring a small, healthy snack and water bottle each day. Suitable snacks include: nut-free granola bars, raisins, apples, veggies, nut-free trail mix, grapes, baked chips or crackers, etc. **(Please do not send nuts or peanuts.)** Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value.

## **Field Trips**

Throughout the year, we will need parents to drive our classes on school-sponsored field trips. Each time you drive on a field trip, you will need to provide Mary and Kara a photocopy your driver's license and current automobile insurance card.

Here are a few guidelines:

1. Children may not ride in the front seat of a car, unless it is your child.
2. Drivers must abide by all traffic laws, including speed limits.
3. Due to students' allergies, **you may not serve food in your car.**
4. While driving students, **you may not talk on your cell phone.**
5. You may not make any unauthorized stops while driving Mirowitz students.
6. Please use discretion when selecting music or radio stations.
7. The number of children permitted in the car shall not exceed the number of shoulder-strap seat belts in the vehicle.



Dear Parents,

We wanted to notify you that we use Google Apps for Education at Mirowitz. This system, powered by Google, will provide Gmail to our school (Middle school and Staff only), as well as a suite of other Google products such as Google Docs, Google Calendar, Google Classroom (Middle School) and more. This will enable our students and staff to better communicate, share, and collaborate. We joined over 8 million other students and teachers that are already using Google Apps at schools around the world.

We are excited to offer Google Apps, as it represents an important step towards developing a 21st century approach to curriculum and learning. These tools will support the high levels of collaboration that are required in today's classroom to prepare students with the communication and collaboration skills they're going to need.



## What's included in Google Apps?

- Gmail (for grades 6-8) - an individual email account for school use. This is one way teachers will communicate with students.
- Google Calendar- allows your student to keep track of his/her school work.
- Google Docs- allows you to create and share documents, spreadsheets, presentations, drawings, and forms. You can also upload any file to Google Docs and share it with others.
- Google Classroom (for grades 6-8)- brand new feature that will allow teachers to assign homework and students to turn in homework. Students will be able to communicate with their teacher and classmates through this interface.

## What are the benefits of Google Apps and what's included?

- Anytime, anywhere access - Google Apps works in any browser on any computer, which means students can access their email, calendars, and documents from school or at home.
- No flash drives required with documents and files stored in Google Docs.
- Students can easily collaborate with students from their class or other classes.
- Teachers can be involved throughout the whole assignment process providing comments and feedback directly in the documents.
- Students can develop an e-portfolio of work throughout their years at the school.

We are excited to be using Google Apps for Education. Don't hesitate to contact me with any questions!

Thanks,

Andrea Newstead

Director of Technology

## FACTS (formerly RenWeb) LOG IN INFORMATION

Here are directions for how the parents should login to the Parent part of RenWeb.

1. Go to <https://factsmgt.com/>
2. Parent Login
3. FACTS Family Portal
4. Create New ParentsWeb Account
5. District Code: SAU-MO
6. Username: the email address Mirowitz has on file for you
7. Create Account
8. FACTS will notify you via email.

You will create your own password and have access to your student's grades.

If you already have an account, but can't remember your access information, click on "forgot username/password" and you will receive an email from FACTS.

If you need to know the email address we have on file for you, or you have any further questions, please contact Mary at [mwagoner@mirowitz.org](mailto:mwagoner@mirowitz.org).

SAUL MIROWITZ JEWISH COMMUNITY SCHOOL

2019 - 2020 Middle School Schedule

PERIOD	GR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		8:00 - 8:40	8:00 - 8:30	8:00 - 8:30	8:00 - 8:40	8:00 - 8:40
	6	TEFILLAH	CHUG	CHUG	TEFILLAH	Medurah
	7	TEFILLAH	CHUG	CHUG	TEFILLAH	Medurah
	8	TEFILLAH	CHUG	CHUG	TEFILLAH	Medurah
			8:32 - 9:02			
			OZER			
FIRST		8:42 - 9:24	9:04 - 9:34	8:32 - 9:18	8:42 - 9:24	8:42 - 9:24
PERIOD						
	6	Electives	Electives	Encore	Electives	Electives
	7	Electives	Electives	Encore	Electives	Electives
	8	Electives	Electives	Encore	Electives	Electives

SECOND		9:25 - 10:07	9:36 - 10:07	9:21 - 10:07	9:25 - 10:07	9:25 - 10:07
PERIOD						
	6	Electives	Electives	Encore	Electives	Electives
	7	Electives	Electives	Encore	Electives	Electives
	8	Electives	Electives	Encore	Electives	Electives
THIRD		10:08 - 10:50	10:08 - 10:50	10:08 - 10:50	10:08 - 10:50	10:08 - 10:50
PERIOD						
	6	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	7	Science	Science	Science	Science	Science
	8	Math	Math	Math	Math	Math
SNACK/BRE AK		10:52 - 11:02	10:52 - 11:02	10:52 - 11:02	10:52 - 11:02	10:52 - 11:02
FOURTH		11:03- 11:45	11:03 - 11:45	11:03 - 11:45	11:03 - 11:45	11:03 - 11:45
PERIOD						

	6	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
	7	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
	8	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
FIFTH		11:46 -12:28	11:46 - 12:28	11:46 -12:28	11:46 -12:28	11:46 -12:28
PERIOD						
	6	Math	Math	Math	Math	Math
	7	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	8	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
LUNCH		12:30 - 1:20	12:30 -1:20	12:30 - 1:20	12:30 - 1:20	12:30 - 1:20
RECESS						
		LUNCH (12:30 - 12:50)	LUNCH	LUNCH	LUNCH	LUNCH
		RECESS (1:00 - 1:20)	RECESS	RECESS	RECESS	RECESS
SIXTH		1:22 - 2:04	1:22 - 2:04	1:22 - 2:04	1:22 - 2:04	1:22 - 2:04
PERIOD						

	6	Science	Science	Science	Science	Science
	7	Math	Math	Math	Math	Math
	8	Judaics	Judaics	Judaics	Judaics	Judaics
SEVENTH		2:05 - 2:47	2:05 - 2:47	2:05 - 2:47	2:05 - 2:47	2:05 - 2:32
PERIOD						
	6	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
	7	Judaics	Judaics	Judaics	Judaics	Judaics
	8	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
EIGHTH		2:48 - 3:30	2:48 - 3:30	2:48 - 3:30	2:48 - 3:30	2:33 - 3:00
PERIOD						
	6	Judaics	Judaics	Judaics	Judaics	Judaics
	7	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
	8	Science	Science	Science	Science	Science
						3:00 - 3:26
						KABBALAT SHABBAT

