

## 2021-2022 Curriculum Night Schedule

Time	Location	What	Who
7:15	Mr. Schmidt 's Zoom <a href="https://zoom.us/j/5814420876">https://zoom.us/j/5814420876</a> Science!!	General Middle School Overview Introductions	Welcome to Middle School
7:25	Mr. Schmidt 's Zoom <a href="https://zoom.us/j/5814420876">https://zoom.us/j/5814420876</a> Science!!  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

5781-5782

2021 - 2022

# How to contact us:

<b>Rick Schmidt</b>	Science and MS Coordinator	<a href="mailto:rschmidt@mirowitz.org">rschmidt@mirowitz.org</a>
<b>Shannon Rohlman</b>	Director of Instruction	<a href="mailto:srohlman@mirowitz.org">srohlman@mirowitz.org</a>
<b>David Armstrong</b>	Language Arts	<a href="mailto:darmstrong@mirowitz.org">darmstrong@mirowitz.org</a>
<b>Gary Lerner</b>	Social Studies	<a href="mailto:glerner@mirowitz.org">glerner@mirowitz.org</a>
<b>Becky Lerner</b>	Hebrew and Israel Education Coordinator	<a href="mailto:blerner@mirowitz.org">blerner@mirowitz.org</a>
<b>Limor Shacham</b>	Hebrew	<a href="mailto:lshacham@mirowitz.org">lshacham@mirowitz.org</a>
<b>Aimee Bachar</b>	Hebrew	<a href="mailto:abachar@mirowitz.org">abachar@mirowitz.org</a>
<b>Roxana Lichtman</b>	Hebrew	<a href="mailto:rlichtman@mirowitz.org">rlichtman@mirowitz.org</a>
<b>Rachel Persellin-Armoza</b>	Hebrew	<a href="mailto:rpersellin-armoza@mirowitz.org">rpersellin-armoza@mirowitz.org</a>
<b>Rabbi Tracy Nathan</b>	Judaics	<a href="mailto:tnathan@mirowitz.org">tnathan@mirowitz.org</a>
<b>Nancy James</b>	Math	<a href="mailto:njames@mirowitz.org">njames@mirowitz.org</a>
<b>Connie Mueller</b>	Math	<a href="mailto:cmueller@mirowitz.org">cmueller@mirowitz.org</a>
<b>Betti Blumoff</b>	Drama	<a href="mailto:bblumoff@mirowitz.org">bblumoff@mirowitz.org</a>
<b>Suzanne Burack</b>	Art	<a href="mailto:sburack@mirowitz.org">sburack@mirowitz.org</a>
<b>Dr. Mark Conner</b>	Band	<a href="mailto:mconnor@mirowitz.org">mconnor@mirowitz.org</a>

<b>Andrea Newstead</b>	Director of Technology	<a href="mailto:anewstead@mirowitz.org">anewstead@mirowitz.org</a>
<b>Tina Garcia</b>	Director of Learning Support	<a href="mailto:tgarcia@mirowitz.org">tgarcia@mirowitz.org</a>
<b>Susan Rimerman</b>	Learning Specialist	<a href="mailto:srimerman@mirowitz.org">srimerman@mirowitz.org</a>

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

## **Exciting news about his year!!**

This year, teachers in Judaics, Science, and English Language Arts will work with educational coaches from MIT to coordinate efforts to engage students in project-based learning that focuses on developing a farm space at school for the sake of *tikkun* (repair).

## **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 and 6th 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

### **7th and 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.

\*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

- Structures, conventions, and roles of language serve as tools for gathering information, constructing knowledge, and exploring personal and intellectual concerns.
- The social nature and power of language builds a sense of community, influences others, and creates 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 (which we will call *Scriptorium* in ELA) 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 (in ELA, our *Schola*) 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 provide differentiated learning opportunities 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 twenty minutes outside of class five days a week. This will be tracked in class in a composition notebook (the *Bibliotheca* journal) 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 taking a language-acquisition focused approach to grammar, vocabulary, and spelling. 6th Grade will be learning Old English Roots of Modern English words, while 7th and 8th Grades will learn Greek and Latin Roots. As Greek and Latin constitute, by some estimates, somewhere around 60-70% of the English language, this education is essential for their growth as readers and writers. Students can find slides and quizzes for these words on Google Classroom. 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. Explicit instruction in grammar will be an ordinary part of student experience on Tuesdays.

### **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: Americas Pre 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 a hands on, guided inquiry. 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

Reproductive Health

- 7th Grade

Cells - Animal, Plant, Bacterial

Photosynthesis and Respiration

Mendel and DNA

Heredity

Dominant and Recessive Traits

Evolution

Domains and Kingdoms

Classification of Organisms

Reproductive Health

- 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

Reproductive Health

## **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 a claim or opinion.
- 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 the worship of idols? How might we respond when we feel disconnected from our leader(s)? Project: Mock Trial of Aharon.
- *Shlach Lecha*--12 Spies
- Selected texts from *Devarim* 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*-The desire for kingship.

In order to help us delve deeper into text and join the intergenerational, Jewish conversation on classical texts, we will practice and gain skills in *chevruta* learning (1-to-1 partnership learning) -- a traditional method of Torah study. In doing so, students will gain skills in listening, asking questions, and respectful, supportive, and challenging dialogue and discussions.

### **Holidays / Rituals & Practices**

- *Rosh Hashanah/Yom Kippur*-This year we will study the Book of Jonah for our High Holiday text.
- *Sukkot--Hakhnasat Orchim*--Welcoming people of diverse views into our *Sukkah* to build community and to learn. (Rotating units on Environment/Poverty/Racial Justice, depending on Middle School trip).
- *Purim*: Public Service Announcements based on the four *mitzvot* of *Purim*.
- Other holiday units on *Hanukkah* 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 models of and challenges to leadership.

In order to help us delve deeper into text and join the intergenerational, Jewish conversation on classical texts, we will practice and gain skills in *chevruta* learning (1-to-1 partnership learning) -- a traditional method of Torah study. In doing so, students will gain skills in listening, asking questions, and respectful, supportive, and challenging dialogue and discussions.

## Holidays / Life

- *Rosh Hashanah/Yom Kippur*--This year we will study the Book of Jonah for our High Holiday text.
- *Sukkot--Hakhnasat Orchim*--Welcoming people of diverse views into our *Sukkah* to build community and to learn. (Rotating units on Environment/Poverty/Racial Justice, depending on Middle School trip).
- Other holiday units on *Hanukkah, Purim, and Pesach*.
- Hebrew months: each month has a different theme and focus, researched and presented by students.

## ● 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

- I Samuel (second half) and II Samuel--What are the challenges and potential pitfalls of leadership?

In order to help us delve deeper into text and join the intergenerational, Jewish conversation on classical texts, we will practice and gain skills in *chevruta* learning (1-to-1 partnership learning) -- a traditional method of

Torah study. In doing so, students will gain skills in listening, asking questions, and respectful, supportive, and challenging dialogue and discussions.

### **Holidays / Life**

- *Rosh Hashanah/Yom Kippur*-This year we will study the Book of Jonah for our High Holiday text.
- *Sukkot--Hakhnasat Orchim*--Welcoming people of diverse views into our *Sukkah* to build community and to learn. (Rotating units on Environment/Poverty/Racial Justice, depending on Middle School trip).
- *Purim* - 8th graders will write and perform the school-wide Purim play.
- *Other holiday units on Hanukkah and Pesach.*
- Hebrew months: each month has a different theme and focus, researched and presented by students.

### **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, often using Hebrew headlines or articles. 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 across 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 communication modalities using the four language skills of reading, writing, speaking and listening. Students progressively increase their vocabulary, communicative and grammatical skills while also developing thinking, learning and life skills. Teachers speak almost exclusively in Hebrew during class, and students are expected to answer in Hebrew as well. All assignments are posted on Google Classroom and must be completed in Hebrew unless otherwise instructed.

### 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. 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.

The materials used and products created in class include textbook, videos, articles, advertisements, books, stories, skits, songs, projects, presentations and more. Some of the materials we use are produced specifically for Hebrew learners, such as the textbook series Yesh VaYesh, supplemented with the Ofek program for heritage learners, both produced by the Israeli Center for Educational Technology. At the same time we are increasing the amount of materials used in class which are authentic expressions of Israeli

culture, such as ads and social media posts, that are created by and for native speakers and that exemplify the truest form of real-life communication in Hebrew.

There are some thematic units that students in all classes will learn, and others that will be specific to a particular class. Some examples of units studied in all classes include the annual Israeli song countdown hosted by the Galgalatz radio station leading up to Rosh Hashanah, the environment unit connected to the Middle School overnight experience, and the Israeli holidays in the spring which also include discussion of the Israel Defense Force. The main units of study particular to each class, in the Yesh VaYesh curriculum and which also connect to Israel include:

**Book 1:** Ivrit around the world; Music; Tel-Aviv; Sports and daily routines; Holidays

**Book 2:** Returning to school; In our school there is...; Opinions about school and school subjects; Israeli school system; School in literature

**Book 3:** Multicultural family; Before the visit to Israel; Next year; We care!; Going for a hike on the Israel National Trail

### **Yisrael - Israel**

At Mirowitz we seek to instill in our students an attachment to the State of Israel, its culture, and its people, as well as a sense of responsibility for their welfare. We envision a generation of Jewish leaders who — energized by a profound cultural and historical knowledge of Israel, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency and a nuanced understanding of modern Israel — proudly lead, support and strengthen the Jewish state. Our Middle School Israel Core Courses provide students with increasingly sophisticated information and tools to help them better analyze and make meaning of the history of the State of Israel and the place of Israel within the contemporary Jewish experience.

The particulars of our curriculum are dynamic, evolving to reflect available materials and research on Israel education, as well as current culture and events within Israel. We utilize internationally recognized resources to develop our Israel curriculum such as Makom, the Center for Israel Education, Unpacked for Educators and the iCenter. If you have any

particular questions about what or how your student is learning about Israel, please don't hesitate to reach out to your student's classroom teacher or Becky Lerner, our Hebrew and Israel Education Coordinator.

### **6th Grade: Israel on the Map**

This course, based on a curriculum by the iCenter, explores different ways in which maps teach about and tell the stories of Israel. Students learn in this course that maps have the potential to inform, critique, tell stories and influence their viewers, while necessarily being incomplete. The visual representation and viewing of information can help us develop powerful understandings of, and ask powerful questions about, Israel. From the early projects in this course students explore how the Jewish connection with the Land of Israel starts with events and personalities that appear in the Torah, and over the course of the trimester also learn that the political map of Israel has changed many times throughout history. Finally, students are challenged to ask their own questions about Israel, which they themselves answer through the creation of their own maps.

The main units in this course include:

- What is a Map?
- Where is Israel?
- Mirowitz to the Kotel
- Biblical 6 Word Stories
- Border Changes
- Ask Your Own Map

### **7th Grade in 2021-22: Modern State of Israel 1: Foundations of the State**

This course is new to 7th grade in the 2021-2022 school year. It will be an adaptation and expansion of the course offered for the last several years in 8th grade. In this class, students explore the foundational Zionist movements and Israeli and international documents leading to the creation of the State of Israel in 1948. They learn to examine this history through the framework of the 4 HaTikvah Questions (4HQ), developed by the Israel Agency initiative Makom. The 4HQ are the lenses of safety, nationhood, freedom and land. Students learn that while Israel is the Homeland of the Jewish People, its multiple peoples hold multiple perspectives about the meanings of and answers to each of those questions. This framework

empowers students to enhance their understanding and ask powerful questions.

The main units in this course include:

- HaTikvah and the 4 HQ
- AM - the Jewish nation, more than just a religion and my place in it
- LIHIYOT - establishment of and safety in the Jewish state
- CHOFSHI - freedom, democracy and civil rights
- BE'ARTSENU - the meaning of "in our land"

### **8th Grade 2021-2022: Modern State of Israel / Study Tour Preparation**

This course, ending in the 2021-2022 school year, consists of two main content areas:

1. In this class, students explore the foundational Zionist movements and Israeli and international documents leading to the creation of the State of Israel in 1948. They learn to examine this history through the framework of the 4 HaTikvah Questions (4HQ), developed by the Israel Agency initiative Makom. The 4HQ are the lenses of safety, nationhood, freedom and land. Students learn that while Israel is the Homeland of the Jewish People, its multiple peoples hold multiple perspectives about the meanings of and answers to each of those questions. This framework empowers students to enhance their understanding and ask powerful questions. The main units in this section include:
  - HaTikvah and the 4 HQ
  - AM - the Jewish nation, more than just a religion and my place in it
  - LIHIYOT - establishment of and safety in the Jewish state
  - CHOFSHI - freedom, democracy and civil rights
  - BE'ARTSENU - the meaning of "in our land"
2. Study of the itinerary and practical preparation for the spring Israel Study Tour. Students research and present on the sites they will visit, the places they will stay and the people they will meet. The main units in this section include:
  - The itinerary
  - Practical preparation
  - Research project

## **8th Grade 2022-2023: Modern State of Israel 2: Establishment to Today / Study Tour Preparation**

This course is currently in development for the 2022-2023 school year. It will consist of two main content areas:

1. Analysis of historical and societal developments and trends in Israel from 1948 to current times
2. Study of the itinerary and practical preparation for the spring Israel Study Tour

The three pillars of Mirowitz's approach to Israel Education:

### **1. Modern Hebrew**

One of the great successes of the modern State of Israel has been the revitalization of the Hebrew language. Our commitment to Hebrew study is bolstered by research showing that language proficiency correlates with affinity for the community that naturally speaks that language. Strong Hebrew skills help students forge meaningful relationships with Hebrew-speaking family and friends, connect emotionally with Israeli culture and literature, and engage with the Israeli society when they visit the country.

### **2. Relationships and Culture**

Mirowitz students engage with Israelis and Israeli culture every day through personal interactions and by learning in an environment rich with Israeli symbols and references. Each year students learn about how Jewish holidays are celebrated in Israel and mark modern Israeli holidays and national events. They learn Israeli dances and children's games, listen to Israeli music, and enjoy Israeli stories, poems and videos. Fifth graders simulate an Israeli scout-style camping adventure. The Mirowitz educational experience culminates with a two-week Israel Study Tour where students visit and learn in greater depth about the people, places, culture, accomplishments and challenges of the State of Israel.

### **3. Arts, Sciences, and Humanities**

When Mirowitz students study developmentally appropriate aspects of Israel through the lenses of the various arts, sciences and humanities, it deepens their connections to Israel, informs their understanding of the state and its

history, and inspires lifelong curiosity about Israel. The Hebrew and Israel Education Coordinator and Director of Jewish Life collaborate with specialist and classroom teachers to develop both stand-alone lessons on Israel and units of study that integrate Israel content into other content areas. Examples of this type of learning in the Middle School include: Israeli artists and public art, connections in Tanakh study, Israeli inventors and scientists, the Israeli response to earthquakes around the world, Jerusalem throughout the eras of world history, desalination and other technological innovation, and current events in Israel or around the world that impact Israel. Our Middle School Israel Core Courses engage students in trimester-long learning about our historical connection with the Land of Israel, the yearning for Zion over the long years of exile, and the history and society of the modern State of Israel.



## **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.

### **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.





### 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](http://Google.com).
3. Enter username:  
For example: [bsilver@mirowitz.org](mailto: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](http://Google.com).
3. Enter your child's username:  
For example: [jsilver@mirowitz.org](mailto:jsilver@mirowitz.org)
4. Enter your child's password.  
Ask your child or email Morah Andrea at [anewstead@mirowitz.org](mailto: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.factsmgt.com](http://www.factsmgt.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](mailto:mwagoner@mirowitz.org).

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### **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.

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**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](mailto:mwagoner@mirowitz.org)

2021 - 2022 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 - 8:52			
			OZER			
FIRST		8:42 - 9:24	8:54 - 9:30	8:32 - 9:18	8:42 - 9:24	8:42 - 9:24
PERIOD						
	6	Electives	Electives	Encore	Electives	PE / Academic Lab
	7	Electives	Electives	Encore	Electives	PE / Academic Lab



	8	Electives	Electives	Encore	Electives	PE / Academic Lab
SECOND		9:25 - 10:07	9:31 - 10:07	9:21 - 10:07	9:25 - 10:07	9:25 - 10:07
PERIOD						
	6	ELA	ELA	Encore	ELA	ELA
	7	Social Studies	Social Studies	Encore	Social Studies	Social Studies
	8	Math	Math	Encore	Math	Math
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	Judaics	Judaics	Social Studies	Judaics	Judaics
	8	ELA	ELA	ELA	ELA	ELA
SNACK/BREAK		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	Judaics	Judaics	Social Studies	Judaics	Judaics
	7	Math	Math	ELA	Math	Math
	8	Science	Science	Math	Science	Science
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 (12:30 - 12:50)	LUNCH (12:30 - 12:50)	LUNCH (12:30 - 12:50)	LUNCH (12:30 - 12:50)

		Recess (1:00 - 1:20)	Recess (1:00 - 1:20)	Recess (1:00 - 1:20)	Recess (1:00 - 1:20)	Recess (1:00 - 1:20)
SIXTH		1:22 - 2:02	1:22 - 2:02	1:22 - 2:02	1:22 - 2:02	1:22 - 1:53
PERIOD						
	6	Science	Science	Science	Science	Science
	7	ELA	ELA	Math	ELA	ELA
	8	Social Studies	Social Studies	Judaics	Social Studies	Social Studies
SEVENTH		2:03 - 2:43	2:03 - 2:43	2:03 - 2:43	2:03 - 2:43	1:54 - 2:25
PERIOD						
	6	Social Studies	Social Studies	Judaics	Social Studies	Social Studies
	7	Science	Science	Science	Science	Science
	8	Judaics	Judaics	Social Studies	Judaics	Judaics
EIGHTH		2:45 - 3:25	2:45 - 3:25	2:45 - 3:25	2:45 - 3:25	2:27 - 2:58
PERIOD						
	6	Electives	Electives	ELA	Electives	PE / Academic Lab

	7	Electives	Electives	Judaics	Electives	PE / Academic Lab
	8	Electives	Electives	Science	Electives	PE / Academic Lab
						3:00 - 3:26
						KABBALAT SHABBAT
NAME:						KABBALAT SHABBAT
						KABBALAT SHABBAT

## Zoom Links

	Teacher	Zoom Link	Password
Chug	Coach Gary	<a href="https://zoom.us/j/3464968746">https://zoom.us/j/3464968746</a>	SS!!
Chug	Reb Scott	<a href="https://zoom.us/j/4423335643">https://zoom.us/j/4423335643</a>	Mirowitz!!
ELA	Moreh David	<a href="https://zoom.us/j/4730632779">https://zoom.us/j/4730632779</a>	ELA!!
Science	Mr. Schmidt	<a href="https://zoom.us/j/5814420876">https://zoom.us/j/5814420876</a>	Science!!
Judaics	Rabbi Tracy	<a href="https://zoom.us/j/6826544100">https://zoom.us/j/6826544100</a>	Judaics!!
Social Studies	Coach Gary	<a href="https://zoom.us/j/3464968746">https://zoom.us/j/3464968746</a>	SS!!
Math	Mr. Schmidt	<a href="https://zoom.us/j/5814420876">https://zoom.us/j/5814420876</a>	Science!!
Math	Mrs. James	<a href="https://zoom.us/j/3962574949">https://zoom.us/j/3962574949</a>	Math!!
Math	Morah Connie	<a href="https://zoom.us/j/5875594151">https://zoom.us/j/5875594151</a>	Math!!
Hebrew	Morah Limor	<a href="https://zoom.us/j/9500526142">https://zoom.us/j/9500526142</a>	Hebrew!!
Hebrew	Morah Aimee	<a href="https://zoom.us/j/36">https://zoom.us/j/36</a>	Hebrew!!

		<a href="https://zoom.us/j/40698119">40698119</a>	
Hebrew	Morah Roxana	<a href="https://zoom.us/j/9596457227">https://zoom.us/j/9596457227</a>	Hebrew!!
Hebrew	Morah Rachy	<a href="https://zoom.us/j/2879119479">https://zoom.us/j/2879119479</a>	Hebrew!!
Medurah - Friday	Mr. Schmidt	<a href="https://zoom.us/j/5814420876">https://zoom.us/j/5814420876</a>	Science!!
Tefillah - Monday and Thursday	Reb Scott	<a href="https://zoom.us/j/4423335643">https://zoom.us/j/4423335643</a>	Mirowitz!!
Kabbalat Shabbat - Friday	Reb Scott	<a href="https://zoom.us/j/4423335643">https://zoom.us/j/4423335643</a>	Mirowitz!!
Robotics	Mr. Schmidt	<a href="https://zoom.us/j/5814420876">https://zoom.us/j/5814420876</a>	Science!!
Sewing 101	Mrs. James	<a href="https://zoom.us/j/3962574949">https://zoom.us/j/3962574949</a>	Math!!
Latin Prep	Moreh David	<a href="https://zoom.us/j/4730632779">https://zoom.us/j/4730632779</a>	ELA!!
French	Moreh David	<a href="https://zoom.us/j/4730632779">https://zoom.us/j/4730632779</a>	ELA!!
Band	Dr. Conner	<a href="https://zoom.us/j/8800540687">https://zoom.us/j/8800540687</a>	Band!!
Independent Study	Morah Roxana	<a href="https://zoom.us/j/8948665042">https://zoom.us/j/8948665042</a>	Hebrew!!
D.E.A.R	Morah Roxana	<a href="https://zoom.us/j/8948665042">https://zoom.us/j/8948665042</a>	Hebrew!!
Art	Morah Suzanne	<a href="https://zoom.us/j/3535941409">https://zoom.us/j/3535941409</a>	Art!!
Academic Lab	Coach Gary	<a href="https://zoom.us/j/3464968746">https://zoom.us/j/3464968746</a>	SS!!

Academic Lab	Mrs. James	<a href="https://zoom.us/j/3962574949">https://zoom.us/j/3962574949</a>	Math!!
Academic Lab	Moreh David	<a href="https://zoom.us/j/4730632779">https://zoom.us/j/4730632779</a>	ELA!!