

Fourth Grade



Curriculum Night
2021-2022
5781-5782

Morah Caroline Stapleton

How to contact:

- I will try to get back with you as soon as possible, but please allow 24 hours for replies during the school week.
- If you have a pressing question over the weekend, I will do my best to get back with you as soon as possible on Monday morning.
- I am happy to meet with you M-F about your child. Please email to set up a time to meet. I am available during most plan periods and after school. If you need something earlier or later in the day, please let me know and we'll work together to find a time that works for everyone.

Caroline Stapleton : Email: cstapleton@mirowitz.org
Direct Classroom Phone: 314-576-6177 Ext. 262

Morah Caroline's Schedule

Teacher: Caroline					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:35	Morning Work (15 min)	Morning Work (15 min)	Morning Work (15 min)	Morning Work (15 min)	Fun Friday (15 min)
8:35-8:40					
8:40-8:45					
8:45-8:50	t'fillah (30 min)	t'fillah (30 min)	t'fillah (30 min)	t'fillah (30 min)	Literacy (45 min)
8:50-8:55					
8:55-9:00					
9:00-9:05					
9:05-9:10					
9:10-9:15					
9:15-9:20	Hebrew A/Judaics B (45 min)	Hebrew A/Judaics B (45 min)	PE whole group (30 min)	Class Meeting (15 min)	PE whole group (45 min)
9:20-9:25					
9:25-9:30					
9:30-9:35			PE A/Art B (45 min)		
9:35-9:40					
9:40-9:45					
9:45-9:50	Math (50 min)	Math (50 min)	Math (30 min)	Literacy (40 min)	Hebrew A/B (45 min)
9:50-9:55					
9:55-10					
10-10:05					
10:05-10:10					
10:10-10:15					
10:15-10:20	Writing (40 min)	TFK (20 min)	Writing (90 min)	Science (35 min)	Grammar (30 min)
10:20-10:25					
10:25-10:30					
10:30-10:35					
10:35-10:40					
10:40-10:45					
10:45-10:50					
10:50-10:55					
10:55-11					
11-11:05					
11:05-11:10					

11:10-11:15		Art A and PE B (45 min)			
11:15-11:20					
11:20-11:25					
11:25-11:30					
11:30-11:35	Recess (25 min)			Recess (25 min)	Recess (25 min)
11:35-11:40					
11:40-11:45					
11:45-11:50					
11:50-11:55			Handwriting (10 min)		
11:55-12	Lunch (30 min)	Lunch** (30 min)	Lunch (30 min)	Lunch (30 min)	Lunch (30 min)
12-12:05					
12:05-12:10					
12:10-12:15					
12:15-12:20					
12:20-12:25					
12:25-12:30	Read Aloud (10 min)	Read Aloud (10 min)	Read Aloud (10 min)	Read Aloud (10 min)	Read Aloud (10 min)
12:30-12:35					
12:35-12:40	Hebrew B/Judaics A (45 min)	Hebrew B/Judaics A (45 min)	Hebrew B/Judaics A (45 min)	Hebrew B/Judaics A (45 min)	Math (45 min)
12:40-12:45					
12:45-12:50					
12:50-12:55					
12:55-1					
1-1:05					
1:05-1:10					
1:10-1:15					
1:15-1:20					
1:20-1:25	Drama (30 min)	Recess (25 min)	Music (30 min)	Math (55 min)	Writing (45 min)
1:25-1:30					
1:30-1:35					
1:35-1:40					
1:40-1:45	Literacy (50 min)	Recess (25 min)			
1:45-1:50					
1:50-1:55	Social Studies (40 min)				
1:55-2					
2-2:05					
2:05-2:10					
2:10-2:15					Science (40 min)

2:15-2:20			Hebrew A/Judaics B (45 min)	Hebrew A/Judaics B (45 min)		
2:20-2:25						
2:25-2:30						
2:30-2:35	Literacy (45 min)	Social Studies (40 minutes)	Conferring/Flex Time (20 min)	Conferring/Flex Time (20 min)		
2:35-2:40						
2:40-2:45						
2:45-2:50						
2:50-2:55						
2:55-3	Pack Up/Clean Up (15 min)	Pack Up/Clean Up (15 min)	Pack Up/Clean Up (10 min)	Pack Up/Clean Up (10 min)		Kabbalat Shabbat (25 min)
3:3-3:05						
3:05-3:10						
3:10-3:15	Pack Up/Clean Up (15 min)	Pack Up/Clean Up (15 min)	Pack Up/Clean Up (10 min)	Pack Up/Clean Up (10 min)	Dismissal	
3:15-3:20						
3:20-3:25						
3:25-3:30						

Mathematics

Basic Math Facts

Basic facts are the building blocks for all areas of mathematical content. The process of mathematical thinking is hindered when students do not have immediate access to a math fact. In order to build automaticity for basic facts, we will be using a myriad of resources at school, involving fact family number bonds, games, flash cards, sprints, and iPads. As students work on facts, they will bring home flash cards that support their learning development. Please help your child by encouraging practice. Students should practice their facts for at least five minutes, for a minimum of three nights weekly. We will formally assign homework one night a week. In addition to flash card practice at home, we will periodically send home helpful links to online games or apps that you might want to explore for additional practice.

Mathematical Projects

In addition to Singapore Mathematics and weekly fact practice, we will have unit projects in which we connect other academic disciplines to mathematical study. By participating in projects, students will strengthen connections while experiencing real-world mathematics that pertain to current academic studies and Singapore math skills.

Singapore Mathematics - Math in Focus

Goal:

Teaching students to be effective thinkers and mathematical communicators

Defining Characteristics:

- Math in Focus emphasizes the development of strong number sense (using the base-10 system), excellent mental-math skills, and a deep understanding of place value.
- The curriculum is based on a progression from concrete experience—using manipulatives—to a pictorial stage and finally to the abstract level or algorithm. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.
- Singapore Math includes a strong emphasis on model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner.
- Concepts are taught to mastery, then later revisited but not re-taught.
- The Singapore Math approach focuses on developing students who are problem solvers.
- Lessons are interactive and incorporate technology (SmartBoard), manipulatives, and gross motor in addition to paper and pencil tasks.

Singapore Math in Focus Progressions

4A Textbook

1. Working with Whole Numbers

Numbers to 100,000

Comparing Numbers to 100,000

Adding & Subtracting Multi-Digit Numbers

2. Estimation and Number Theory

Estimation

Factors

Multiples

Multiplying Using Models

3. Whole Number Multiplication & Division

Multiplying by a 1-Digit Number

Multiplying by a 2-Digit Number

Modeling Division with Regrouping

Dividing by a 1-Digit Number

Real-World Problems: Multiplication & Division

4. Tables and Line Graphs

Making & Interpreting Tables

Using a Table

Line Graphs

5. Line Graphs

Average

Median, Mode, and Range

Stem-and-Leaf Plots

Outcomes

Probability as a Fraction

Real World Problems: Data and Probability

6. Fractions & Mixed Numbers

Adding Fractions

Subtracting Fractions

Mixed Numbers

Improper Fractions

Renaming Improper Fractions & Mixed Numbers

Renaming Whole Numbers when Adding and Subtracting Fractions

Fraction of a Set

Real-World Problems: Fractions

Line Plots with Fractions of a Unit

4B Textbook

7. Decimals

Understanding Tenths

Understanding Hundredths

Comparing Decimals

Rounding Decimals

Fractions & Decimals

8. Adding & Subtracting Decimals

Adding Decimals

Subtracting Decimals

Real-World Problems: Decimals

9. Angles

Understanding & Measuring Angles

Drawing Angles to 180

Turns & Angle Measures

10. Perpendicular and Parallel Line Segments

Drawing Perpendicular Line Segments

Drawing Parallel Line Segments

Horizontal & Vertical Lines

11. Squares & Rectangles

Squares & Rectangles

Properties of Squares and Rectangles

12. Conversion of Measurements

Length

Mass, Weight, & Volume

Time

Real-World Problems: Measurement

13. Area & Perimeter

Area of a Rectangle

Rectangles and Squares

Composite Figures

Using Formulas for Area & Perimeter

14. Symmetry

- Identifying lines of Symmetry
- Rotational Symmetry
- Making Symmetric Shapes & Patterns

15. Tessellations

- Identifying Tessellations
- More Tessellations

✓ If your child is struggling with math homework, please let us know so we can help.

Language Arts

Within the Language Arts curriculum, students will read literature and follow the steps of the writing process. They will compose narrative, expository text and poetry that will touch them spiritually, emotionally, and intellectually so that the learning will be meaningful to them. The Language Arts program this year is divided into two components:

Writing Workshop

During Writing Workshop, we will follow a specific structure:

- Connections—through mini-lessons, students will learn how the day's instruction relates to their work.
- Active Engagement—students will practice the “mini-lesson” strategy in their writing notebook.
- Conferences—teachers will meet regularly with individuals and small groups to support their writing needs.

Mini-lessons will include: generating ideas, logical organizational strategies, utilizing voice to create strong characters, varied sentence structure, research skills and diverse word choice.

We will engage in many different types of genres including: realistic fiction, research papers, opinion pieces, and poetry.

Reading Workshop

Reading workshop is a time for students to explore literature and work with words. During reading workshop, students will deepen their reading comprehension skills through the use of reading strategies, book clubs, independent reading, book reports, current events & Time For Kids. Students will improve their grammar and vocabulary through weekly mini lessons, and practice. Furthermore, students will do what all great readers do – develop a love for great books! To help us share our love for reading, students will have the opportunity to share three book reports a year starting in September. Using their own book teasers, students will share a short summary of a chosen book, while sharing why they recommend it! Through book reports, students will have the opportunity to share their own love for books while helping their peers create a reading list for future reading.

Book Clubs

Students will read a variety of self-selected and teacher-selected texts. They construct meaning and make personal and textual connections as they learn from and about reading. Some of the literature units will be linked to our social studies & science curriculum. In those instances, students will gain a greater understanding of the historical and cultural aspects of the story through a cross-curricular approach.

Time for Kids

Time for Kids will provide a great landscape for current event study, while encouraging comprehension skills and critical thinking. Students will also work on *Time For Kids* once a week in their homework.

Grammar

Each week, students will explore grammar skills and make meaning using a myriad of resources and techniques. Furthermore, students will enhance their grammar through powerful mini lessons and writing practice.

Spelling

Students will work with spelling through The Words Their Way curriculum. Using Words Their Way, students will get just-right spelling words every other other week. Students will improve their spelling using word sorts, patterns and phonics. Students will also build their vocabulary as they learn the meaning of their words. Students will work on their spelling during both our small group spelling time and independent morning work. We will have a bi-weekly test in which they spell their words and use them in a sentence. After winter break, we will move to a weekly spelling test schedule.

Typing

Students will practice typing formally once a week at school, but will also need to practice typing at home. We will assign typing once a week and ask that your child practice typing for ten minutes using the program typing.com.

Handwriting

The student workbook is part of the Handwriting without Tears "Can-Do Cursive" level. This level is designed for independent work reviewing cursive skills, with an emphasis on difficult connections. A variety of writing exercises are used, including those that reinforce other language arts skills such as grammar, Greek/Latin root words, paragraph writing, poetry, writing thank-you notes, and more.

Social Studies

Because of the increasing complexity of our society, it is vital that our country have an informed, responsible, and contributing citizenry. Social studies is that part of the curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship in our students' lives. Students will analyze the way historical events are framed and whose perspectives are considered. We will engage in discussions about racial justice and the perspectives of communities that have been historically marginalized in society. In the Social Studies curriculum for 4th grade, we will address 5 major topics. These topics will provide students with a whole picture of the world they live in and help them to form an idea of the type of world they *want* to live in by learning from our country's past.

Social studies education provides students the opportunities to gain and apply historical knowledge and to perform the skills as indicated below.

The students will:

- Develop critical-thinking skills—responsible decision-making, competency in problem solving, interpreting data, and differentiating between fact and opinion
- Prepare to participate competently and productively as concerned citizens in society
- Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively
- Utilize literature, community resources, and technology

Missouri History

Students will...

- Have an essential understanding of significant individuals in Missouri history
- Research how Missouri state history contributes to American history
- Discover and understand Missouri's journey to statehood
- Understand the role Jews played in Missouri's history

Lewis and Clark

Students will...

- Have an essential understanding of the Louisiana Purchase
- Identify the key roles of Meriwether Lewis, William Clark, and Thomas Jefferson
- Discover and understand the evolution of Missouri's journey to statehood
- Understand how the Corps of Discovery recorded their evidence along their journey

The United States Government

Students will...

- Study how democracy is structured in the United States
- Analyze parts of the constitution of the United States
- Research the three branches of government
- Identify citizens' rights of voting and lobbying and the basic understanding of the Bill of Rights
- Students will write a letter to their Missouri representatives

Westward Expansion

Students will....

- Understand how Westward Expansion helped to create the country we live in today
- Be a part of a wagon train and experience a simulated trail experience
- Understand what being a pioneer means in America and in Israel

Map Skills

Students will...

- Understand the shape of our state and the regions
- Recognize the cardinal directions
- Identify lines of longitude and latitude
- Identify a variety of types of maps and how to use them
- Analyze and create maps using topographic skills
- Evaluate National Park topography and maps

Science

Science is an active enterprise, made by the student's capacity to observe, question and infer. Through engaging inquiry, students generate explanations while engaging in critical thinking. Our fourth graders will continue to build upon previous studies as they continue their path as scientists. We will work with students to recognize essential scientific reasoning, while building understanding of scientific processes.

Erosion & Water Quality

Students will...

- Analyze erosion
- Evaluate erosion evidence and determine the type of erosion present
- Work with Litzsinger Road Ecology Center to study erosion and create plans for local land restoration
- Apply scientific processes to official site analysis and rain garden restoration plans
- Communicate plans with local leaders
- Organize restoration project and collect data on changes throughout year
- Evaluate how erosion impacts the environment and ecosystem
- Evaluate how humans impact the environment in both positive and negative ways
- Evaluate and test water quality with 6th grade buddies (macroinvertebrates & pH values)
- Explore cave biology
- Explore how water can change a surface overtime

Renewable Energy

Students will...

- Analyze renewable and nonrenewable energy
- Conduct real world investigations
- Evaluate energy usage and create plans for improvement, including at home
- Create working renewable energy models while using scientific processes to investigate their functions
- Engineer and test wind powered machines

Gardening

Students will...

- Explore sustainability
- Analyze and evaluate garden practices
- Analyze plants, their specialized structures & anatomy
- Evaluate soil quality and maintain garden health
- Design and create a schoolyard garden
- Educate others on garden & compost practices
- Evaluate the difference between heirloom and hybrid plants and create a fictional hybrid using scientific thinking
- Engineer a vertical garden space
- Use the scientific method to grow a food of choice

Reproductive Health Session

Your children will participate in a discussion about their changing bodies in the spring. In separate rooms, boys and girls will learn about the changes they are experiencing and the ones they can expect. Dr. Andy Zuckerman, a pediatrician, will facilitate the boys' discussion, and Cyndee Levy, a registered nurse, will facilitate the girls' discussion. The discussion for each group is intended to give students an understanding of what to expect as they go through puberty. Although our intention is not to discuss sensitive topics, questions sometimes arise. Our facilitators will advise students to ask their parents for more information. We encourage you to address this topic with your child prior to our discussions at school.

Judaics

Fourth grade Judaics will focus on four areas of study:

- **Torah**–From the birth of Yakov and Esau through Joseph’s reuniting with his brothers and the death of Isaac.
- **Prayer Study**–Mastering pronunciation and understanding of selected thematic content of Jewish prayers.
- **Torah Trope**–Students will learn and practice the melodic punctuation system used to read Torah publicly.

Torah Study

Fourth grade Judaics curriculum will focus on the second half of *B’reishit* (Genesis). We will study the biblical text, variations in translations, and themes that connect the Torah to our own lives. Mirowitz has adopted a standards-based approach to Torah instruction. Our adopted **standards** reflect our overarching goals for our students, while our chosen **benchmarks** contain clear language articulating our instructional objectives for our students. Our system of standards and benchmarks come from the The Jewish Day School Standards & Benchmarks Project, guided by The Jewish Theological Seminary and The AVI CHAI Foundation. Within our chosen approach we are also guided by **Big Ideas**–umbrella statements that bridge values or ideas–to help our students connect their Torah learning across stories and subject areas and **Essential Questions**–open-ended, overarching, values-based questions–designed to spark deeper emotional engagement and higher order, reflective thinking about our texts.

The Torah portions we will study in depth are as follows:

- *Toldot* (Genesis 25:19-28:9)
- *Vayetze* (Genesis 28:10-32:3)
- *Vayishlach* (Genesis 32:4-36:43)
- *Vayeishev* (Genesis 37:1-40:23)

Guiding Fourth Grade Standards and Benchmarks

STANDARD 1

Students will become independent and literarily astute readers of the biblical text in Hebrew.

BENCHMARKS

- Students will be able to identify and understand verb prefixes and suffixes.
- Students will recognize Hebrew roots–שורשים–within selected texts.

- Students will demonstrate mastery of key Biblical Hebrew vocabulary.
- Students will be able to differentiate between narrative, dialogue, and inner quotations within a teacher-selected Hebrew TaNaKH text.
- Students will comprehend verses and short blocks of verses from the TaNaKH in Hebrew.

STANDARD 2

Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.

BENCHMARKS

- Students demonstrate ability to interpret TaNaKH texts in ways that are specifically, personally meaningful.
- Students can analyze moral dilemmas as complex, sometimes irresolvable questions.
- Students can suggest “Big Idea” or “Essential Question” titles for TaNaKH passages.

Guiding Fourth Grade Big Ideas and Essential Questions

BIG IDEAS:

- Studying other families’ relationships can help us better understand our own.
- Family conflicts often arise when we misunderstand each other.
- Studying the different ways in which our Biblical ancestors connected with G-d can help us connect with G-d.
- Understanding our dreams can connect us with G-d.

ESSENTIAL QUESTIONS:

- How can reflecting on the conflicts between our Biblical ancestors help us learn more about ourselves?
- How can working to resolve conflict help us to connect with G-d?
- How does reflecting on conflict help us better understand our own personal values and the values of others?
- What makes conflict productive?
- What makes conflict destructive?

Holidays:

Fourth grade students will study important stories, histories, and traditions associated with the holidays and read texts that have shaped the ways in which we celebrate our holidays today.

Prayer Study

Students will learn key words, delve into the meanings of the prayers, and practice reading the prayers. In *T’fillah* we will be looking closely at *Shema and its blessings*. We will explore the fascinating history and meaning behind the prayers, and learn to read them correctly and emotionally.

In fourth grade we will be studying a variety of prayers. Our primary focus will be on studying the Torah service.

Torah Trope

Fourth grade students will work with Reb Scott to read Torah-meeting with him to practice the Hebrew and cantillation, and to gain a deeper understanding of the text. Students' scheduled Torah dates and readings are as follows:

Torah Reading Dates & Portions:

11/18/21	Yahav A, Abby B	Vayishlach (Genesis 32:3-5) http://miowitztorahreading.weebly.com/vayishlach.html
11/24-28	NO SCHOOL: Thanksgiving	
12/2/21	Amos K, Max M	Hanukkah Day 4 (Numbers 7:30-32) https://miowitztorahreading.weebly.com/hanukkah-day-4.html
12/9/21	Aaron N, Stella P	Vayigash (Genesis 44:18-20) https://miowitztorahreading.weebly.com/vayigash.html
12/16/21	Edan S, Aaron S	Vayechi (Genesis 47:28-30) https://miowitztorahreading.weebly.com/vayechi.html
12/21-1/2	Winter Break	
1/6/22	Naomi S, Zev V	Bo (Exodus 10:1-3) http://miowitztorahreading.weebly.com/bo.html
1/13/22	Laila M, Noah P	Beshalach (Exodus 13:17-19) https://miowitztorahreading.weebly.com/beshalach.html
1/20/22	Josh F, Olivia G-G	Yitro (Exodus 18:1-3) http://miowitztorahreading.weebly.com/yitro.html

1/27/22	Aiden J, Lucy N	Mishpatim (Exodus 21:1-3) http://miowitztorahreading.weebly.com/mishpatim.html
2/3/22	Aya M, Josh R	Terumah (Exodus 25:1-3) https://miowitztorahreading.weebly.com/terumah.html

T'fillah Dates/Groups:

11/2/21 <i>Hag HaSigd-W;</i> <i>Rosh Hodesh</i> <i>Kislev-Th</i>	4TH GRADE	Yahav Amsellem, Amos Krieger, Laila McCadney, Max Minoff
11/9/21	4TH GRADE	Abby Belaygorod, Lucy Norton, Noah Picker, Edan Shoghi, Aaron Singer
11/16/21	4TH GRADE	Josh Fowler, Olivia Gill-Gray, Aidan Jackson, Aya Marmor, Josh Rosen
11/23/21 <i>Thanksgiving Week</i>	4TH GRADE	Aaron Nelson, Stella Picker, Naomi Sherman, Zev VanLinn

***Ivrit* - Hebrew**

Morah Limor: ishacham@miowitz.org

What does it look like?

The fourth grade is split into two Hebrew classes this year. Students function in a Hebrew environment and work to develop their ability to communicate in three modes: interpretive, presentational and interpersonal. In class and on assignments they participate in activities that engage the language skills of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including videos, advertisements, articles, stories, skits, songs, and books. Some of those materials are created specifically for Hebrew learners, such as the online curricular program Ivrit BeClick, produced by the Israeli Center

for Educational Technology (CET). Heritage speakers supplement their learning with the Ofek program also produced by CET. At the same time, we are increasing our use of materials designed for native Hebrew speakers which exemplify the most authentic form of real-life communication in Hebrew. Students create projects and presentations as they progressively increase their vocabulary, communication 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 must be completed in Hebrew unless otherwise instructed.

What are students learning in Hebrew?

In the upper elementary years, students continue to strengthen their abilities to connect in Hebrew both with classmates and with other Hebrew speakers and learners. Topics of study include the immediate surroundings and activities of students and begin to expand to include the broader community.

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 the year most students reach the “Novice-High” level 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 this level students begin to rely less on memorized words and phrases. They develop their abilities to understand longer and more detailed text and to create their own original expressions, which then increase in length, complexity, and quality. They are able to understand and use language in higher-level tasks, moving from simply listing items towards describing, asking formulaic questions and handling a simple “real life” situation. They may begin to apply grammar rules more frequently.

Main topics of study in the Ivrit BeClick program Stage 2, which connect to Israel, include:

- In the classroom
- Going on a picnic
- Weather
- Getting ready (clothes)
- Appearance
- Animals

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.

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. 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.

Students in Kitah Dalet make connections to Israel both in and outside of their Hebrew learning. Examples of this type of learning in fourth grade include:

- Classic and modern Israeli songs and literature
- Israeli elements of Jewish holiday celebrations and special days on the Israeli calendar
- Israeli climate and seasons
- Eliezer Ben Yehuda and his efforts to revitalize the Hebrew language as we celebrate Yom HaLashon Halvrit - Hebrew Language Day
- The significance of loss on Yom Hazikaron
- Israeli artist or public art and artistic style
- "Trip to Israel" game in drama class
- Current events in Israel and around the world that impact Israel
- Political and topographical maps of Israel as part of the maps unit
- Israeli democracy and government as part of the Missouri government unit
- Unit in development for this year: Israeli water issues and conservation

Our approach to Israel education is built on three pillars:

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.



Our Mission

Saul Mirowitz Jewish Community School provides the highest quality of secular and Jewish education, empowering students to become life-long learners and leaders, and to apply Jewish values to all aspects of life.

Our Vision

A vibrant, socially responsible and inspired Jewish community led by educated, capable, energetic, joyous, compassionate, ethical and inquisitive leaders.

Philosophy

The Judaic studies curriculum revolves around the rich intellectual, cultural and historical legacies of our Jewish heritage. Mirowitz students participate in respectful discussions, and understand that there are many ways to make meaning of Torah lessons and stories. Ultimately, TaNaKH and Rabbinic texts become a guide for just and ethical living, and a means of understanding our role as a link in an ongoing chain of Jewish living. Graduates emerge with a profound knowledge of Judaism, a level of Jewish self-assurance, and a profound commitment to Israel and the Jewish people.

Our curriculum includes both Jewish studies and Jewish integration; promotes a love of Torah study for its own sake; and:

- engages students in experiential learning about Jewish life with emphasis on
 - TaNaKH (Torah, Prophets, Writings)
 - Avodah (liturgy)
 - G'milut Chasadim (acts of kindness)
 - Rabbinic texts
 - Israel
 - *Mitzvoth*
 - Holidays
 - Jewish observance
 - Hebrew language
 - Jewish history
- fosters a strong, positive connection to Israel and the centrality of Israel in Jewish life.
- promotes an understanding what unites us and have an appreciation for our diverse beliefs
- encourages children to question and build confidence in personal expression
- explores a personal God theology
- embraces a joyful expression of Jewish life

These foci are accomplished by digging into biblical and rabbinic texts, examining the story of our people, grappling with the dilemmas of our ancestors, dissecting them with a rabbinic lens, connecting them to our lives and applying its messages to guide our behavior. Relevancy and meaning inspire life-long learning and exploration.



T'fillah Philosophy

“Daily *t'fillah* can offer an opportunity to breathe, to take stock and to prepare as only humans can prepare for the challenges and opportunities of a new day.”

Wachs, Saul, *Towards a Theory of Practice: Conducting Services for and with Children and Teens in Jewish Day Schools*. SSDS Association, New York, 2009.

We believe that the time our students spend in *t'fillot* is a crucial part of their school experience. Students are being trained to be both engaged in and knowledgeable about *t'fillot* from multiple viewpoints within the Jewish tradition. It is an opportunity to experience spiritual, transformational moments as they understand the origin and intent of each blessing and its message for personal growth and commitment to making our world a better place.

Our goal is for students to see *t'fillot* as an enriching part of the day which can lead to self-reflection and has the potential to inspire them to “live justly, love mercy and walk humbly before God.”

Students will be able to:

- Lead a weekday service in their home synagogue,
- Navigate a *siddur* in any synagogue,
- Connect prayers and blessings with deep emotional experiences,
- Explore a personal relationship with God,
- Connect everyday experiences with Jewish expressions of thanks through blessings,
- Feel comfortable exploring and questioning the meaning and origin of prayers, and
- Be a participant in discussions about the meaning of personal and community prayer.

Homework Policy

Students will have homework each school night and you can help establish a routine that includes a time and place for homework. 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.

With this in mind, students in fourth grade are expected to complete 40 minutes of homework each night, including reading, Hebrew and band. Students will receive **daily homework assignments and are responsible for returning the completed work the following day**. Band is assigned 1-2 nights a week. We will be checking to ensure that reading, Hebrew and band homework has also been completed. **Students are responsible for handing in their completed homework each morning between 8:20 a.m. and 8:30 a.m.**

Until your child is meeting homework expectations independently, please check that the student

planner is up-to-date, that your child reads each night and that materials needed for school are organized. It is not a parent's responsibility to check for accuracy and mark errors; however, **it is important that teachers are informed of homework struggles at home.** A note from you on the homework assignment explaining difficulties can go a long way in helping to individualize instruction for each student.

Projects

Throughout the year, we will plan special at-home projects in which your child will engage in an interactive learning experience that will connect to a study at school. These projects will be given in advance and include pacing guides to help students manage their time. **Below, you will find a list of some of the projects for the year.** We will send out project information as each one approaches.

Bottle Buddy, Bill Project, Adobe Spark Presentation

Odds and Ends:

Movement

Based upon research, movement is key for academic success in the classroom. We will be incorporating aerobic movement as active learning techniques during each lesson.

Snacks

Students are encouraged to bring a small, healthy, snack and water bottle each day. Although we will eat snack during Hebrew, students have permission to eat as needed. Suitable snacks include: nut-free granola bars, raisins, apples, veggies, nut-free trail mix, grapes, baked chips or crackers, etc. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value. **PLEASE REMEMBER, WE ARE A PEANUT AND TREE NUT FREE SCHOOL.**

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.

Attendance

Please plan to have your child arrive at school by 8:20. If they arrive at school before 8:20, it is important that they go directly to before care for recess and movement with friends. Students will start their day by turning in homework and mentally preparing for the day ahead. Class work begins promptly at 8:30 with morning work. Arriving on time sets the pace for the day and allows for a successful transition from home to school.

Classroom Community

We will strive all year to make our community a welcoming community. Through team building games, partner activities, and class share time, we hope that the students will become good friends. The students will also feel supported and safe to express their academic, social, and emotional needs.

Ritual Wear

If you would like your child to wear a kippah either all day or at T'fillah, please let us know. This way, we can remind them to wear it or come up with a plan to help them remember. We do not have extra kippot in the classroom or in the office.

Medications

If your child needs to take medication, please be sure to check in with the office. **All medications need to be in the original container.**