

Charles E. Smith Jewish Day School

Middle School Curriculum Guide

2025-2026





בית מדרש צוֹרֵאֵל

MISSION

We deliver an exemplary and inspiring general and Jewish education.

PURPOSE

To ensure a vibrant Jewish future.

VISION

The growth of confident, compassionate thinkers who engage the world through Jewish values.

OUR CORE VALUES

TORAH LISHMAH | Love of Learning

Lifelong learning inspired by a strong, comprehensive academic program of general and Judaic studies that prioritizes critical, independent, and creative thought and expression.

AHAVAT TORAH | Love of Torah

Knowledge of and appreciation for the wisdom, spiritual depth, and ethical guidance of Judaism.

K'DUSHAH | Holiness

Perception of God's presence in the awe and wonder of our world and how we can sanctify our lives through the practice and experience of the *mitzvot*.

AHAVAT YISRA-EL | Love of Israel

An inextricable bond with the Jewish people – past, present, and future. A strong personal and ongoing relationship with Israel, its history, people, and culture. An appreciation for and mastery of Hebrew as the language and voice of the Jewish people.

TIKKUN OLAM | Repairing the World

Passionate desire, active engagement, and individual/collective commitment to repair the world and make it more compassionate, just, and peaceful.

PLURALISM

A principled commitment to the diversity of Jewish backgrounds, beliefs, and practices of our community of students, teachers, and parents. We unite through our shared values and cultivate respect and knowledge inspired by our differences.

V'AHAVTA L'REI-A-KHA | Love Your Neighbor

A deep commitment to *b'tzelem Elokim* (each individual is created in the image of God), and *derekh erez* (ethical decency).

K'HILLAH | Community

A vibrant, caring, moral community based upon the concepts of *ahra-yut* and *areivut* (individual and collective responsibility).

THE PORTRAIT OF A CESJDS GRADUATE...

...articulates the broad knowledge, skills, habits of mind, and character traits that guide our vision for students as we foster the growth of confident, compassionate thinkers who engage the world through Jewish values.

INDEPENDENT, CREATIVE, AND CRITICAL THINKER

- Exhibits diverse and broad knowledge with the passion and skills for lifelong learning.
- Evaluates ideas and information from diverse sources for validity, relevance, and significance.
- Formulates questions and problems clearly and precisely.
- Reaches well-reasoned and creative evidence-based conclusions and solutions, testing them against relevant criteria and standards.
- Uses information to strengthen comprehension and deepen awareness.
- Exhibits the ability to analyze and synthesize information.
- Displays an innovative and growth mindset.

KNOWLEDGEABLE, ENGAGED, AND PASSIONATE JEW

- Embraces pluralism in Jewish life.
- Reads, explains, interprets, and makes personal meaning from a wide range of Jewish texts.
- Speaks, reads, writes, and understands Hebrew.
- Has a personal connection with and nuanced understanding of Israel, its people, history, and culture.
- Demonstrates knowledge of Jewish history and literature and their impact on Jewish life.
- Participates in and builds Jewish communal life.
- Has the skills to engage in Jewish ritual/spiritual practice.

EFFECTIVE COMMUNICATOR

- Reads for comprehension from various literary sources and styles.
- Listens actively to advance understanding.
- Demonstrates a genuine desire to learn and share ideas in a variety of conversations and group discussions through participation and inquiry.
- Speaks in a purposeful manner to inform, influence, motivate, or engage listeners.
- Writes effectively for various audiences and with personal voice.
- Uses technology and digital tools appropriately to explore, research, and exchange ideas.
- Uses oral, written, and artistic forms to express feelings and convey meaning.

THOUGHTFUL AND REFLECTIVE COLLABORATOR

- Works interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Respects divergent thinking to engage people of diverse backgrounds and beliefs in thoughtful discussion.
- Seeks and uses feedback from others to self-reflect and adapt ideas.

ETHICAL, RESPONSIBLE, AND COMPASSIONATE GLOBAL CITIZEN

- Has the skills and social understanding to lead.
- Understands and appreciates identity as a rich mix of national, regional, cultural, ethnic, religious, gender, orientation, socioeconomic, and other factors.
- Shows awareness, respect, and knowledge of diverse perspectives, peoples, places, and cultures.
- Demonstrates a commitment to *tikkun olam* (social responsibility) through acts of *tzedakah* (creating a just world).
- Advocates for and has the confidence to stand up for their beliefs.
- Integrates and applies Jewish values in daily life and decision-making.
- Understands and appreciates the foundations of the United States, our democracy, and values.
- Exhibits empathy and compassion toward others.
- Demonstrates knowledge of and care for the environment.

FOCUSED AND RESILIENT INDIVIDUAL

- Persists to accomplish difficult academic, social, and personal challenges.
- Self-advocates and seeks assistance to overcome difficulties.
- Engages in healthy and positive personal habits and relationships.
- Takes appropriate risks to pursue goals and growth.
- Has a positive self-image and a well-adjusted social, emotional, and spiritual life.
- Successfully employs time-management and organizational skills.
- Exhibits skills and strategies to identify and cope with stress.



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ACADEMIC PROGRAM

It is our mission to meet the unique needs of early adolescents within the foundational framework of Jewish values. The Charles E. Smith Jewish Day School Middle School program provides a student-centered, holistic, and experiential learning environment that is interdisciplinary and engages the whole child. We create a safe environment that helps learners transition from childhood to adolescence, while preparing them for the opportunities and demands of high school. We combine academically rigorous and strong social-emotional programming to help our students thrive academically, socially, physically, and spiritually.

Our Middle School's holistic approach is grounded in Hillel's teaching in *Pirkei Avot*/Ethics of Our Ancestors 1:13

If I am not for myself, who will be for me?
אם אין אני לי, מי לי?
And when I am only for myself, then what am I?
וכשאני לעצמי, מה אני?
And if not now, when?
ואם לא עכשיו, אימתי?

Early adolescents emerge during these Middle School years as accountable members of the Jewish community through their B'nei Mitzvah. Our Middle School helps teach the foundational skills necessary for this accountability within their early adolescence through a thematic approach to our curriculum.

6th Grade: Identity - Students reflect upon their own and others' experiences that contribute to their current identities.

7th Grade: Community - Students turn their attention to how an individual can hold multiple communal memberships and the push and pull factors that foster and could undermine communities.

8th Grade: Taking Action - Students engage in a year of examining attributes and qualities of leadership while exploring what it means for an individual or community to take action in the face of injustice.

Students are enrolled in eight or nine courses during an extended academic day, engage in our dual curriculum, participate in club, athletic, and arts opportunities offered during and beyond the school day. Through the Middle School program, students grow academically, spiritually, and socially as they continue learning to be confident, independent, and responsible members of the Jewish community.

INNOVATION MINIMESTER

The Innovation Minimester is a 2 week program fostering creative thinking and real-world problem solving skills. Students engage in passion projects and explore them through the design process. Additionally, they hear from innovators from a wide variety of fields to ignite and encourage inspiration. Innovation Minimester amplifies our commitment to our CESJDS values of *Torah L'Shmah*/learning for the sake of learning and *Tikkun Olam*/Improving our world.

BRIDGES: 8th GRADE CAPSTONE EXPERIENCE

The Middle School Bridges Capstone trip to Atlanta and Montgomery is a culmination of the CESJDS Middle School thematic curriculum. In 6th and 7th grade, our students examine their identity and community with an eye towards using the language of and thinking about their Universe of Obligation. This trip, which focuses heavily on civil rights and taking action, is an extension of the work that the students complete during their time in the Middle School. Students follow the trail of identity to community to action, and how this affects their Jewish American experience past and present. This includes a fully integrated curriculum that incorporates skills and concepts from the Humanities, STEM, Arts, and Experiential Learning disciplines.

ARTS

Our goal and vision is to provide a rich and diverse experience in the arts so that students can become more confident creative problem solvers and find their authentic voices. At CESJDS, the arts are at the center of student life. Hallways, display cases, and digital spaces are full of student artwork. Student performances are featured at multiple assemblies, concerts and productions throughout the year. Students can take arts classes every semester and participate in a wide variety of after-school Arts programs. Our students use Washington, DC as a classroom, visiting museums and theaters each year, offering them a range of experiences in the visual and performing arts, as they gain confidence in the idea that every individual has a rich, authentic voice, and anyone can tell their stories through art.

Core Skills:

- Creative Expression
- Problem Solving
- Confident and Healthy Risk-Taking
- Focus and Resilience
- Empathy
- Collaboration
- Effective Communication through Image, Speech, Sound, and Gesture

VISUAL ARTS COURSE OFFERINGS

ART AND DESIGN

Quarter-Long Course

Grades 6-8

May be repeated for credit

By using a variety of materials such as paint, pastel, charcoal, pen and ink, watercolor, printmaking, collage, and mixed media, students build their artistic skills. Throughout the course, students will be exposed to art history, explore important artistic movements, specific artists and various cultures. Formal critiques are part of the course as students learn how to talk about and assess artwork.

CERAMICS

Quarter-Long Course

Grades 7-8

May be repeated for credit, but taken only once per year

In Ceramics, students learn about the role of ceramics throughout history and implement some of the same techniques that have been used for over 10,000 years. Students will mimic different methods used to create both functional and non-functional ceramic works of arts, as well as practice various decorative techniques.

PHOTOGRAPHY

Quarter-Long Course

Grades 7-8

May be repeated for credit, but taken only once per year

Students will be introduced to the foundations and the various genres of photography, past and present. In addition, students will learn camera operations for DSLR (Digital Single Lens Reflex) and analog skills using the SLR (Single Lens Reflex). [A DSLR (Digital Single Lens Reflex) is recommended, but not required. Students may contact the photography teacher for recommendations.]

Digital editing using Adobe Photoshop and Lightroom, will also be a part of the curriculum. Students will work on conceptual and traditional themes including: still life, portraiture, abstract collaging and digital manipulations. Photo journals are included in this course.

PERFORMING ARTS COURSE OFFERINGS

CHOIR

Semester-Long Course

Grades 6-8

May be repeated for credit

While learning to sing in two, three, and four-part harmony, students will learn songs from a variety of musical styles, including: pop, rock, jazz, Hebrew, folk, and classic melodies from the American songbook.

INTRO TO PIANO

Quarter-Long Course

Grades 6-8

This course runs every other school year in rotation with Intro to Guitar

Intro to Piano will be offered during the 2025/2026 school year, and Intro to Guitar will be offered during the 2026/2027 school year.

This course teaches the fundamentals of how to play the piano, including how to read music, understand musical terms, and play melodies and chords. No prior experience with music is necessary, this class is perfect for total beginners who have never played an instrument or taken a music class before. Students do not need to have a piano at home to take this course. All students will graduate the class with the skills they need to continue music study, including the skills to join the Instrumental Ensemble class.

INSTRUMENTAL ENSEMBLE

Semester-Long Course

Grades 6-8

Prerequisite: Experience playing a musical instrument

May be repeated for credit

The Middle School Ensemble is perfect for players of all instruments and all skill levels. Students have a chance to be in a band and make music with others, to hone their skills as a musician, to learn how to practice their instrument and to perform for family and friends. Each year the band learns a wide variety of music and performs at evening concerts and school events.

THEATER

Quarter-Long Course

Grades 6-8

May be repeated for credit

Throughout this hands-on course, students develop performance and design skills by experiencing everything that goes into performance, including improvisational theater games, character construction, ensemble work, blocking, interpretation, rehearsal, set design, lighting design, and costuming. By taking a theater class, students gain confidence in their abilities to speak and perform in front of others.

ENGLISH

In our 7th and 8th grade English classes, we explore the theme of Community through a variety of texts, including novels, graphic novels, visuals, and multimedia, guiding students towards becoming proficient communicators and insightful thinkers. We build reading comprehension skills and writing fluency through challenging texts, authentic writing exercises, and the development of strong reading habits. Our goal is to empower students with the ability to express themselves fluently and clearly while using technological tools effectively for editing and revising.

Core Skills:

- Critical Reading and Analysis of Text
- Critical Writing: Drafting, Outlining, Editing, and Revising
- Creative Writing and the Development of Voice
- Independent Reading
- Discussion Skills
- Presentation Skills
- Positive Engagement

ENGLISH COURSE OFFERINGS

ENGLISH 7: COMMUNITIES AND THE STORIES THAT SHAPE THEM

Year-Long Course

Grade 7

This course examines key aspects of the grade-wide theme of Community and Membership, as expressed by the quote, “If I am only for myself, what am I?” Throughout the year, students will explore the meaning of community and their role within it, beginning with a reflection on their summer reading assignments and crafting a personal narrative about membership and identity. The year begins with an exploration of utopias and dystopias, culminating in a project where students create and analyze their own dystopian short stories. Students are introduced to literary analysis using the texts *The Outsiders*, *The Night Diary*, and *The Miracle Worker*, building the skills to respond to literature through essays and other nonfiction analytical writing. This is followed by the JDS Proposal Project, where students practice both writing and speaking skills by organizing and presenting community initiatives to a panel for potential funding. This exploration encourages students to question the practical impact of ideas and actions within a community. The course continues with *A Midsummer Night’s Dream* and an accompanying poetry unit, where students analyze literary forms and devices. Students also consider dramatic conventions and demonstrate comprehension through student-directed scene performances. Independent reading will be a yearlong focus, with students engaging in regular peer discussions to share insights and build comprehension skills.

Core skills emphasized throughout the year include:

- Reading comprehension
- Analytical writing
- Student-led discussions
- Reflecting on and setting goals as a writer

Students will complete one creative and one critical assessment each quarter, designed to check for reading comprehension and skill development. Critical essays encourage analysis beginning with key textual details and expanding to broader themes such as character, conflict, and plot. Grammar instruction supports students in expressing their ideas clearly and effectively.

Texts: *The Outsiders*, *The Night Diaries*, *The Miracle Worker*, *A Midsummer Night's Dream*, various poetry selections, dystopian short stories.

ENGLISH 7-8 ESOL

Year-Long Course

Grade 7-8

This is an English course designed for students who are speakers of other languages as their first language and who are in their first three years at CESJDS. Placement in this course is determined as part of the admissions process and is based on testing and recommendations. Interest in ESOL enrollment should be discussed with the student's guidance counselor.

ENGLISH 8: ACTION IN THE REALM OF STORIES AND REAL LIFE

Year-Long Course

Grade 8

This course explores the grade-wide theme of Action and Responsibility as expressed by the quote, "If not now, when?" Students begin the year learning about ethical dilemmas in preparation for their exploration of the memoir, *Night*. In this unit, they are introduced to complex literary analysis through the study of character, plot, theme, imagery, setting, perspective, and point of view, which they then use as models for how to establish voice, purpose, and audience in their own writing, both critical and creative. This prepares them to examine the choices and consequences of action vs. inaction in the drama *A Raisin in the Sun* and the novels, *To Kill a Mockingbird* and *Of Mice and Men*. They also study rhetoric and persuasion through a reading of *Julius Caesar*, and they use this as a basis upon which to write a persuasive essay. Close reading skills are reinforced through practice in annotation and class discussions of key passages. Through class discussions, literary debates, analytical projects, and critical essays, students learn both individually and collaboratively to become more independent, confident learners. Students will also participate in regular peer discussions about independent reading throughout the year. This course culminates in a writing portfolio review, in which students reflect on their growth as writers and critical readers over the course of their middle school experience.

Texts: *Julius Caesar*, *Night*, *A Raisin in the Sun*, *To Kill a Mockingbird*, *Of Mice and Men*

ENGLISH ELECTIVE COURSE OFFERINGS

COLLAGE LITERARY MAGAZINE

Semester-Long Course

Grades 7-8

This course takes students through the process of creating a literary magazine, from writing content to publication. Students begin the semester by coming up with a theme for the magazine. Then they work with classes throughout the Middle School to collect art and writing submissions related to that theme. They also produce their own pieces of writing using the writing process. Later they learn design and layout techniques and use them to create page templates. Then they put submissions into those designs, and we send it to a professional printer. By the end of the year, students will have produced a professionally-published showcase of student writing and art.

HEBREW

The Hebrew curriculum is designed to connect students with Israel and the Jewish people through mastery of the Hebrew language. The Hebrew program has been designed in accordance with the proficiency standards for language acquisition set by the American Council on the Teaching of Foreign Language. Students will learn to communicate effectively in Hebrew while strengthening their skills in reading, writing, speaking and listening. Hebrew language and Israeli culture are integral parts of our school and community, both inside and outside the classroom.

The goals for our Middle School Hebrew program includes:

- To provide opportunities for students to acquire the languages and cultural competencies.
- To expand the scope and sequence of the curriculum based on proficiency-oriented courses that engage students in various activities.
- To enhance interpersonal, presentational, and interpretive modes of communication.

HEBREW COURSE OFFERINGS - BEGINNERS

FUNDAMENTALS OF HEBREW

Year-Long Course

Grades 6-8

This course is intended for students who are new to Hebrew. The Fundamentals' course is an introductory course taught at the Novice-Low level which will begin by focusing on building basic literacy skills in Hebrew . By the end of this course, students are able to read, write and speak the language on a basic introductory level.

Students in Fundamentals of Hebrew can:

- Identify letters and decode words.
- Identify and understand memorized or familiar words when they are supported by gestures or visuals.
- Name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. Express some basic needs, preferences, feelings using practiced or memorized words and phrases, with the help of gestures or visuals.
- Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

Class activities focus heavily on speaking and listening, as well as reading of short informational texts and small writing assignments. Middle School students in Fundamentals will be working with the text *Besod H'ivrit*, which will provide students the foundations they need to progress in learning Hebrew

language. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel.

HEBREW COURSE OFFERINGS - Grade 6

The foundation of the sixth grade courses will be provided through the Granite Ivrit Curriculum. This innovative Hebrew program for schools is based on the Proficiency approach and the ACTFL benchmarks. The program is geared towards students novice through intermediate high language learners. The program aims towards a focus on the three modes of communication while providing students with the opportunity to learn the language through different modalities as well as meaningful and hands-on activities, making the learning fun and relevant. The program is based on authentic materials and provides rich insight into Israeli culture and the daily lives and experiences of Israeli youth.

The 6th grade Hebrew curriculum involves the study of the foundations of Hebrew language, vocabulary and communicative skills focused around the themes of Shalom, Family, Home, Animals, and Hobbies.

HEBREW LEVEL 6-1

Year-Long Course

Grade 6

Through practice in and out of class, students will work towards meeting the “Novice High” level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.
2. Demonstrate understanding of level-appropriate spoken Hebrew.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate texts.

HEBREW LEVEL 6-2

Year-Long Course

Grade 6

Through practice in and out of class, students will work towards meeting the “Intermediate Mid” level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.

2. Demonstrate understanding of level-appropriate spoken Hebrew.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate texts.
5. Identify and discuss traditions, customs, and values of Israel
6. Compare and contrast the traditions, customs, and values of the State of Israel with characteristics of their own culture.

HEBREW LEVEL 6-3

Year-Long Course

Grade 6

Through practice in and out of class, students will work towards meeting the “Intermediate High” level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Formulate and express opinions in the target language on familiar matters as well as on topics related to the culture, history, current events and daily life of Israelis.
2. Comprehend the main points of standard discourse on familiar topics and clearly-delivered authentic cultural material (TV programs, videos, movies) and be able to ask questions about them.
3. Compose well-structured short essays and reports that express personal points of view.
4. Draw logical conclusions from authentic factual and literary texts which put forward arguments and different points of view.
5. Describe and analyze the similarities and differences between specific cultural practices and perspectives.
6. Speak in complete sentences about everyday activities using present and future tenses.
7. Construct dialogues in the present, and past tense.
8. Students will begin a use of the future tense and reinforce the present and past tenses.
9. Narrate a short paragraph using the present, past tenses.
10. Read an article and respond accurately to questions in different modalities.

HEBREW COURSE OFFERINGS - Grade 7

HEBREW LEVEL 7-1

Year-Long Course

Grade 7

Students in Level 7-1 will be able to:

- Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

- Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- Interact at a survival level in some familiar everyday contexts.

Class activities focus heavily on speaking and listening, as well as reading of texts, both fictional and informational, and writing assignments. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel.

HEBREW LEVEL 7-2

Year-Long Course

Grade 7

Students in Level 7-2 will be able to:

- Identify the topic and related information from simple written sentences and in short conversations.
- Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
- Present personal information about my life, activities and events, using simple sentences.
- Express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
- Present on familiar and everyday topics, using simple sentences.

Class activities focus heavily on speaking and listening, as well as reading of texts, both fictional and informational, and writing assignments. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel. This class involves project based language learning through which students will take part in the Global Family History Project sponsored by the ANU Museum in Israel.

HEBREW LEVEL 7-3

Year-Long Course

Grade 7

Students in Level 7-3 will be able to successfully navigate activities which require interpersonal communication. Students will develop their ability to take initiative, manage and facilitate conversation, and value the opinions and experiences of others. Through the use of a diverse set of strategies on many different topics students will build their confidence with authentic Hebrew text. Students will work on their language fluency, for example not letting a mistake or an unknown word derail their ability to express themselves. Although students still are working with limited vocabularies, they will be able to push their ability to communicate and remain in the target language for a sustained period of time. Particularly, students will work on the ability to tell//retell stories and provide elaborate descriptions.

Students will work on navigating authentic materials and describing different situations. They will work on using connecting phrases. Students will also work on their accuracy in reading, writing, and speaking and using the future tense.

Students will continue to work on how to express opinions and use Hebrew for communicative functions such as: giving a compliment, hypothesizing, complaining, dreaming, etc.

The 7-3 Hebrew class involves project based language learning through which students will take part in the Global Family History Project sponsored by the ANU Museum in Israel.

HEBREW COURSE OFFERINGS - Grade 8

HEBREW LEVEL 8-1

Year-Long Course

Grade 8

Students in Level 8-1 will be able to:

- Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
- Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- Interact at a survival level in some familiar everyday contexts.

Students will discuss the topics of “Friendship” and “Responsibility”. Class activities focus heavily on speaking and listening, as well as reading of texts, both fictional and informational, and writing assignments. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel.

HEBREW LEVEL 8-2

Year-Long Course

Grade 8

Students in Level 8-2 will be able to:

- Identify the topic and related information from simple written sentences and in short conversations.
- Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

- Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
- Present personal information about their life, activities and events, using simple sentences.
- Express their preferences on familiar and everyday topics of interest and explain why they feel that way, using simple sentences.
- Present on familiar and everyday topics, using simple sentences.

Class activities focus heavily on speaking and listening, as well as reading of texts, both fictional and informational, and writing assignments. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel.

HEBREW LEVEL 8-3

Year-Long Course

Grade 8

Students in Level 8-3 will be able to:

- Interact at a functional level in some familiar contexts.
- Communicate information, make presentations, and express personal thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- Usually follow the main story and actions expressed in various time frames in paragraph-length texts and in conversations and discussions.
- Exchange information in conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- State his/her viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- Give detailed presentations on a variety of familiar topics and some concrete topics write a few short paragraphs, often across various time frames.

Students will discuss the topics of “Friendship” and “Responsibility”. Class activities focus heavily on speaking and listening, as well as reading of texts, both fictional and informational, and writing assignments. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel.

HEBREW COURSE OFFERINGS - HERITAGE LEARNERS

HEBREW HERITAGE LEARNERS

Year-Long Course

Grades 6-8

Prerequisite: Israeli students living in the US temporarily OR permission of the department; an assessment may be required

Heritage Hebrew is the highest level of Hebrew offered at the Upper School. Designed to meet the needs of our Israeli students who will be returning to Israel during middle/high school and/or for the military immediately after graduation, the class is informed by the Middle school curriculum of the Israeli Ministry of Education. Students focus on the study of literature and Hebrew expression, much as they would in their Hebrew classes back in Israel.

HUMANITIES

The 6th grade Humanities program is committed to fostering the growth of pre-adolescents into informed and compassionate individuals. We explore the theme of Identity through a variety of texts, including novels, graphic novels, visuals, and multimedia, we strive to equip students with the critical skills necessary to analyze historical and current events, enabling a deeper understanding of the world they inhabit. By cultivating a love for reading and teaching effective communication through writing, speaking, and listening we aim to lay the foundation for a lifelong journey of learning and personal growth. Humanities is an English and Social Studies combined course.

HUMANITIES COURSE OFFERINGS

HUMANITIES 6: WINDOWS AND MIRRORS-EXPLORING IDENTITY THROUGH HISTORY AND LITERATURE

Year-Long Course

Grade 6

This course examines key aspects of the grade-wide theme of Identity, as expressed by the quote, “If I am not for myself, who will be for me?” Humanities is an interdisciplinary course that combines English and social studies, giving students the opportunity to transition successfully into middle school while learning the key skills in both disciplines that will form the foundation of their studies in later grades. The course begins with an introduction to Identity, and a “strategies boot camp” focusing on critical reading, writing, and thinking skills such as summarizing, paraphrasing, annotating texts, identifying text structures, analyzing primary and secondary sources, and evaluating sources for credibility and bias.

The unit "Identity, Culture, and Perspective" uses *Indian No More* as a central text to examine 1950s culture and history, including an analysis of the Termination Policy through podcasts, discussions, and a culminating literary essay. This is followed by a unit on "Identity and Nationality" with a focus on World War II, the Cold War, and the novel *A Night Divided*. Students participate in book discussions, learn study skills, and write an analytical essay that incorporates cause-and-effect analysis.

Next, the "Identity and Interests" unit introduces students to speech writing and presentation using George Takei's graphic novel memoir *They Called Us Enemy* and the accompanying TED Talk as a model for their own talks. Alongside learning research skills and digital citizenship—including the effective use of tools like Google and AI—students explore how identities are formed through both experiences and the pursuit of personal interests. The final unit, "Identity and Individuality," explores mythology and modern heroes. Using the framework of the Hero's Journey, students read graphic novels, analyze Zeus and other mythological figures, and compare ancient and modern heroes. This unit includes a mythology quiz, literary discussions, and a creative project where students write an action scene depicting a hero's journey.

Core skills emphasized throughout the year include:

- Independent reading
- Structured analytical writing
- Vocabulary and grammar study
- Student-led discussions
- Presentation skills.

JEWISH TEXT

The Jewish Text department offers a range of Jewish text courses, with a focus in Tanakh (Bible), Talmud, and thematic Toshba (rabbinic text courses).

The Middle School Tanakh curriculum is designed to enhance and solidify student learning about the Torah, and introduce them to the second section of Tanakh, called Prophets, or *Neviim*. Our focus is on building the skills of both *Bekiut*, understanding of the breadth and broad themes and organization of Torah, as well as *Be-iyun*, the in-depth decoding, translation and analysis of the text. We begin in 6th grade, at “the beginning” with the Creation narrative and complete a survey of Torah in the first semester. In the second semester, students study the first two books of *Neviim*: Joshua (*Yehoshua*) and Judges (*Shoftim*). In 7th & 8th grades, students study the narratives of I and II Samuel; they learn about and engage in a critical study of the transition of the nation of Israel from individual charismatic leaders to a centralized monarchy through the lens of the dynamic, compelling personalities of the first Kings of Israel. In addition to students developing their own voice and perspective with regard to the text, in 7th & 8th grades students are increasingly challenged to refine and sharpen their ideas through the engagement with classical and modern commentaries on the text. Throughout all three years of Middle School, heavy emphasis is placed on growing student confidence and ownership in navigating through, finding, and citing chapter and verse throughout the corpus of the Tanakh.

The Middle School *Toshba*/Oral Torah, Rabbinics program introduces students to the world of Rabbinic literature. We focus on themes, language, and the unique approach and structure of Rabbinic literature. Students learn how the Oral Torah is related to, and derives from, the Written Torah, and teaches modern day Jews ways of observance based on laws of the Torah. In each year, students learn selections from different *Masechtot*/Tractates of Mishna and Talmud and over time, build capacity for parsing, decoding and interpreting the legal language of the Talmud and later Rabbinic texts. In tandem with the technical skills they build, students delve into the contemporary applications and implications of the texts they study, mining them for personal meaning and relevance.

TANAKH CORE COURSE OFFERINGS

TANAKH 6: LEADERSHIP MODELS IN TANAKH

Year-Long Course

Grade 6

What can we learn from the early leaders of Israel? How does the tribal structure of Bnei Yisrael affect how we will develop as a single people with a national leader? What were the challenges faced by Yehoshua and how did he learn from Moshe about how to lead effectively? These are some of the questions we will explore in Tanakh 6.

In our first semester, we will take an interactive tour of the Tanakh, learning how to navigate the text with a focus on key themes, characters, and events. We will learn and utilize a number of new literary devices (identifying patterns in the narrative, use of key words, echo words and word roots) to deepen our skills of textual analysis and interpretation. As we move into the books of Yehoshua and Shoftim (Joshua and Judges) in the second half of the year, we begin our exploration of prophets with a reintroduction of Rashi and his methodology. As we utilize his commentary to better understand the personalities and challenges of the leaders in these books, we will explore the ways in which these leaders were similar to us and can teach us about managing change and challenge as we develop as individuals and as members of a larger community.

Language of instruction: English; text is studied in English or Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms. However, longer passages may be presented in English translation.

TANAKH 7: LEADERSHIP IN BIBLICAL LITERATURE I

Year-Long Course

Grade 7

Tanakh 7 builds on both the narratives and skills that were introduced in sixth grade. The year focuses on the narratives found in the book of I Samuel. In sixth grade, students sharpened their critical reading skills and learned the methodology of Rashi's commentary; in seventh grade they explore the exciting and tragic saga of King Saul's leadership and follow the rise of his successor, King David. Students explore some of the following themes: what makes a good leader and a good person, second chances with people and second chances with God, the transition from judges to monarchy and its effect on the people, how the Israelites related to the idea of monarchy, the political and military situation of the Israelites, and the historical factor of the Philistines in the Land of Israel.

Students will build on improving skills by studying the nuances of the biblical text in Hebrew, using Hebrew in our class work, noticing and learning from keywords in the text, being able to recognize recurring themes, and using the commentaries, both traditional and modern, to challenge and reinforce our own ideas about the text.

Language of instruction: English; text is studied in English or Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms.

TANAKH 8: LEADERSHIP IN BIBLICAL LITERATURE II

Year-Long Course

Grade 8

Tanakh 8 builds on both the narratives and skills that were learned in seventh grade, as students complete their study of the dramatic rise and fall of Israel's first kings in the books of I and II Samuel. In seventh grade, students studied the exciting and tragic saga of King Saul's leadership and the rise of his successor, King David. Through a close study of the development of the character of David through the end of II Samuel, students will continue to explore the themes of what makes a good leader and a good person? How does one take advantage of second chances with people and God? How do we manage conflict? Students will learn about the significance of the Davidic kingdom, the political and military situation of the Israelites, and the traumatic family ordeals of the Davidic dynasty.

Students will build on improving skills by studying the nuances of the biblical text in Hebrew, using Hebrew in our class work, noticing and learning from keywords in the text, being able to recognize recurring themes, and using the commentaries, both traditional and modern, to challenge and reinforce our own ideas about the text.

Language of instruction: English; text is studied in English or Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms.

TANAKH 6 HEB: LEADERSHIP MODELS IN TANAKH

Year-Long Course

Grade 6

This course covers the same curriculum as Tanakh 6 as described above and the language of instruction is Hebrew. Text is studied in Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms.

TANAKH 7 HEB: LEADERSHIP IN BIBLICAL LITERATURE I

Year-Long Course

Grade 7

This course covers the same curriculum as Tanakh 7 as described above and the language of instruction and text are Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms. This Hebrew (Ivrit) level course is designed for students who have a strong mastery over the Hebrew language. This level focuses on developing Hebrew language skills (texts, worksheets, language of instruction and discussion and all student work will be in Hebrew).

TANAKH 8 HEB: LEADERSHIP IN BIBLICAL LITERATURE II

Year-Long Course

Grade 8

This course covers the same curriculum as Tanakh 8 as described above and the language of instruction and text are Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms. This Hebrew (HEB) level course is designed for students who have a strong mastery over the Hebrew language. This level focuses on developing Hebrew language skills (texts, worksheets, language of instruction and discussion and all student work will be in Hebrew).

TOSHBA (Rabbinic Text) CORE COURSE OFFERINGS

JEWISH IDENTITIES

Year-Long Course

Grade 8

Jewish Identities is designed to prepare students for the kind of Jewish Text learning they'll be experiencing in High School. Throughout the year, we will build upon the basic text skills introduced in 6th and 7th grades, exploring more complex structures in both מִשְׁנָה (Mishna) and גְּמָרָא (Gemara) texts,

and engaging with the themes and ideas these texts express.

Our approach to these foundational texts of Rabbinic Literature will inspire us to grapple with many questions, including:

- How do Jewish sources deal with complicated issues that I have been thinking about?
- What is my Jewish Identity (and why is it important)?
- Where is my place in the Jewish community?
- How do I link to the chain of Jewish history?
- What's the relationship between my Jewish identity and my responsibility as a global citizen?

Over the course of the year, we will have the opportunity to share our own thoughts about our Jewish identities and examine how our texts and traditions are relevant for our lives today. We will be focusing on the following units:

- Self in the Context of the Jewish Community
- Eretz Yisrael – Our Land
- Chesed and Tzedaka – Living and Giving
- Theology – Revelation and the Denominational Movements in Jewish America

Language of instruction: English; text is studied in English and Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms. However, longer passages may be presented in English translation.

MS TALMUD

Year-Long Course

Grade 7-8

MS Talmud, a mixed 7th and 8th grade course, builds upon the previous skills and contextual knowledge students have gained in prior years, and engages in more intensive study of Rabbinic Texts. This class is an excellent way to understand the depth of Jewish wisdom, while serving as a foundation for high school Talmud classes. In this course, students explore the Rabbinic debates behind Jewish law, learn to highlight different Rabbinic voices, arguments, questions and resolutions, and appreciate the dialogue between the texts and the reader. Through our study of these texts, students grapple with their applications to contemporary Jewish life, developing an understanding of why Mishnah and Talmud (Gemara) are essential and enduring texts on the Jewish bookshelf. By working with the original Hebrew/Aramaic, text, students build proficiency that can be applied across the range of the Rabbinic canon.

With a focus on the selected texts from the Mishna in the first semester and Talmud (Gemara) in the second semester, students will work toward building upon and understanding:

- Common Tannaitic and Amoraic vocabulary and terms.
- Classical Tannaitic and Amoraic text structure and components.
- How to decode and analyze Tannaitic and Amoraic texts, their meaning, and concepts.
- The format, style and layout of a page of Talmud.
- The “give and take” dialectic of Rabbinic argumentation.

- The historical context of the texts we are studying.

The curriculum of the class is adjusted each year so that students who take it in consecutive years, both 7th and 8th grade, are studying different texts while focusing on continuing their skill development.

This course is designed for conceptual thinkers who have a working knowledge of Hebrew and who wish to delve deeper into content and skills. Language of instruction: English; text is studied in Hebrew and Aramaic with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms.

TOSHBA 6

Year-Long Course

Grade 6

Toshba 6 is the first time most of our students are engaged in the study of Rabbinic text, interpretation, and thought as a distinct discipline. We explore foundational texts of our Rabbinic tradition through the grade wide theme of identity. Together we discover what exactly we mean when we say ‘Toshba’ Most of what we learn and do as Jews originates in the Torah itself, but it is Toshba that shows us how to adapt those rules and ideas to our lives - as individuals, in community, and throughout history. We learn about what kinds of texts make up this part of our tradition, what topics they cover, and how these texts ‘talk’ to one another. While our main focus is in Mishna, students are also introduced to Gemara texts.

Our theme for the year is My Place, My Space. We examine these three enduring understandings over the course of the school year:

1. Oral law, extending from the Torah to modern day, is the building block of our Jewish tradition.
2. The spaces and communities we create reflect and express the values we hold dear.
3. Judaism respects and demands a plethora of competing and complementary ideas.

Specifically, students study texts that teach us about the spaces we inhabit, both temporary spaces, like a *sukkah*, and more permanent ones, like our neighborhoods. As we learn about these spaces, we explore how they reflect our values as individuals and as a community. Throughout the year we use these texts as a springboard to consider our own values, and how we express them in our school, in our families, and with our friends.

Highlights of the year are our hands-on experiences and projects which help the students illuminate their learning and bring their understanding of our traditional texts to life.

TOSHBA 7

Year-Long Course

Grade 7

In Toshba 7 we study the theme of relationships. As you are getting older, as you change, your relationships change too. In this course you will explore both your relationships with peers and your relationship with God. Topics include how we disagree with others, ways we can hurt others with words, how to give constructive criticism, and what our responsibility is when we discover lost items.

In alignment with the theme of community for the 7th grade, our class will be in conversation with our Jewish texts and traditions, as you begin to integrate some ideas from tradition into your daily life. We will be studying texts from the Mishna, Gemara, and later sources such as the Mishne Torah and Chafetz Chayim. We contextualize the Jewish bookshelf, understanding the connection of the Mishna to the Gemara and to later rabbinic sources, including law codes and responsa literature. In conjunction with our studies of the key issues, we also explore the personalities and lives of some of the key Sages involved in these discussions.

Skills students will continue to develop in this second year of middle school Rabbinics include:

- Decoding and breaking down the structure of a Rabbinic text
- Translating and paraphrasing the original text
- Understanding the chronological development of Rabbinic text
- Historical context for the development of the Mishna and Talmud
- Navigating a page of Talmud
- An introduction to commentaries on the Talmud

Language of instruction: English; text is studied in English or Hebrew with scaffolding of specific Hebrew terms and phrases for discipline related concepts and terms. However, longer passages may be presented in English translation.

MATHEMATICS

Our mission, as Middle School math educators, is to prepare every student in our division to thrive, with confidence, in high school and college math courses. We inspire students to love and appreciate math for its beauty and utility, while, at the same time, equipping them with the skills they will need to deeply access advanced concepts and applications in future studies.

Core Skills:

- Fluency in operations with different sets of numbers, including integers, fractions, decimals, and percents
- Understanding sets of numbers and the relationships between these sets
- Working fluently with numerical and algebraic expressions and equations; simplifying, solving, factoring, and graphing
- Categorizing, measuring, and computing the perimeter, area, and volume of polygons, circles, and three-dimensional solids
- Taking risks; discussing and analyzing mistakes

MATHEMATICS COURSE OFFERINGS

ALGEBRA I

Year-Long Course

Grade 8

This course explores algebraic topics to comprise a first year of algebra for eighth grade math students. Core concepts are: solving equations for an unknown quantity, graphing on the Cartesian Plane, rational expressions, combining and factoring polynomials, and finding roots. This course seeks to help students develop strategies for seeking help both in and out of the classroom. In addition, students develop good mathematical study skills and learning strategies as an integral part of this course. Students are expected to be able to master fundamental skills of the course after careful modeling by the instructor.

ALGEBRA I ADV

Year-Long Course

Grade 7-8

Prerequisite: Math 7

This course thoroughly explores algebraic topics. Core concepts include: solving equations and problems in one and multiple variables for unknown quantities, graphing on the coordinate plane, rational expressions, combining and factoring polynomials, and finding roots of polynomials. This course challenges students to think mathematically, while also helping them to develop mathematics study skills and learning strategies. Students should be able to master fundamental and advanced

skills of the course with some degree of self-sufficiency. They should be comfortable taking intellectual risks and at times, solving problems that have not been modeled yet.

ALGEBRA I SUPPORTED

Year-Long Course

Grade 8

This course explores algebraic topics to comprise a first year of algebra for eighth grade math students. Core concepts are: solving equations for an unknown quantity, graphing on the Cartesian Plane, rational expressions, combining and factoring polynomials, and finding roots. This course seeks to help students develop strategies for seeking help both in and out of the classroom. In addition, students develop good mathematical study skills and learning strategies as an integral part of this course. Students are expected to be able to master fundamental skills of the course after careful modeling by the instructor. Algebra I Supported has increased scaffolding to support students' learning needs to access the grade-level curriculum.

GEOMETRY ADV

Year-Long Course

Grade 8

Prerequisite: Algebra I ADV

Geometry is the study of shapes, their properties and the logical reasoning and proof that connect these properties. Topics covered in this course include measurement of angles and segments, properties of polygons and polyhedra, congruence and similarity, parallel lines, circles, perimeter, area, and volume and a brief introduction to trigonometry. Algebra is used as a tool in many problems to help students continuously review and maintain their skills. This course will also place a heavy emphasis on logical reasoning and proof and developing spatial intuition.

MATH 6

Year-Long Course

Grade 6

Sixth grade mathematics serves as a bridge from elementary mathematics to the more sophisticated algebraic topics of middle school mathematics. Through the implementation of the "Math in Focus" curriculum, students will solidify their mastery of operations with whole and rational numbers and use that mastery in explorations of statistics, ratios and rates, geometry, integers and graphing. These units will lead into an introduction to the principles of Pre-Algebra. Math 6 will feature various assessment strategies, including real-world projects and traditional tests, and place a heavy emphasis on study-skills instruction.

MATH 6 SUPPORTED

Year-Long Course

Grade 6

Sixth grade mathematics serves as a bridge from elementary mathematics to the more sophisticated algebraic topics of middle school mathematics. Through the implementation of the "Math in Focus" curriculum, students will solidify their mastery of operations with whole and rational numbers and use that mastery in explorations of statistics, ratios and rates, geometry, integers and graphing. These units

will lead into an introduction to the principles of Pre-Algebra. Math 6 will feature various assessment strategies, including real-world projects and traditional tests, and place a heavy emphasis on study-skills instruction.

Math 6 Supported spirals back to more fundamental math fluencies and will provide increased scaffolding and support to meet the students' learning needs.

MATH 7

Year-Long Course

Grade 7

Math 7 introduces students to the basic concepts of Upper School mathematics: algebra and geometry. Students investigate numerical and geometric relationships using algebraic techniques. As Upper School mathematics requires students to think creatively, students learn strategies to approach more abstract and conceptual problems that appear throughout the year. Through the implementation of the "Math in Focus" curriculum, students develop good mathematical study skills and learning strategies, as they are an integral part of the Math 7 curriculum. Students are expected to be able to master fundamental skills of the course after careful modeling by the instructor.

MATH 7 ADV

Year-Long Course

Grade 6-7

Prerequisite: Math 6 or equivalent; an assessment may be required

Math 7 ADV is a rigorous introduction to the basic concepts of Upper School mathematics: algebra and geometry. Students investigate numerical and geometric relationships using algebraic techniques. Developing the ability to think abstractly is a central aim of this class. In the Math 7 ADV course, students are expected to become independent learners and to develop strategies for seeking help both in and out of the classroom. This course will challenge students regularly to think mathematically while also helping students develop mathematics study skills and learning strategies. Students should be able to master fundamental and advanced skills of the course with some degree of self-sufficiency. They should be comfortable taking intellectual risks and at times, solving problems that have not been modeled yet.

Math 7 ADV is offered to high-readiness seventh grade students and also to a small group of high aptitude and motivated sixth graders.

MATH 7 SUPPORTED

Year-Long Course

Grade 7

This course is a review of arithmetic skills and an introduction to Upper School mathematics, including basic algebra and geometry concepts. Topics covered include: uses of and operations with decimals, fractions and percents, uses of variables, solving simple equations in one variable, operations with positive and negative numbers, and problem solving. Through the implementation of the "Math in Focus" curriculum, students will develop good mathematical study skills and learning strategies, as they are an integral part of the Math 7 Supported curriculum. Students are expected to be able to master

fundamental skills of the course after careful modeling by the instructor. Math 7 Supported will access the curriculum with increased scaffolding and support to meet the students' learning needs.

PHYSICAL EDUCATION

The Health and Exercise Science Department emphasizes that achieving and maintaining optimal levels of personal and communal health and wellness is an ongoing process, which must be sustained throughout a lifetime. We believe that self-responsibility is the key to successful, proactive health care. Health and exercise is critical for adolescents and adults in the 21st century. Our courses challenge students to communicate effectively and appropriately with peers, collaborate, learn healthy social skills in unique environments, and make healthy and informed decisions about their own personal fitness and wellness. Students have an opportunity to participate in fitness and team sport activities to find enjoyment in leading healthy active lifestyles.

Core Skills:

- Social Health
- Teamwork and Collaboration
- Respect for Self and Others
- Sportsmanship
- Self and Spatial Awareness
- Self Care
- Responsibility

Themes of the Curriculum:

- Physical activity and exercise are necessary for the lifelong health and well-being of every individual.
- Physical fitness is a necessary component of a healthy lifestyle.
- Strength and conditioning; fitness component education; indoor team sports; outdoor team sports; recreational games; personal health

PHYSICAL EDUCATION COURSE OFFERINGS

EXERCISE SCIENCE

Semester-Long Course

Grade 6-8

Middle school students take part in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, and cardiorespiratory health and fitness. They can assess their personal fitness status for each component. Students are introduced to the various principles of training and how they can be utilized in improving personal health and fitness. At this level, students should be able to understand the importance of physical activity for a lifetime and use this information to assist in the pursuit of activities that they enjoy in order to experience the health benefits of regular physical activity. Sport and physical education class activities include sports and team concepts such as: soccer, flag football, basketball, recreational games, softball, floor hockey, volleyball, tennis, fitness component conditioning and running for cardiovascular fitness. Health units

include: safety, human development, healthy relationships, health and hygiene, nutrition, addiction, drug prevention and awareness, and introduction to personal fitness.

RIKUZ

Rikuz meets three days a week for one semester of the year during our Academic Flex Block. Rikuz, meaning “center”, is dedicated to engaging students in navigating interpersonal relationships, building self-awareness, and promoting health and wellness, and exploring conversations that resonate with early adolescents. Through the Council in Schools model, teachers facilitate student discussions and engage students in group activities to build trusting relationships and support systems, improve students’ peer to peer communication, and consider broader issues they might be facing. A range of topics related to fostering meaningful community, healthy relationships, making healthy choices, health and wellness, mental health, sex consent education, B’nei Mitzvah, and adolescent development are covered.

Core Skills:

- How to make healthy decisions - drugs, alcohol, nicotine, and relationships
- Communication skills - both listening and speaking in order to build healthy communities
- Organization, executive functioning, and meta-cognition skills
- Digital citizenship

RIKUZ COURSE OFFERINGS

RIKUZ 6

Semester-Long Course

Grade 6

Our 6th through 8th grade Rikuz curriculum intentionally builds upon foundational concepts taught in the Lower School, supports students as they navigate early adolescence, and prepares them for their transition to high school as young adults.

In 6th grade we introduce the following topics:

- Transitioning to Middle School
- Executive Functioning skills
- Building community
- Adolescent Development, Puberty, and Jewish Values
- Healthy relationships
- Mental Health
- B’nei Mitzvah
- Healthy choices and healthy communication

We approach each of these topics through the lens of the values of our Jewish tradition and with a clear sense that we are a pluralistic Jewish community with many different approaches to adolescent development.

RIKUZ 7

Semester-Long Course

Grade 7

In 7th grade, the “middle of the middle”, we build skills to meet the many challenges that rapidly changing early adolescents face. Communication and community often become quite difficult as students mature at different rates. Previously safe and dependable peer groups and friendships can break up and students might not have the social and emotional skills to navigate these highs and lows.

Our Units of Study in 7th grade Rikuz include:

- Healthy interpersonal communication skills
- Internet and digital citizenship skills
- Building empathy and perspective through listening to underheard voices in our community
- Building up our own CESJDS Middle School community through the value of *V'Ahavta L'Rei'akha Kamokha* - Loving your neighbor as you love yourself
- Consent and friendship
- Physical health and mental well being including body image and disordered eating.

A pluralistic approach to Jewish values is at the core to all of our Rikuz lessons. All of our lessons are taught on the foundation of *B'tzelem Elokim* (being created in God's image), *Tzinut* (modesty, humility, dignity, and empathy for others), and *Kavod* (respect for those around us).

RIKUZ 8

Semester-Long Course

Grade 8

As children navigate early adolescence, they may be facing difficult decisions about relationships, their bodies, and making healthy choices regarding drugs, tobacco, and alcohol. Research indicates that adolescents make healthier lifestyle choices when they are exposed to accurate information about their physical, emotional and sexual development. The 8th grade Rikuz curriculum provides students with the knowledge and skills necessary to help them make healthy and appropriate choices regarding their relationships, their bodies, and sexual behavior. Our goal is to present and discuss these issues through the lens of Jewish core values of *B'tzelem Elokim* (being created in God's image), *Tzinut* (modesty, humility, dignity, and empathy for others), and *Kavod* (respect for those around us).

The Rikuz 8 Health curriculum goals are to:

- Address the physical and interpersonal concerns of puberty-aged children;
- Give students reliable, age-appropriate information on biology and anatomy, drugs and alcohol, sex, sexually transmitted diseases/infections, and birth control;
- Give students the tools to better address consent and anti-harassment
- Continue to discuss mental health concerns;
- Identify and deter high-risk behaviors;
- Help students become comfortable with sharing their concerns and questions about these topics and encourage students to talk to their parents/guardians and other trusted adults about their concerns and questions;
- Offer students models of healthy, age-appropriate relationships;
- Provide students with the tools to resist the influence of peer pressure and media pressure
- Teach students the language and tools needed for making positive, age-appropriate choices in their relationships.

SCIENCE

The Middle School Science courses encourage students to become scientific thinkers, providing them with the foundational skills and knowledge required for scientific inquiry and fostering a love for science. Science 6 allows students to focus on identity by examining human body systems and cellular structure. Life Science 7 focuses on life processes and interactions. Physical Science 8 introduces students to topics in both physics and chemistry that will directly prepare them for high school level courses.

Core Skills:

- Critical Thinking
- Scientific Inquiry
- Collecting, Analyzing, & Communicating Data
- Developing & Using Models
- Collaboration
- Problem Solving
- Presentation Skills
- Reading Scientific Texts

SCIENCE COURSE OFFERINGS

SCIENCE 6

Year-Long Course

Grade 6

In 6th Grade at CESJDS, students reflect upon their own and others' experiences that contribute to their current identities. Science 6 supports this theme by allowing students to explore how everything from their cells to their organ structures contributes to their own unique identity. The year begins by using the characteristics of life to define living things. Students will learn about human body systems and cells and compare those with other living organisms.

LIFE SCIENCE 7

Year-Long Course

Grade 7

In 7th Grade at CESJDS, students turn their attention to how an individual can hold multiple communal memberships and the push and pull factors that foster and undermine communities. Life Science 7 students discover how biological communities form and function. The year begins with an exploration of genetics and evolution, which are the natural foundations for the current biological communities. In the ecology and environmental science units, students get to see how interconnected our world is. They end the year with a deeper understanding of their role and connection to the natural world.

PHYSICAL SCIENCE 8

Year-Long Course

Grade 8

In 8th Grade at CESJDS, students engage in a year of examining attributes and qualities of leadership while exploring what it means for an individual or community to take action in the face of injustice.

Physical Science 8 teaches students the basic principles of physics and chemistry. In addition to directly preparing them for High School level courses, these fundamental concepts allow students to better understand how the world around them functions. With a strengthened understanding of the natural world, students are empowered to make plans for action that are logical and achievable. The year culminates with the Weinberg Family Science Fair, during which students conduct a scientific investigation, analyze their results, and communicate their conclusions.

STEM

Our students engage in STEM through a variety of elective courses, competition-based clubs, and through a wide-range of interdisciplinary lessons and projects. While STEM stands for Science, Technology, Engineering, and Mathematics, we believe that STEM education extends beyond these four areas and that it provides students with the opportunity to develop, practice, and apply different skills. By engaging our students in Design Thinking and hands-on learning, we encourage students to think critically, collaborate with others, take risks, problem solve, and to be innovative.

Core Skills:

- Risk-taking
- Collaborating
- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- Gathering, Evaluating, and Communicating Information

STEM ELECTIVE COURSE OFFERINGS

3D PRINTING I

Semester-Long Course

Grades 6-8

3D Printing I is a semester-long elective for students who have not taken other 3D Printing courses at the Upper School. Students will learn the basics of digital 3D design for print as they connect their virtual ideas to the physical world. Using solids-modeling design software, such as Tinkercad, students will develop a toolbox of design skills as they as they explore additive and subtractive design principles, visual-spatial reasoning, 2D to 3D translation, functional and aesthetic design, modeling, and the basic math of 3D printing, including measurement, geometry, and coordinate planes. Students will also trace the connection between design and printed product, including how the production process informs design choices.

3D Printing I is a prerequisite for 3D Printing II - Design, and 3D Printing II - Mechanics.

3D PRINTING II - Design

Semester-Long Course

Grades 6-8

Prerequisite: Completion of 3D Printing I

This course runs every other school year in rotation with 3D Printing II-Mechanics.

3D Printing II-Design will be offered during the 2025/2026 school year, and 3D Printing II-Mechanics will be offered during the 2026/2027 school year.

3D Printing II-Design is a semester-long elective for students who have already mastered the basic technical skills and concepts of digital 3D design for print. This course is for students who are prepared to work independently in a project-based environment and who have a high level of interest in expanding their skills in 3D design and printing. Students in this course will be part of a community of learners who learn by doing and are willing to both learn from and teach each other. Students will design their own projects in consultation with the teacher and will be focused on creating and designing original work rather than being consumers of pre-existing designs.

CODING I

Semester-Long Course

Grades 6-8

This class will provide an introduction to basic coding concepts using the Python coding language. Students will learn about data types, conditional and looping structures, user input and functions as they develop coding skills that will enable more advanced study. This course is hands-on and encourages creativity and collaboration.

CODING II/III

Semester-Long Course

Grades 6-8

Prerequisite: Completion of Coding I

This class will build on the concepts covered in Coding I. Students will continue to work in Python to study the programming concepts learned in Coding I in more depth. This will include more extensive use of mathematical operators, looping, functions, parameter passing and strings. This course will continue to help students develop problem solving skills and the ability to work collaboratively. Students will use Python to explore data structures including tuples, lists and 2D lists and will be planning and creating larger, more complex programs. Students will work on both collaborative and independent projects.

DIGITAL STORYTELLING

Semester-Long Course

Grades 6-8

Digital Storytelling is a semester-long elective that introduces students to a variety of virtual storytelling formats, including Stop Motion animation and creating in 3D virtual environments. Students have the opportunity to learn the science of animation as well as the fundamentals of storyboarding and digital storytelling. Students learn to use a specialized software for creating and sharing information digitally. During the course, students explore flipbooks, stop-motion, virtual tours, and more.

GAME DESIGN

Semester-Long Course

Grades 6-8

Game Design is a semester-long elective where students learn to create platform games. This class begins by studying the basic design principles of platform games to understand what makes these games both fun and challenging and what keeps gamers coming back to play them. Both individually and in teams, we use game-software to create digital platform games complete with obstacles and enemies, powerup creations, rewards, and a host of other effects. By playtesting our games and creating new drafts and levels, students learn to use the digital design process to engineer complex, multi-level games.

ENGINEERING I

Semester-Long Course

Grades 6-8

This semester-long elective offers students a first look at the world of Engineering. Students will learn about key Engineering concepts (such as planning, constraints, testing, iteration, innovation etc.) and apply those concepts through hands-on projects. Students will work individually and in groups on structural Engineering projects: building towers, platforms, and bridges to support weight. Students will practice technical communication by creating plans/blueprints for each of their projects. They will also learn about and practice good cooperative habits, and write short reflections/critical thinking on topics related to their projects.

Engineering I is a prerequisite for Engineering II - Electronics, and Engineering II - Marine.

ENGINEERING II - ELECTRONICS

Semester-Long Course

Grades 7-8

Prerequisites: Completion of Engineering I

This course runs every other school year in rotation with Engineering II-Marine.

Engineering II-Electronics will be offered during the 2025/2026 school year, and Engineering II-Marine will be offered during the 2026/2027 school year.

In this semester-long course, students will explore topics in circuits and Electrical Engineering. Students will learn to draw basic circuit diagrams, design, and build their own circuits. Students will also learn more about how electronic components work by building some of their own from scratch. Key concepts they will learn and apply include the flow of electrons, importance of loops, voltage, current, resistance (Ohm's Law), and series vs. parallel components. Students will familiarize themselves with the nature and function of components such as batteries, conductive material, switches, resistors, and light emitting diodes.

ROBOTIC I VEX

Semester-Long Course

Grades 6-8

Robotics I VEX is a semester-long elective for students at any level of robotics experience. Students will explore the basics of robotics construction and performance to build skills in both design and programming. Students will learn how to construct robots from parts, how to use programming to control a robot's movements, how to create a variety of attachments, both static and motorized, and how to program robots to respond to input from a variety of sensors. As students complete

challenge-based activities, they will learn the mechanics of design and movement in three-dimensional spaces, and will hone their skills in troubleshooting and creative problem solving.

SOCIAL ENTREPRENEURSHIP

Semester-Long Course

Grades 7-8

This is a semester-long course for 7th & 8th graders. This course offers students the opportunity to make a real change in the community, living our School's value of Tikkun Olam, while exploring the key concepts behind design and production. Students will learn about how design thinking is currently used to making the world a better place and envision possibilities for the future. Students will explore the needs of members of the broader community, meeting with Need Knowers to learn about the challenges they face and identify how we can make a difference. Following the Engineering Design Process, students will work in small groups to create prototypes of affordable solutions to these local challenges.

Through this course, students will learn how to work in close collaboration with one another, how to interview and partner with outside organizations and individuals, how to apply the design process to real world problems and deepen their skills in problem solving, critical thinking, and creativity while exploring and engaging directly with the broader community. Students will also develop an understanding of how their STEM skills can make a difference in making our world a better place.

SOCIAL STUDIES

GEOGRAPHY AND THE DEVELOPING WORLD

Year-Long Course

Grade 7

In seventh grade social studies, students explore the connections among personal, social, and cultural developments and the geography, climate, and resources of various regions including Africa, Latin America, and Asia. In each unit, students examine and analyze the region's geographic characteristics, cultural history, current issues, and the relationships among geography, culture, and issues. Students learn the methods and skills that geographers, historians, and social anthropologists use to analyze how humans interact with, affect, and are affected by the physical and climatic characteristics of the place in which they live. Students have the opportunity to synthesize the skills they have developed throughout the year in a model United Nations climate summit, an event in which students to showcase their understanding of the impact of geography on the social, political, and cultural elements of a single nation they have chosen to study through the lens of a specific global issue. Students integrate history, art, and technology into a final presentation showcasing the achievements of their specific nation of study. Students end the year with a study of the Holocaust through the *Facing History and Ourselves* curriculum, "Holocaust and Human Behavior." In this unit, students learn about the impact and consequences of both individual and collective choices during Hitler's rise to power, and how those choices impacted historical events. They engage in deep discussions about the nature of tribalism, dehumanization, and how communities can be strengthened or weakened depending on the actions of individuals within that community.

Students practice key skills throughout the course, including notetaking and analysis, analytical writing, and public speaking. They also learn how to interpret maps, graphs, and other tools used to convey information about both human and physical geography.

GOVERNMENT

Year-Long Course

Grade 8

In eighth-grade social studies, students learn about United States government and politics, from the history of the American Revolution and its enlightenment roots to modern applications of judicial decisions. The course begins with an introduction to government principles, as students debate key philosophers' ideas and then study the three branches of government in detail. In the Executive Branch unit, students learn about presidential powers, the structure of government agencies, and both domestic and foreign policy using both current and historical events as case studies. This unit culminates in a foreign policy simulation that deepens their understanding of international relations. In the Legislative Branch unit, students learn about the structure and history of the US Congress, and they learn about how to write a social studies research paper by analyzing a current issue and proposing a legislative solution. This prepares them to create and present bills for a two-day Model Congress simulation. The Judicial Branch unit covers the courts' structure and role, followed by in-depth analyses

in which students write legal briefs about real-world cases. The unit culminates in a collaborative examination and debate about a current Supreme Court case.

Throughout the course, students engage with current events and strengthen core academic skills, including nonfiction reading comprehension, note-taking, analytical and argument writing, research, debate, and student-led discussions.

Through case studies, hands-on activities, and authentic assessments, students deepen their understanding and apply knowledge to real-world contexts, preparing them to be active participants in American democracy.

WORLD LANGUAGES

The World Languages Department offers Spanish as an annual, academic elective in Middle School in grades 6th to 8th. The program is designed in line with ACTFL recommendations and standards for second language acquisition, and hence we encourage students to set their own goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. The Department emphasizes the five “C” goal areas: Communication, Cultures, Connections, Comparisons, and Communities by stressing speaking, writing, listening, and reading inside and outside the classroom.

Core Skills:

- To read, speak, and write in the present, future, and past tenses.
- To become familiar with the cultures and customs of the Hispanic World.
- To develop insights into their own language and culture
- To use the Spanish language skills beyond the classroom walls
- To access and reinforce concepts already learned in other classes

SPANISH COURSE OFFERINGS

Our Spanish program begins in 7th grade.

SPANISH IB

Year-Long Course

Grade 7

Prerequisite: Spanish IA

This introductory course to Spanish language and culture is designed for students who have completed Spanish I A. This is a dynamic academic, year-long content based-course, that encourages risk-taking, curiosity, critical thinking, collaboration, and creative problem solving. This course is part of a program designed in accordance with ACTFL ([American Conference of Teachers of Foreign Languages](#)) proficiency guidelines, encouraging students to reflect on what they can do with the language, to understand and produce it in different contexts, and to communicate with others beyond the classroom environment.

By the end of Spanish I B, students will be able to talk about themselves, their likes and dislikes, social activities, sports, foods, and everyday routines. Students will continue working on the present tense and will be introduced to the past tense. The course provides a strong emphasis on communication. Students will become familiar with the Hispanic cultures and traditions through mini research and cultural projects. This interactive class uses a variety of resources, including games, songs, cultural readings, movies, and videos which allow students to individualize their language acquisition process. Students should expect to be actively engaged in their own language learning.

SPANISH I A/B

Year-Long Course

Grades 7-8

This is an introductory course to the Spanish language and culture for students with no previous experience with the language who are currently enrolled in Grades 7 or 8. This is a dynamic academic, year-long content based-course, that encourages risk-taking, curiosity, critical thinking, collaboration, and creative problem solving. This course is part of a program designed in accordance with ACTFL ([American Conference of Teachers of Foreign Languages](#)) proficiency guidelines, encouraging students to reflect on what they can do with the language, to understand and produce it in different contexts, and to communicate with others beyond the classroom environment.

By the end of Spanish 1 A/B, students will be able to communicate basic information about themselves, their daily lives, hobbies, families, food, etc. in very familiar and everyday contexts by using practiced or memorized words, phrases, and simple sentences either in oral or written form. Students will become familiar with Hispanic countries and their customs through a variety of media. Students will work on the present tense and will be introduced to the past tense. Students will identify products and practices to help them understand and compare diverse cultural perspectives. This interactive class uses a variety of resources, including games, songs, cultural readings, movies and videos which allow students to individualize their language acquisition process. Students should expect to be actively engaged in their own language learning.

SPANISH II 8

Year-Long Course

Grades 7-8

Prerequisite: Spanish I A/B OR Spanish IB

This course is designed for students who have completed Spanish IB or Spanish 1A/B. The course further develops the skills acquired during the prior year(s). This is a dynamic academic, year-long content based-course, that encourages risk-taking, curiosity, critical thinking, collaboration, and creative problem solving. This course is part of a program designed in accordance with ACTFL ([American Conference of Teachers of Foreign Languages](#)) proficiency guidelines, encouraging students to reflect on what they can do with the language, to understand and produce it in different contexts, and to communicate with others beyond the classroom environment.

By the end of Spanish II, students will be able to narrate events and activities in the past; and will also be able to describe and compare people, places, etc. using a combination of past tenses. In addition to learning the preterite and imperfect past tenses, students will continue practicing the present tense. Students will be able to communicate spontaneously in spoken and written form on very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students will also be able to communicate information, make presentations, and express thoughts about familiar topics. Throughout the year students will develop a greater cultural sensitivity and have an appreciation for the diverse cultural heritage of the peoples in the Americas and Spain. Students will be able to compare products and practices related to everyday life and personal interests or studies. This interactive class uses a variety of resources, including games, songs, cultural readings, movies and videos which allow students to individualize their language acquisition process. Students should expect to be actively engaged in their own language learning.

ZMAN KODESH

Each school day, students will experience *Zman Kodesh* (sacred time). This daily sacred time provides students with opportunities for worship, introspection, reflection and communal gathering. As we face each new day, the liturgy serves as a daily reminder of essential Jewish values such as the importance of study, respect for others, Israel and *tikkun olam* (repairing the world). As a community school, we have a pluralistic vision for sacred experiences. This philosophy is reflected in our understanding that students come with different personal ideas about prayer and spiritual expression. The school offers several options for *Zman Kodesh*. Prayer-based Zman Kodesh options involve minyan with traditional, liturgical prayer. Drisha (exploration) offerings incorporate experiential activities pertaining to Jewish learning, worship, culture or arts. All *Zman Kodesh* options provide opportunities for student leadership and community building.

ZMAN KODESH (ZK) OPTIONS

MASORTI MS

Grades 6-8

This Minyan, which is based upon the concept of a daily *chiyyuv* (obligation) for prayer, is intended for students who are seeking an intensive prayer environment that utilizes the complete, traditional Ashkenazi liturgy. Seating is mixed, and females and males participate equally. All participants are expected to wear *tallit* and *tefillin*, unless they have a family custom not to do so. This Minyan includes students from both the middle and high school.

MEHITZAH ASHKENAZI MS

Grades 6-8

This Minyan is intended for students who are seeking an intensive prayer environment that utilizes the traditional liturgy and worships in the Ashkenazi tradition. Females and males sit separately, and the service is led by males. Males are expected to wear *tefillin* once they reach the age of bar mitzvah. Females meet in a separate group once per week. This minyuan includes students from both the middle and high school.

MEHITZAH SEPHARADI MS

Grades 6-8

This Minyan is intended for students who are seeking an intensive prayer environment that utilizes the traditional liturgy and worships in the Sepharadi tradition, with an emphasis on lively music. Females and males sit separately, and the service is led by males. Males are expected to wear *tefillin* once they reach the age of bar mitzvah. This Minyan includes students from both the middle and high school.

PARTNERSHIP MINYAN

Grades 6-8

The Partnership Minyan is intended for students who are seeking an intensive prayer environment that utilizes the traditional liturgy. Females and males sit separately, parts of the service requiring a minyan are led by males. Females lead *p'sukei d'zimra* and the Torah service. Females and males share responsibility for taking *aliyot* and reading Torah. Males are expected to wear *tefillin*. This minyan includes students from both the middle and high school.

PRAYER AND PERSONAL CONNECTION

Grade 6 only.

This Egalitarian learners' t'filah (prayer) experience is designed to provide each student with the opportunity to strengthen skills, enhance content knowledge and build understanding about the core T'filot in Jewish liturgy. Through joyful prayer services, experiential learning about the prayers and programs highlighting the many ways people connect with and experience prayer, students will engage in an exploration of what prayer means to them.

Iyyunim, or "Focused Topics" provide the students opportunities to explore alternative interests and topics under the umbrella of Jewish life, culture, and theology. During the 2nd-4th quarters, students can select an Iyyun that is offered by members of the Middle School faculty. The topics explored in these Iyyunim are not taught in our Jewish Text classes, and they reflect topics that teachers are passionate about, and create new inroads of curiosity for students as well.

DEREKH T'FILAH

Grade 7

This Egalitarian Learner's Minyan is designed to provide each student with the opportunity to reinforce his/her T'filah/prayer skills, explore topics in Judaism and liturgy through discussions and experiential activities, investigate and discover Shabbat rituals and topics, and take active roles leading T'filot, reading Torah and being a *Gabbai*. The *Derekh T'filah* experience will prepare students for the 8th grade Minyan experience and will empower them to make more directed choices when they ultimately approach their high school Zman Kodesh options

Iyyunim, or "Focused Topics" provide the students opportunities to explore alternative interests and topics under the umbrella of Jewish life, culture, and theology. During the 2nd-4th quarters, students can select an Iyyun that is offered by members of the Middle School faculty. The topics explored in these Iyyunim are not taught in our Jewish Text classes, and they reflect topics that teachers are passionate about, and create new inroads of curiosity for students as well.

Grade 8

This Egalitarian Learner's Minyan is designed to provide each student with the opportunity to reinforce his/her T'filah/prayer skills, explore topics in Judaism and liturgy through discussions and experiential activities, investigate and discover Shabbat rituals and topics, and take active roles leading T'filot, reading Torah and being a *Gabbai*. The *Derekh T'filah* experience will prepare students to make more directed choices when they ultimately approach their high school Zman Kodesh options.

Iyyunim, or “Focused Topics” provide the students opportunities to explore alternative interests and topics under the umbrella of Jewish life, culture, and theology. During 2nd-4th quarter, students can select an *Iyyun* that is offered by members of the Middle School faculty. The topics explored in these *Iyyunim* are not taught in our Jewish Text classes, and they reflect topics that teachers are passionate about, and create new inroads of curiosity for students as well.

STUDY HALL OFFERINGS

ESOL STUDY HALL

Year-Long Course

Grades 6-8

Open to speakers of other languages as their first language.

The ESOL teacher provides additional language support to these students as they complete their work required for courses throughout their curriculum, while coaching students on how to navigate CESJDS and to partner with their teachers in their learning. In addition, ESOL Study Hall offers a quiet place in which ESOL students may take their extended time for assessments in their courses.

STRUCTURED STUDY HALL - GRADE 6

Year-Long Course

Grades 6

Open to students in the Educational Support Services program ONLY

In order to qualify, students must have a psychoeducational evaluation that documents their learning issues. During SSH, learning specialists work closely with students to foster independent learning and academic self-confidence. Students develop self-awareness in understanding how to use their learning strengths to improve their areas of weakness. They learn self-advocacy and executive functioning skills as well as getting support in note taking, textbook reading, and test preparation. SSH is also an opportunity to preview vocabulary, historical context, and character development of texts taught in their Humanities classes. Students who have the accommodation of extended time testing complete their exams in SSH.

STRUCTURED STUDY HALL - GRADE 7

Year-Long Course

Grades 7

Open to students in the Educational Support Services program ONLY

In order to qualify, students must have a psychoeducational evaluation that documents their learning issues. Building on their sixth grade skills, learning specialists work with students to foster independent learning and academic self-confidence. Students continue to develop self-awareness in understanding how to use their learning strengths to improve their areas of weakness. They learn self-advocacy and executive functioning skills as well as getting support in note taking, textbook reading, and test preparation. Students who have the accommodation of extended time testing complete their exams in SSH.

STRUCTURED STUDY HALL - GRADE 8

Year-Long Course

Grades 8

Open to students in the Educational Support Services program ONLY

In order to qualify, students must have a psychoeducational evaluation that documents their learning issues. Building on their seventh grade skills and with an eye toward high school, learning specialists work with students to foster independent learning and academic self-confidence. Students continue to develop self-awareness in understanding how to use their learning strengths to improve their areas of weakness. They practice self-advocacy and executive functioning skills as well as getting support in note taking, textbook reading, and test preparation. Students who have the accommodation of extended time testing complete their exams in SSH.

STUDY HALL

Quarter-Long Course

Grades 6-8

Study Hall provides a time and place for students to complete homework, practice emerging study skills by reviewing what is learned in class, prepare for tests and quizzes, or organize their notebooks and materials. This is a space for students to work quietly and independently. Students may schedule make-up tests or quizzes to be taken during study hall.