

# The Calgary Jewish Academy

בית הספר  
היהודי  
בקלגרי



The Calgary  
Jewish  
Academy

## Curriculum Outline

### Grade Eight 2009-2010

#### Subjects/Teachers

French

Health & Personal Life Skills

Hebrew Language

Hebrew Language

Jewish Social Studies

Language Arts

Mathematics

Physical Education

Science

Social Studies

*Tanach*

Electives

Options

Special and Gifted Services

Technology Support

Library Support

Remedial English/Hebrew

& English as a Second Language

Guidance Counsellor

Mr. R. Porterfield

Ms. B. Dare

Mr. Y. Suissa

Mr. N. Stilman

Mr. N. Stilman

Ms. C.S. Rabinovitch

Ms. K. McIntosh

Mr. A. Kouperman

Mrs. K. McIntosh

Mrs. S. Gaon-Kazdan

Mrs. T. Gersten

Various

Various

Ms. F. Bowden

Mr. Y. Suissa

Ms. T. Belanger

Ms. T. Freidman

Mrs. S. Gaon-Kazdan

## 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

The objective is for students to become more proficient in the Hebrew language and gain confidence in their ability to participate in a conversation.

In order to achieve this objective, students will practice conversational skills and learn relevant vocabulary, which will be useful in real life settings.

During Hebrew classes students will enrich their knowledge of Jewish holidays through relevant articles, discussions and activities such as questions, puzzles, movies etc.

A collection of topics such as tours, travels, fashion and politics, will be taught via various articles in magazines and newspapers and research done by the students.

Students will work various projects to enhance their reading and writing abilities.

The material requirements will be modified to student's Hebrew level.

### Evaluation:

This will be based on students' preparation, participation in class, use of Hebrew in conversation and discussions and written work and projects.

### Jewish Social Studies

The objectives of this course are to familiarize students with Jewish History, learn about important sites and cities in Israel and deal with current events involving the Jewish world. Students will be learning about the Holocaust as part of the Asper Foundation program to prepare them for their visit to Washington D.C.

The course will focus on the following units:

The expulsion from Spain

The Crusades

Jews in Eastern Europe

The Renaissance and the French Revolution

The Holocaust

Important Jewish leaders

Places in Israel: Tel Aviv, Eilat, Zfat and the First Moshavot

The water system in Israel.

The students will learn through a variety of activities such as:  
Individual and group assignments, use of technology, research in the library, plays, games and educational movies and clips.

Evaluation will be based on class participation, assignments, homework, group and individual projects and tests.

## **Tanach**

We will open the year studying social laws from the book of Exodus. These laws will be compared to codes of laws in the ancient near east. This comparison study will shed light on the Israeli society and its morals in ancient time, enabling the student to understand how advanced and compassionate it was. It will also enable the student to understand the dynamics in the Israeli society during the kings' times, which is our next book. Did the people of Israel abide by these laws or didn't they? Were they justly punished or rewarded? Was it a just society or a corrupt one, that led to its own destruction and expulsion from their homeland. What are the lessons a society, anywhere and at any given time, can learn from that, which yet again, shows the universalism of the Bible, its laws and the lessons it teaches all of us.

<b>Alberta Curriculum</b>
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## **French**

Grade 8 students will have three classes weekly this year. Speaking, reading, writing, listening, and viewing, will be structured around meaningful tasks in French, such as learning about Canadian geography, discussing students' ideal vacations, and communicating about advertising techniques in French. We will review the irregular verbs "avoir, être, aller, and faire" and regular -ER verbs, learn the regular -RE and -IR verbs in the past, present, and future tenses. Other grammatical concepts including the affirmative vs. the negative, prepositional phrases using **à** and **de**, and helpful hints for distinguishing the gender of nouns in French will also be taught.

In order to meet the learning outcomes for Grade 8 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 of their notes and handouts neatly organized in a binder. To promote learning in different ways, numerous teaching techniques and materials will be utilized. These will include the following: texts, tapes, magazines, games, worksheets, skits, both oral and written projects, board work, daily oral questions, cultural activities, 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 Personal Life Skills**

The aim of the Health and Life Skills Program to help students learn about their sense of “self”, how they interact with others, how they perceive the world and their place in it, and exploring 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 impact of positive and changing choices on health throughout the life span
- Determining the signs, methods and consequences of various types of abuse
- Identifying and describing the responsibilities and consequences associated with involvement in a sexual relationship

### **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.

- Describing the characteristics of persistent negative feelings and identifying signs associated with suicidal behaviour and related intervention strategies
- Developing strategies for maintaining healthy relationships
- Describing and demonstrating the characteristics of an effective group leader

### **Life Learning Choices**

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

- Examining learning priorities and implementing a learning plan
- Beginning to develop goals and priorities relating to learning and future career paths, based on personal interests, aptitudes and skills
- Determining and developing time management strategies and skills to establish personal balance

Human sexuality is integrated and is usually 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 is no 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 8* textbook, Success Maker as well as teacher-prepared materials to meet both curriculum and students' needs.

Areas of focus will include: novel studies (class & independent), travelogues, non-fiction writing, Shakespeare, 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 library technician if you would like a list of approved Grade 8 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: Numbers

- Perfect squares, square roots, integers, fractions, rates, ratios and proportions

#### Unit 2: Variables and Equations

- Solving linear equations

#### Unit 3: Graphing 2 Variable Linear Equations

- Analyzing graphs, drawing graphs

#### Unit 4: Measurement

- Pythagorean Theorem, 3-D Nets, surface area, volume

#### Unit 5: 3-D objects and 2-D shapes

- Interpreting 3-D views, drawing 2-D views of 3-D objects

#### Unit 6: Congruency and Polygons

- Determining congruency of different polygons

#### Unit 7: Data Analysis

- Critiquing data represented in graphs

#### Unit 8: Probability of Independent Events

- Determining the probability of independent events

The mathematics program encourages students to combine what they know with new skills and concepts to solve problems in creative ways. Emphasis will be placed on communicating mathematical ideas in multiple ways including concretely, pictorially and symbolically to solve mathematical problems.

The textbook for this class is Math Links 8 by McGraw-Hill Ryerson. Other resources will also be used as needed. Enrichment and remedial materials will be given as needed.

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

Homework	20%
Quizzes	20%
Projects	10%
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 mathematical concepts taught 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 math 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.

## **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 follows a spiral curriculum and includes a variety of activities for which a higher level of skill is expected for each subsequent grade. The grade 8 expectations change from grade 7. The foundations of grade 7 are built upon and concepts become more sophisticated. Of course, if students are interested in moving beyond the second level of concepts, they can do so. 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, dance

Reporting period 2: floor hockey, basketball, fitness

Reporting period 3: European hand ball, badminton, gymnastics

Grade 8 students will be graded on their continuing development in skills beyond grade 7. They may also be asked to meet standards that have been specifically set for their grade. This type of assessment is combined with other forms of evaluation, including presentation outcomes, and standards based outcomes. By providing a variety of testing procedures, there is a belief that every student will have a chance to excel through growth and milestone measurements.

### *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 intramural as well as extramural activities throughout the year. Extramurals include volleyball, badminton, basketball and cross country.

Students will also have the opportunity to earn 2% - 5% bonus each term for helping out with elementary intramurals, and timekeeping/scorekeeping after school sports.

## Science

The Science curriculum consists of five major units.

Unit 1: Freshwater and Saltwater Systems: The study of how land, water and climate interact and how the water systems affect living things.

Unit 2: Cells and Systems: The study of the diversity of living things, and the variation in their structure and function, focussing on cells and organ systems.

Unit 3: Mix and Flow of Matter: The study of fluids, their manufacture, uses and properties.

Unit 4: Mechanical Systems: The study of machines, and how they transfer and use energy efficiently.

Unit 5: Light and Optic Systems: The study of light, and the technologies that have been developed that use light.

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**

### **Historical Worldviews Examined**

Students will examine issues related to contact between societies with differing worldviews. They will explore how these worldviews were by people in different times and in different places. Students will reflect on their own worldviews and assess what influences their thinking. The study of regions and their histories helps us to see the world as an integrated system of places that we can comprehend as an interdependent whole. It helps us to understand where differing cultures came from and where they are going. The grade 8 course of studies will focus on Japan: past and present, the history of renaissance Europe, and history of conflict in south America between the Spanish and the Aztecs.

#### ***Topic A: Japan: From Isolation to Adaptation***

The intent of this study is to give students an understanding and appreciation of how values, beliefs and knowledge can contribute to a society's isolation or adaptation.

#### **Topic B: Origins of a Western Worldview: Renaissance Europe**

Through examination, students will examine and appreciate how the exchange of ideas and knowledge in renaissance Europe helped to shape the worldview of the modern western world.

#### **Topic C: Worldviews in Conflict: The Spanish and the Aztecs**

Students will examine the Spanish and Aztecs societies, and demonstrate an understanding and appreciation of how intercultural contact affects worldviews of differing societies.

*Evaluation will be based on individual assignments, projects, tests, quizzes, group work, oral presentations, research-based writing as well as class participation.*