

# The Calgary Jewish Academy



## Curriculum Statement

Grade Nine

2009-2010

### Subjects/Teachers

French

Hebrew Language

Hebrew Language

Jewish Social Studies

Language Arts

Mathematics

Physical Education

Science

Social Studies

Electives

Options

Mr. R. Porterfield

Mr. N. Stilman

Mrs. T. Gersten

Mr. N. Stilman

Ms. L. Anderson

Ms. K. McIntosh

Mr. A. Kouperman

Mrs. K. McIntosh

Mr. Y. Suissa

Various

Various

Special and Gifted Services

Technology Support

Remedial English/Hebrew

& English as a Second Language

Guidance Counsellor

Library Support

Ms. F. Bowden

Mr. Y. Suissa

Ms. T. Freidman

Mrs. S. Gaon-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

The main objective is to have students gain confidence in their ability to participate in Hebrew conversation based on the Hebrew Language Proficiency approach.

In order to achieve this objective, students will participate in conversation 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 (such as “the pomegranate H’rimon” for Hagei Tishrey), discussions and activities such as, puzzles, movies etc.

A collection of topics such as food, methods of communication, music, clothing and fashion will be taught. Articles related to these topics and various topics of conversation, will be used based on students’ interests.

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

Evaluation:

Students’ evaluation will be based on students’ conversations in class, written assignments, preparation and tests.

### Tanach

Grade 9 Tanach classes will take place during the second semester only.

We will focus on selected chapters from books of the classical Prophets, Isaiah Jeremiah, Ezekiel, Jonah, Micha, and Amos. Students will explore topics such as Repentance, Spiritual and Political leadership, The Apocalypse, Divine and Social Justice, and Exile and Redemption. Student will work on a comparative project between the 3 major religions. Learning of the similarities and differences between these monotheistic religions.

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

## **Jewish Social Studies**

The objectives of this course are for the student to be familiar with the Jewish history and the Land of Israel.

To appreciate the difficulties encountered by the founders of the state of Israel and the road to independence.

The course will focus on the following topics:

Immigrations (Aliot) to the land of Israel

Zionist movements outside of Israel

Zionist Congresses

The British Mandate and the Balfur Declaration

WWI and WW2

Jewish organizations in Israel before establishment: Nil"i, Hashomer, Bar Giora, H'haganah, Etze"l, Lehi

Leaders and leadership

Declaration of Independence of the State of Israel

Struggle for survival in Israel

Israeli wars during the years and peace agreements.

The students will learn through a variety of activities such as:

Individual and group assignments, use of technology, research time in the library and games. The main project will integrate both Alberta Social Studies and Judaic Social Studies curriculum outcomes.

Evaluation:

Evaluation will be based on:

Class participation assignments

Groups and individual projects

Tests

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

Grade 9 students will have three classes each week during the first semester and two classes weekly during the second semester. Speaking, reading, writing, listening, and viewing will be structured around topics including:

-an initial review

-Sports and Exercise

-Housing

-Community

In order to meet the learning outcomes for Grade 9 French dictated 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 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, tapes, magazines, games, worksheets, skits, both oral and written projects, board work, daily oral questions, cultural activities, and review tests and quizzes. Oral communication will be of primary importance this year in order for students to be well prepared for high school French.

Students' progress will be evaluated according to the following criteria: having 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 9 students can best succeed in French class this year by coming to class prepared, ready to speak French, and participate in all activities.

## **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 *Elements of English* textbook, as well as teacher-prepared materials to meet both curriculum and students' needs.

Areas of focus will include: novel studies, creative writing, poetry and journaling.

In addition to the current in-class reading, students will be required to read a novel of their choice during two periods each week. Please guide your child in selecting an appropriate novel. You may consult your child's teacher or our school librarian if you would like a list of approved Grade 9 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	35%
Final Portfolio	25%
Organization	5%
Participation	25%
Tests & Quizzes	10%

## **Mathematics**

Course Outline:

Introduction:

Mathematics 9 has 6 units and each has a major emphasis on: the nature of mathematics, mathematics and technology, and mathematics and society. Each is designed to develop the

student's critical thinking abilities. Emphasis will be placed on communicating mathematical ideas in multiple ways including pictorially, symbolically, as well as concretely, to solve mathematical problems.

Textbook: MathLinks 9 McGraw-Hill Ryerson

Topics of Study:

1. Number Concepts
  - Number sets (Rational and Irrational numbers), Powers and Exponents
2. Patterns and Relations
  - Modeling and Writing Expressions, Solving Linear Equations, Solving Inequalities, Problem Solving
3. Polynomials
  - Adding and Subtracting Polynomials, Multiplying and Dividing Polynomials, Factoring Polynomials
4. Geometry
  - Similarity, Congruence and Circle Geometry
5. Transformations
  - Symmetry, Translations, Reflections and Rotations
6. Statistics and Probability
  - Data collection, Samples, Graphing, Probability

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

Quick Questions/participation/preparation	10%
Homework	20%
Quizzes	20%
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. Continual review of mathematical concepts is strongly advised, as is use of the Success Maker program. Late assignments will lose marks unless accompanied by a note with a valid excuse that is signed by a parent.

Extra Help: Students who are experiencing difficulty 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 book times for help during short and long recess, as well as after school.

Preparedness: Involves being ready to work with the following materials in every class:

- Math Text
- Math Binder
- Math Model Book
- Pencil and eraser and ruler
- Calculator

Complete Assignments include the following:

- all math work must be completed using a PENCIL.

- all assignments must include a NAME, DATE, and TITLE.
- a copy of the QUESTION included in the solution (point form where appropriate).
- show ALL intermediate steps involved in solving the question – answer should be circled or encased in a box

## **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. Grade 9 students may start off at a variety of levels (some further ahead, some behind, most at grade level), so each person will attempt to show a mastery of various skills that are more difficult than those covered in grade 8. 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:*

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 1% - 5% bonus each term by helping out with elementary intramurals or timekeeping/scorekeeping after school sports.

## **Science**

Course Outline:

Introduction:

The Science 9 program consists of five major units. In each of these units the students will:

- Develop an understanding of the nature of science and technology, and the relationship of science with society.
- Construct knowledge and understanding of concepts in life science.

- Develop skills required for scientific inquiry.
- Develop an interest in science, while working with respect, collaboration and safety.

The course content will be approached from a “hands-on” perspective, providing the students opportunities to work in the lab, participate in cooperative activities, observe and create demonstrations, and attend field trips.

Textbook: Science Focus 9 McGraw-Hill Ryerson

Topics of Study:

1. Environmental Chemistry - students learn how human-produced chemical substances enter and interact with the environment.
2. Matter and Energy – an introduction to the atom, elements, periodic table, and chemical theory.
3. Biological Diversity - the study of diversity among living things.
4. Electrical Principles and Technologies - principles that underlie electrical technologies, the form and function of electrical devices.
5. Space Exploration – the history of space exploration and the technologies that have played an essential role in the study of space environments.

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

Quick Questions/participation/preparation	5%
Homework, Labs	25%
Quizzes	20%
Projects	10%
Exams/Final Exam	40%

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

Extra Help: Students who are experiencing difficulty 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 book times for help during short and long recess, as well as after school.

Preparedness: Involves being ready to work with the following materials in every class:

Science Text  
 Science Binder  
 Pencil and eraser and ruler  
 Calculator

## Social Studies

Political and Economic systems are the main foci of study in grade 9 Social Studies. As specified by Alberta learning the following topics will be of particular focus:

- Structure of Canada’s federal political system
- The role that citizens and organizations play in Canada’s justice system
- The impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada
- Impact of increased demand for recognition of collective rights on the legislative process in Canada
- How legislative processes attempt to address emerging issues of immigration
- Compare and contrast the principles and practices of market and mixed economies
- Assess, critically, the relationship between *consumerism* and *quality of life* in Canada and the United States
- Assess, critically, the interrelationship between political decisions and economic systems

In addition to specified curricular requirements, we will examine “Issues” through personal and group inquiries into both the political and economic systems of Canada, the United States of America, and Israel. Students will follow selected “News Stories” of their choice and develop their understanding by exploring political and economic issues as they emerge from their selected “News Story”. This “case studies” approach permits detailed analysis of each topic through specific examples from current events as they relate to students’ interests. The social studies curriculum is designed to provide opportunities for students to use problem-solving and decision-making strategies, which students can transfer to their own lives. Current events activities encourage students to make connections between concepts studied in several subject areas and occurrences in today’s world.

Grade 9 teachers are aware of the many links that can be made between particular subject area educational goals and will present students with learning tasks that draw upon skills and knowledge from several curricular areas of the CJA’s program of study.

Student Evaluation Considerations:

- **Use of class time**

Students are expected to use class time effectively, collaborate with peers, and assist each other as needed. Use of class time will account for 30% of the final mark assigned to students at the end of each term.

- **Projects and assignments**

Projects and assignments will include formally outlined expectations, due dates, and evaluation criteria. Students are expected to complete assigned work on time. It is very important to advise the teacher about extensions well in advance. Projects and assignments marks will account for 45% of the final mark assigned to students at the end of each term.

➤ **Quizzes and tests**

There will be one test per semester and several quizzes might be assigned as needed. Tests and quizzes will account for 25% of the final mark assigned to students at the end of each term.

➤ **Homework**

It is not planned to assign much homework. However, students are expected to review their notes on a regular basis, to prepare effectively for classroom activities, and to complete assignments on time. Sufficient time will be provided to students during the school day and homework would normally result from poor use of class time.

Students will write the Grade 9 Social Studies Provincial Achievement Test.