

# The Calgary Jewish Academy

בית הספר  
היהודי  
בקלגרי



The Calgary  
Jewish  
Academy

## Curriculum Outline

### Grade Seven 2009-2010

#### Subjects/Teachers

French

Math

Health

Hebrew Language

Jewish Social Studies

Bible

Language Arts

Physical Education

Science

Social Studies

Electives

Options

Special and Gifted Services

Technology Support

Remedial English/Hebrew

& English as a Second Language

Guidance Counsellor

Library Support

Mr. R. Porterfield

Ms. K. Lawrence

Ms. B. Dare

Mr. B. Karmel

Mrs. S. Kaiser

Mrs. T. Gersten

Mrs. C.S. Rabinovich

Mr. A. Kouperman

Ms. K. Lawrence

Ms. S. Gaon-Kazdan

Various

Various

Ms. F. Bowden

Mr. Y. Suissa

Ms. T. Freidman

Mrs. S. Goan-Kazdan

Ms. T. Belanger

## Homework

Each child has been provided with a student agenda. Students are responsible for using the agenda to record all homework assignments, up-coming tests, and other important reminders. We feel that these agendas can become a useful form of home/school communication, but **it is important that you check the agenda daily** to ensure proper usage. The agenda can also be used to communicate any questions or concerns that you have. To assist both students and parents the school offers a **Homework Hotline**. Homework is updated daily and available after 4pm. To access the **Homework Hotline**, dial 403-253-3992 and follow the prompts.

## Judaic Studies Curriculum

### HEBREW LANGUAGE GRADE 7 - COURSE OUTLINE

#### MAIN OBJECTIVES

- Increase student confidence to actively participate in Hebrew conversation
- Enhance student reading and writing ability

#### METHOD / STRATEGIES - To accomplish these goals we will:

- Conduct oral conversations in class
- Use the Rosetta Stone self-paced Hebrew Language learning program on a regular basis
- Monitor individual student progress
- Listen for comprehension of Hebrew Language. Examples may include listening to radio broadcasts of news and/or songs.
- Enrich student vocabulary to enable students to use their Hebrew Language knowledge in real life settings.
- Address specific major Jewish Holidays via stories or related texts
- Engage students through peer interaction and collaboration with each other and with the outside world.

#### MATERIALS

- Various audio / video materials relating to songs and broadcasts.
- A variety of text material.

#### EXPECTATIONS

- Each student should have an inexpensive memory stick for maintaining copies of their current work as it evolves. These devices assist greatly in setting students up to succeed as they make student work very portable and easily accessible on any computer.
- Students should review past lessons and be prepared for each lesson with all relevant materials and be ready to tackle frequent, “five quick questions” based on previous lessons.

### ASSESSMENT (FORMATIVE)

- The nature of this course is that students conduct their inquiries in close contact with their teacher only during class time. In this way, teachers are able to acquire a real sense of individual student conduct and progress toward completion of their own work. There will be ample time to complete assignments without needing to work at home. Students are requested to not complete class work at home unless they are absent from class or specifically requested to do so by the teacher.
- Class work represents the major weighting of the course mark involving two key areas:
  - a. Active participation
  - b. Cooperative citizenship in class discussion and during class work.
- If the teacher determines that there is not enough evidence of learning during regular class work, it is possible that a test will be implemented either for the class or for specific individuals. This test will be in order to assess students' performance on the language skills addressed in class over a period of time.

### ASSESSMENT (SUMMATIVE) - proportional weighting for report card grades

- Class work = 40%
- Tests, quizzes, five quick questions = 30%
- Oral Conversation= 30%

### JANUARY EXAM/PROJECT OR FINAL EXAM/PROJECT:

- A January or Final Exam / Project will be assigned this year. This Exam / Project will represent 17.5% of the year's overall mark. The weighting calculation of the exam will be completed at the end of the year as part of the overall mark.

### **Jewish Social Studies**

The Jewish Social Studies course covers the following:

1. Jewish History: From the Patriarchs and Matriarchs (2500 B.C.E) to the expulsion of the Jews from Spain (1492 C.E.)
2. General geography of Israel and its people.
3. Current events.

Inquiry based question:

What is the Jewish community doing at certain pivotal moments in history from 2500 B.C.E. to 1492 C.E.? A timeline of the major events and people will be demonstrated. (As well students will timeline dates marking major events in other parts of the world to help gain perspective in terms of world history).

Textbooks/Resources:

- “Understanding Israel” Sol Scharfstein
- “Jewish History and You” Sol Scharfstein
- Web based information and hand outs
- Internet, newspapers and magazines

The students will be evaluated through daily work, participation in class discussion, maps, individual/group inquiry projects, assignments and their presentations, pop quizzes, and possible quizzes/tests.

### ***Tanach***

The emphasis this year is on two types of biblical literature: 1) the story; 2) the history. This literature will be explored through the book of Samuel II and selected chapters from the book of Genesis. The following topics will be the focus of our studies:

- Historical events during King David’s reign.
- David’s character as a great king and role model
- The Monarch Laws, the Torah, and King David
- The Monarchy in the Ancient East and Israel
- The creation and mythology
- The position and the responsibilities of human being in the world
- Human nature and free choice
- Judgment, justice and mercy

Through class discussions, debates, dramatization, biblical newspapers and research, students will learn the history of the Jewish people, their land, ethics and values. Students will also realize the impact of stories and history of the bible on our lives today.

*Evaluation will be based on Tests , Assignments, Preparation and participation.*

## Alberta Curriculum

### **French**

Grade 7 students will have three classes weekly this year. Speaking, reading, writing, listening, and viewing will be structured around meaningful tasks in French, such as writing an autobiography, discussing students' favourite leisure activities, and reinforcing vocabulary related to school. Grammatical concepts including prepositions, both the irregular verbs "avoir, être, aller, and faire" and the regular –ER, -IR, and –RE verbs in the present tense, and adjectives will also be covered in French class this year.

In order to meet the learning outcomes for Grade 7 French as a Second Language outlined by Alberta Learning, teaching materials have been culled from a variety of different sources. Consequently, there is no single textbook that guides the course. Students will be required to keep all notes and handouts organized neatly in a binder. To promote learning in different ways, numerous teaching techniques and materials will be utilized. These will include the following: texts, worksheets, skits, both oral and written projects, board work, daily oral questions, and review tests and quizzes. Communicative competence in French is of the utmost importance by the junior high level, as students will find adequate oral use of the language most helpful when traveling in French regions of the world.

Students' progress will be evaluated according to the following criteria: demonstrating a positive attitude towards French (5%), class participation (5%), regular use of French in class (10%), oral exercises and presentations (20%), written assignments (10%), binder organization (10%), review tests and quizzes (20%), and projects (20%). Grade 7 students can best succeed in French class this year by coming to class prepared, ready to speak French, and participate in all activities.

### **Health and Life Skills**

The aim of the Health and Life Skills Program is to help students learn about their sense of "Self", how they interact with others, how they perceive the world, and to explore the relationship between their actions and the responses they receive. All course material will be presented in a meaningful and relevant manner in a variety of ways.

### **Wellness Choices**

Students will learn to make responsible and informed choices in order to maintain health and to promote safety for self and others.

- Analyzing the messages and approaches used by the media to promote certain body images and lifestyle choices
- Analyzing social factors that may influence individual food choices, avoidance and use of particular substances
- Examining influences on personal decision making relating to sexual behavior and awareness

### **Relationship Choices**

Students will be helped to better develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Analyzing the need for short-term and long-term support for emotional concerns
- Examining the characteristics of healthy relationships and developing strategies to build and enhance them
- Develop group and individual goal-setting skills

### **Life Learning Choices**

Students will learn to use resources more effectively to manage and explore life roles and career opportunities and challenges.

- Developing improved organizational and study strategies and skills by analyzing different ways that individuals learn
- Differentiating between choice and coercion in decision making for self and others

Human sexuality is integrated and is usually taught by representatives from the Calgary Health Region. Parents will be notified prior to this segment and will be invited to attend a parent information evening prior to the classroom sessions taking place.

Evaluation will be based on class work, participation, and individual and group projects. There will not be mid-term or final exam. Technology will be integrated throughout the course.

### **Information and Communication Technology (ICT)**

The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. The ICT curriculum is not intended to stand alone as a course but rather to become a part of core courses and programs.

ICT outcomes and expectations are organized into three main categories:

- Communicating, Inquiring, Decision Making and Problem Solving
- Foundational Operations, Knowledge and Concepts
- Processes for Productivity

Students will be provided the opportunity to integrate technology into various subjects across both curricula.

### **Language Arts**

Through writing, students will be encouraged to develop precision, clarity and imagination that is required for effective communication. Students will be using the *Language & Writing 7* textbook, Success Maker as well as teacher-prepared materials to meet both curriculum and students' needs.

Areas of focus will include: monthly novel studies, anecdotes and travelogues, Shakespeare, autobiographies and instruction writing.

In addition to the current in-class reading, students will be required to read a novel of their choice during one period each week. Please guide your child in selecting an appropriate novel. You may consult your child's teacher or our school librarian technician if you would like a list of approved Grade 7 novels.

In order for students to develop self-discipline in meeting deadlines, late assignments will lose 10% per day until they are handed in. Students who have been granted permission to hand in late assignments will not be assessed the late penalty.

Each term the grade distribution will generally be as follows. Please note that the percentage weightings for each category may vary somewhat from term to term.

Written Projects	40%
Final Portfolio	20%
Organization	10%
Participation	15%
Tests & Quizzes	15%

## Mathematics

### Course Outline

- Unit 1:** Coordinates and Design
- Unit 2:** Operations on Decimals
- Unit 3:** Geometry and Measurement
- Unit 4:** Fractions, Decimals, and Percents
- Unit 5:** Probability
- Unit 6:** Introduction to Fraction Operations
- Unit 7:** Add and Subtract Fractions
- Unit 8:** Circles
- Unit 9:** Add and Subtract Integers
- Unit 10:** Patterns and Expressions
- Unit 11:** Solving Equations
- Unit 12:** Working With Data

The new mathematics program encourages students to combine what they know with more complex skills and concepts to solve problems in creative ways. These math concepts and their applications are integrated across the curriculum linking concepts from various units.

***Significantly, more emphasis is placed on such areas as statistics and probability, estimation, the use of technology, and problem solving.*** Enrichment and extra help will be provided as required.

### Goals for Students

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems

- communicate and reason mathematically
- appreciate and value mathematics
- be mathematically literate adults

### **Resources**

The text is the new Math Links 7 plus enrichment and remedial materials as required. Accompanying the text is a soft cover Practice and Homework Book. Supplemental materials will also be provided.

### **Evaluation (approximate percentage weighting)**

- Assignments, notebooks: 10%
- Quizzes: 40%
- Unit exams: 50%

There will be a mid-term examination in this subject. Students should keep all notes and tests in preparation for this exam.

### **Homework**

Regular homework (approximately 30 minutes), notebook checks, pop quizzes, and unit examinations will be a normal and required aspect of the course. Some homework will result in student **NOT** completing the assignment given during class time. It is expected that the assignment will be completed at home for turning in the next day. The student must make up all missed assignments, quizzes and exams. It is the student's responsibility to make arrangements for make-up assignments and tests. Otherwise, a grade of zero will be assigned for that work.

### **Tutorials**

Tutorials will be offered as required. Students must come to tutorials with their textbook and notebook ready to work. As well, it is important to have evidence that an attempt has been made to understand and complete the tasks assigned.

### **Supplies needed**

- coil graph notebook
- three-ring binder for handouts, worksheets, exams
- scientific calculator
- geometry set
- pencils and erasers

### **Physical Education**

Students will acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics, and individual activities. Students will understand, experience and appreciate the health benefits that result from physical activity. In Physical Education class, students will interact positively with others and assume the responsibility to lead an active way of life outside of school.

The physical education program for Junior High students is a spiral curriculum which includes a variety of activities for which a higher level of skill is expected for each subsequent grade. There

is a progression of skill in each sport that will continue progressing in grades 8 and 9. Each month will be a different sport with some days of free gym time to explore and refine skills. The following is the breakdown of this year:

Reporting period 1: volleyball, soccer, floor hockey

Reporting period 2: gymnastics, basketball, dance

Reporting period 3: field hockey, badminton, track and field, softball

*Report Card Evaluations:*

Each reporting period mark will include the following components:

30% Class Mark – quizzes, assignments, being changed and ready for class

30% Skill and Improvement (based on grade/age/ability levels) – performing required skills on consistent basis, learning and experimenting with new skills

40% Attitude/Participation - on time for class, sportsmanship, cooperation, leadership, completion of any assignment given in lieu of participation, attitude towards other students and activities

Students will once again be encouraged to participate in intra-mural as well as extra-mural activities throughout the year. Extra-murals include: cross-country, volleyball, basketball and badminton.

Students will have the opportunity to earn 1% - 5% bonus for helping out with elementary intramurals and timekeeping/scorekeeping after school sports.

## **Science**

The Science curriculum consists of five major units.

Unit 1: Interactions and Ecosystems: How human activities affect ecosystems, the methods that can be used to observe and monitor changes in ecosystems, and to assess the impact of our actions.

Unit 2: Heat and Temperature: The scientific principles behind the heat related technologies used to meet human needs, and the implications that these technologies have for the sustainable use of resources.

Unit 3: Structures and Forces: The ability of structures to stand up under load, the forces acting on structures, and the types of materials and design characteristics that contribute to their strength and stability.

Unit 4: Plants for Food and Fibre: The production of useful plant products, the techniques used, the knowledge they are based on, and the application of those techniques in a sustainable way.

Unit 5: Planet Earth (Geology): The surface of the Earth and why its continually changing.

The science curriculum is divided into 3 major emphases, and each of these areas is explored throughout the course.

1. Nature of Science
- 2 Science and Technology

### 3. Social and environmental context of science and technology

Evaluation:

Each report card mark will be calculated using the following breakdown:

Homework/Labs/Quizzes:	40%
Projects	5%
Science Journal	5%
Exams/Final Exam	50%

Class time will be given to work on most assignments, and homework can be kept to a minimum if this class time is used effectively. Even on nights, where no assigned homework has been given, review of scientific concepts thought is strongly advised. Ten to fifteen minutes of study per day will enhance the understanding of the material being taught, and improve student performance in science class.

Late assignments will lose marks unless accompanied by a note with a valid excuse that is signed by a parent.

Extra Help: Students experiencing difficulties in the subject matter are strongly encouraged to seek help as soon as possible and not on the day before a major test. Students can get help during short and long recess, or with arrangements, after school.

Field Trips: Field trips are an integral part of the program. Details of trips will become available as the year progresses.

#### **Social Studies**

During the first semester, students will study the events that led up to confederation. Students will explore the relationships between the British, the French and the Aboriginal people and the role that these distinct groups played in the “path to Confederation”. We will look at the Fur Trade and the conflicts that led up to Canada becoming independent from the British.

In the second semester, Students will explore the post Confederation landscape. Students will look at the impact of Confederation on the different groups of individuals including the Aboriginal and French. Key topics will include the development of the west and the impact of the railroad on trade across the country. We will also look at how mass immigration policies formed the basis of multiculturalism.

Students will be expected to question and critically examine the different historical events. Students will be encouraged to look at how the “stories” of the past helped shape modern day Canada. Weekly Current Events will help students make the connection between the past and the present and foster critical thinking skills. Technology will let students explore different perspectives and points of view related to the different topics.

#### Assessment

1. Effort, Participation and Preparedness – 10%
2. Homework/class assignments – 20%
3. Term project and presentations – 20%
4. Tests and Exam – 30%

