

2020-2021 Curriculum Night Schedule

Time	Location	What	Who
7:15	Mr. Schmidt 's Zoom https://zoom.us/j/5814420876 Science20	General Middle School Overview Introductions	Welcome to Middle School
7:25	Mr. Schmidt 's Zoom https://zoom.us/j/5814420876 Science20 6th - Breakout Room 7th - Breakout Room 8th - Breakout Room	Curricular Overview	6th: David and Gary 7th: Rick, Connie and Nancy 8th: Judaics-- <i>1st</i> & Hebrew-- <i>2nd</i>
7:35	Same as above	Curricular Overview	6th: Judaics & Hebrew 7th : David and Gary 8th: Rick, Connie and Nancy
7:45	Same as above	Curricular Overview	6th:Rick, Connie and Nancy 7th: Judaics and Hebrew 8th: David and Gary



Saul Mirowitz

Jewish Community School

Curriculum Night

5780-5781

2020 - 2021

How to contact us:

Rick Schmidt	Science and MS Coordinator	rschmidt@mirowitz.org
Sue Lapp	Director of Instruction and Support Services	slapp@mirowitz.org
David Armstrong	Language Arts	darmstrong@mirowitz.org
Gary Lerner	Social Studies	glerner@mirowitz.org
Limor Shacham	Hebrew	lshacham@mirowitz.org
Aimee Bachar	Hebrew	abachar@mirowitz.org
Becky Lerner	Hebrew and Israel Education Coordinator	blerner@mirowitz.org
Rachel Armoza	Hebrew	rpersellin-armoza@mirowitz.org
Cyndee Levy - Until October 1st Rabbi Tracy Nathan	Judaics	clevy@mirowitz.org tnathan@mirowitz.org
Nancy James	Math	njames@mirowitz.org
Connie Mueller	Math	cmueller@mirowitz.org
Betti Blumoff	Drama	bblumoff@mirowitz.org
Suzanne Burack	Art	sburack@mirowitz.org
Dr. Mark Conner	Band	mconnor@mirowitz.org

Andrea Newstead	Director of Technology	anewstead@mirowitz.org
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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 (High School Geometry credit)

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.

8th Grade Algebra 2 (High School Algebra 2 credit)

Overall Goals:

- Students will extend their knowledge of the families of functions to polynomial, logarithmic, and trigonometric functions.
- Students will use multiple representations in studying polynomial, rational, radical, logarithmic, and periodic functions.
- Students will study matrices and complex numbers - number systems that do not share all the properties of real numbers.
- Students will apply principles of translating in the coordinate plane to functions and conic sections.
- Students will use geometric models for trigonometric relationships.
- Students will begin a study of theoretical distributions, including binomial and normal.
- Students will use polynomials to express the area and volumes of figures, and polynomial equations to find missing measures.
- Students will use geometric sequences to explore successive approximations and the concept of a limit.
- In their study of trigonometry, students will learn how to use the parallel measuring scales of degrees and radians.

*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

This year, we will be taking a language-acquisition focused approach to grammar, vocabulary, and spelling. We'll be doing this in three ways. First, through carefully chosen words of the day derived from Greek and Latin roots, students will both broaden their vocabulary and learn useful skills for discerning the meaning of other English words. As Greek and Latin constitute somewhere around 60-70% of the English language, this education is essential for their growth as readers and writers. Students can find a running list of these words on their Word(s) of the Day(s) sheets on Google Classroom. Second, student-teacher conferences will focus on grammar, vocabulary, and spelling as essential to the revision process. Students are in different places as regards these skills, and in-person conferences allow for personalized evaluation and treatment of different issues with regard to them. Third, explicit instruction in grammar will be an ordinary part of student experience.

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%
Word(s) of the Day(s) Quizzes	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. Our students will also use these critical thinking strategies throughout the year with ongoing class discussions about current events. With our mission at Mirowitz to raise future leaders in our community, it is essential that our students develop an ongoing awareness of the world around them. 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
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- 7th Grade: United States History: Columbus through Reconstruction
 - 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 Immigration and the Progressives through the Cold War
 - 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*, *Chanukah*, *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*, *Chanukah*, *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, Chanukah, 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.

Current events and news from Israel are discussed in classes. Students may 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.

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 interpretive, productive and interpersonal language modalities using the four language skills of reading, writing, speaking and listening. The materials used in class include videos, advertisements, articles, 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 increasing amounts of 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. It is our goal that by the end of middle school most students reach the “Intermediate-Low” to “Intermediate-Mid” levels of proficiency in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At these levels 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 some complexity in “real-life” language situations.

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 7th and 8th 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.

Masks

Students are expected to wear masks throughout the entirety of the day, with the exception of lunch or snack. Please send your child to school with extra masks to keep with them in the case of a lost or dirty mask. Please practice healthy mask habits at home to ensure your child's comfort with this new practice at school.

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 Carrie a photocopy of 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.



Laptop Computers deployed to 3rd – 8th grade students.

How to use/troubleshoot your laptop:

- * Power on using the button in the top right corner.
- * Login: Your child should click on their name and password (which is the same as their Google account).
- * Power off: Click apple icon in the top left corner and scroll down to shut down/restart.
- * **To switch to Hebrew:**
Push the American flag on the top right corner (near the date/time) and toggle to Hebrew. The keyboard has Hebrew stickers.
- * **How to add your home printer:**
 1. Go to the Apple in the top left corner.
 2. Scroll down to system preferences.
 3. Click on printers/scanners.
 4. Push the + button and your printer should appear (if wireless). Add your printer.
- * **How to add your home wii-fi:**
 1. Go to the wi-fi signal at top right.
 2. Click on your home wi-fi network and enter your home wi-fi password
- * **Internet Browser:**
Please use Google Chrome. If it is not working well, you may also choose Firefox or Safari.
- * **Battery Power:**
Please charge your laptop, but try not to leave it plugged in overnight or for long periods of time as this will drain the battery.

Google Apps for Education

Mirowitz staff and 3rd-8th graders use Google Apps for Education. This system provides a suite of products including Google Docs, Google Calendar and Google Classroom, and enables our students and staff to communicate, share and collaborate.

What's included in Google Apps?

Gmail: 6th through 8th graders will receive an individual email account for school use. Teachers will communicate with students using this email address.

Google Calendar: This feature will help your child keep track of school work.

Google Drive: This function allows students to create and share documents, spreadsheets, presentations, drawings and forms. They can also upload any file to Google Docs and share it with others.

Google Classroom: 4th through 8th graders students will use this interface to turn in homework, and communicate with their teacher and classmates. Teachers can make assignments on Google Classroom and send parents daily/weekly updates.





Google *(continued)*

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

Anytime, anywhere access: Google Apps work on any computer, which means students can access their email, calendars and documents at school or at home.

No flash drives are required with files stored in Google Docs.

Students can easily collaborate with other students.

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.

For students 3rd – 8th Grade:

1. On your computer, open Chrome.
2. Go to Google.com.
3. Enter username:
For example: bsilver@mirowitz.org
4. Enter student's password
5. Click on the waffle/apps button
6. Open Google Classroom

The first time, your child should accept invitations from teachers to join using the codes below.



Google Classroom:



Stream: Students will see some announcements or questions.

Classwork: All assignments will be posted here, and students can view due dates.

For Parents:

On a computer:

1. Open Chrome.
2. Go to Google.com.
3. Enter your child's username:
For example: jsilver@mirowitz.org
4. Enter your child's password.
Ask your child or email Morah Andrea at anewstead@mirowitz.org and she can help you.
5. Click on the waffle/apps button
6. Open Google Classroom

On a tablet:

1. Download Google Classroom App.
2. Login as stated above.

IMPORTANT: You are logged in as your child. Please do not post, comment, complete assignments. This is to VIEW only!

Parent Summaries:

Parents will receive an invitation to join their students' classes as Guardians.

We strongly encourage you to accept the Guardian invitation and to choose to receive the daily email summaries for each enrolled child. Summaries are generally automatically sent out (by Google) between 4:00-5:00 p.m. daily.



FACTS is a Student Information System

To access Middle School student grades:
www.factsmgmt.com

1. Select "Parent Log In" in the upper right.
2. Select "FACTS Family Portal (ParentsWeb)".

Login using your credentials. If you need help with this, please contact Mary Wagoner at mwagoner@mirowitz.org.



Web Filtering/Monitoring

Bark for Schools: We currently monitor 3rd – 8th grade Google Accounts for cyberbullying, threats of violence, suicidal ideation, online predators and more.

Parent Portal Parents can receive alerts too! We will be emailing more information on this in the weeks to come.



Lightspeed Relay filters all devices both on/off campus.

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

SAUL MIROWITZ JEWISH COMMUNITY SCHOOL

2020 - 2021 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	Math	Math	Math	Math	Math
	7	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	8	ELA	ELA	ELA	ELA	ELA
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	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	7	ELA	ELA	ELA	ELA	ELA
	8	Math	Math	Math	Math	Math
Recess		12:30 - 12:50	12:30 - 12:50	12:30 - 12:50	12:30 - 12:50	12:30 - 12:50
Clean Hands		12:50 - 12:55	12:50 - 12:55	12:50 - 12:55	12:50 - 12:55	12:50 - 12:55
Lunch		(12:55 - 1:20)	(12:55 - 1:20)	(12:55 - 1:20)	(12:55 - 1:20)	(12:55 - 1:20)
SIXTH		1:22 - 2:00	1:22 - 2:00	1:22 - 2:00	1:22 - 2:00	1:22 - 1:49
PERIOD						
	6	Science	Science	Science	Science	Science

	7	Math	Math	Math	Math	Math
	8	Judaics	Judaics	Judaics	Judaics	Judaics
SEVENTH		2:02 - 2:40	2:02 - 2:40	2:02 - 2:40	2:02 - 2:40	1:50 - 2:17
PERIOD						
	6		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
Break		2:42 - 2:52	2:42 - 2:52	2:42 - 2:52	2:42 - 2:52	2:18 - 2:28
EIGHTH		2:54 - 3:28	2:54 - 3:28	2:54 - 3:28	2:54 - 3:28	2:29 - 2:58
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
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Zoom Links

	Teacher	Zoom Link	Password
Chug	Coach Gary	https://zoom.us/j/3464968746	SS2020
Chug	Reb Scott	https://zoom.us/j/4423335643	Rabbi20
ELA	Moreh David	https://zoom.us/j/4730632779	ELA2020
Science	Mr. Schmidt	https://zoom.us/j/5814420876	Science20
Judaics	Morah Cyndee	https://zoom.us/j/6826544100	Judaics20
Social Studies	Coach Gary	https://zoom.us/j/3464968746	SS2020
Math	Mr. Schmidt	https://zoom.us/j/5814420876	Science20
Math	Mrs. James	https://zoom.us/j/3962574949	Math2020
Math	Morah Connie	https://zoom.us/j/5875594151	Math2020
Hebrew	Morah Limor	https://zoom.us/j/9500526142	Hebrew20
Hebrew	Morah Aimee	https://zoom.us/j/36	Hebrew20

		40698119	
Hebrew	Morah Rachy	https://zoom.us/j/2879119479	Hebrew2020
Medurah - Friday	Mr. Schmidt	https://zoom.us/j/5814420876	Science20
Tefillah - Monday and Thursday	Reb Scott	https://zoom.us/j/4423335643	Rabbi20
Kabbalat Shabbat - Friday	Reb Scott	https://zoom.us/j/4423335643	Rabbi20
Robotics	Mr. Schmidt	https://zoom.us/j/5814420876	Science20
Sewing 101 / Quilting 101	Mrs. James	https://zoom.us/j/3962574949	Math2020
Creative Writing	Moreh David	https://zoom.us/j/4730632779	ELA2020
Band	Dr. Conner	https://zoom.us/j/8800540687	Band20
Independent Study	Morah Alex	https://zoom.us/j/8948665042	Mirowitz20
D.E.A.R	Morah Alex	https://zoom.us/j/8948665042	Mirowitz20
Academic Lab	Coach Gary	https://zoom.us/j/3464968746	SS2020
Academic Lab	Mrs. James	https://zoom.us/j/3962574949	Math2020
Academic Lab	Moreh David	https://zoom.us/j/4730632779	ELA2020