

**GRAY ACADEMY OF JEWISH EDUCATION
CURRICULUM OVERVIEW
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GRADE SEVEN ENGLISH

INTRODUCTION

- Students will be exposed to a variety of literary genres.
- Through both written and oral communications
 - they will explore thoughts, ideas, feelings and experiences
 - they will comprehend and respond personally and critically to a wide range of literary forms.
- The beginning skills of literary analysis will be introduced.
- Students will have the opportunity to speak, read, write, view and represent.
- Spelling, grammar, and creative writing are also essential components of the course.

COURSE OUTLINE

SHORT PROSE

A variety of literary and transactional activities will allow students to appreciate, analyze, and evaluate materials.

NOVELS

Through the class study of novels, students will study

- plot
- characters
- setting
- theme
- figurative language

They will express their understanding through written comprehension and creative assignments.

PUBLIC SPEAKING

- small group and class discussion
- informal debating
- oral presentations

Students will gain experience in

- clarifying ideas
- presenting opinions
- providing others with relevant feedback

POETRY

The emphasis of our poetry section will be exposure to various types of poetry and an examination of the figurative language contained therein.

ASSESSMENT

- tests
- in class assignments
- quizzes
- presentations
- paragraph writing

RESOURCES

- "Sightlines 7"
- short stories
- "Working Words in Spelling"

Possible novels include:

- "Tuck Everlasting"
- "Banner In The Sky"
- "Underground to Canada"

GRADE EIGHT ENGLISH

INTRODUCTION

Grade Eight Language Arts builds on the skills and experiences introduced in Grade Seven, expanding the opportunities for more complex study. Literary analysis skills are enhanced through the study of more sophisticated reading selections. Various writing skills are introduced and practiced throughout the course. Both literary and creative writing opportunities are presented, as well as public speaking and debating.

COURSE OUTLINE

- literary analysis
- fiction
- short stories
- poetry
- film and television
- novel studies – some possible considerations include
 - “Sworn Enemies”
 - “The Pigman”
 - “The Garden”
 - “Cue for Treason”

Several literary and transactional activities will be completed in studying fictional writings. There will be an emphasis on comprehension reading skills that involve

- recognizing fictional story elements
- activating prior knowledge
- finding and interpreting context clues
- identifying and understanding themes
- literary analysis

Students will be able to recognize and distinguish fictional from non fictional writing. In the course of these studies, students will learn to determine authors’ purposes for writing and use textual cues to ease comprehension of material. They will also gain skills that lead to understanding point of view and differentiating between fact and opinion. Some of the materials will include

- newspaper and magazine editorials
- journals and diaries
- magazine style and/or textbook style articles
- cartoons
- internet sites
- advertisements in various media formats

WRITING

Paragraph writing skills will be reviewed. Students will continue to learn how to develop and implement writing plans. The use of graphic organizers will demonstrate methods of efficient organization. Students will apply various writing skills with a particular stress on revising and editing. Students will analyze and evaluate effective writing techniques.

As well students will practice different writing styles and formats; some of which may include

- creative writing
- persuasive writing
- journaling and reflection
- compare and contrast
- personal narratives
- literary analysis

PUBLIC SPEAKING

Through small group and class discussion, informal debating, and oral presentations, students will gain experience in clarifying ideas, presenting opinions, and providing others with relevant feedback.

ADDITIONAL UNITS AND AREAS OF STUDY

Different classes will also work on various other areas or units of study. Some of these may include

- a specific spelling program
- vocabulary-building skills
- extensive bulk-reading program
- research/inquiry-based projects
- an exploration of various types and methods of presentation (for example; Power Point, art, music)

ASSESSMENT

Assessment will consist of a wide array of evaluation techniques including

- group and individual assignments and projects
- paragraph writing responses
- journals, oral responses
- quizzes and tests

Students will be advised of expectations. Rubrics and/or check-lists will be provided wherever appropriate.

RESOURCES

- "Sightlines 8 Anthology"
- various short stories and poetry
- novels
- "Working Words in Spelling"

ENGLISH 10F

INTRODUCTION

Students will be involved in a variety of language arts activities which will build upon the skills introduced in Grade 7 & 8. Students will

- explore thoughts, ideas, feelings and experiences
- comprehend and respond personally and critically to oral, literary and media texts, always with the global view in mind

COURSE OUTLINE

SHORT PROSE

Fiction and non-fiction selections will allow students to critically evaluate various aspects of literature, including reading for meaning, style, plot and character development, the use of symbolism and foreshadowing.

NOVELS

A variety of literary and transactional activities will be used in the study and analysis of novels such as

- In the Heat of the Night
- Of Mice and Men
- The Chocolate War

SHAKESPEARE

Students will be introduced to the world of Shakespeare through a study of "Julius Caesar".

POETRY

Various genres of poetry will be explored so students have the opportunity to enjoy, understand, and write their own poetry.

HOLOCAUST LITERATURE

Various aspects of the Holocaust will be examined through exposure to stories, articles and poems.

WRITING ACTIVITIES

Students will participate in various writing activities, ranging from academic writing, to poetry and other creative activities. Formal essay writing skills are introduced in Senior 1.

ASSESSMENT

Students will write two exams, one in January and one in June.

Term work is based upon

- in-class assignments
- tests
- quizzes
- creative projects

Homework and class participation are also included in each term mark.

The final grade is composed of

- 20% 1st Exam
- 20% 2nd Exam
- 20% 1st Term Mark
- 20% 2nd Term Mark
- 20% 3rd Term Mark

ENGLISH 20F

INTRODUCTION

The year's course work will comprise three main components: literature, language skills and creative expression. It will be organized by theme as well as by genre (e.g. Identity, Short Prose).

LITERATURE

a study of

- drama
- short prose
- poetry
- novels

A main goal is to develop an appreciation of language in various literary genres. We will also look at other non-verbal forms of artistic expression such as film, art and music to begin to understand how different artists convey emotions and ideas through their respective art forms. Considering the pervasive influence of the media on our world, it is also important that we continue to develop an awareness of the power of images and the printed word in order to make informed choices in our increasingly hectic daily lives.

CREATIVE EXPRESSION

Self-expression can take on many forms, and every effort will be made to help you find your voice, your vehicle of expression whether it is through writing or some other form.

- creative writing
- drama activities
- group projects

LANGUAGE SKILLS

We will work towards "clarity of expression", both written and oral. Here, activities are designed to foster understanding of how to communicate your ideas and emotions clearly and concisely.

- vocabulary development
- grammar/usage exercises

COURSE OUTLINE

Drama as an Art Form

- one-act plays
- short stories
- poetry
- "Tea and Sympathy" (play)
- "April Raintree" (novel)

Themes: Love, Female Role, Sexism, Stereotypes

- 19th Century poetry, art, music
- short stories
- "Romeo and Juliet" (play)
- "Of Mice and Men" (novel)
- film study

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Themes: Relationships, Conflict, Male Role

- 20th Century poetry, art, music
- short stories
- “Flowers for Algernon” (novel)
- “**1984**” (novel)
- film study

Themes: The Individual and Society, Truth/Deception, Propaganda

ASSESSMENT

Evaluation will be based on

- in-class work and homework assignments
- January exam, June exam and term marks will be combined to arrive at a final mark.

ENGLISH 30S COMPREHENSIVE

INTRODUCTION

Students will study a wide variety of literature including novels, Shakespearean and modern dramas, short stories, poetry, essays, and articles. Students will explore the longer writing formats including short stories, reports, reviews, personal and formal essays.

COURSE OUTLINE

At this level, students will work to develop their evaluation skills. Students will be asked to consider style in relation to literary and non-literary works with a strong emphasis on developing critical thinking skills. These skills are developed through a detailed study of literature and language, creative and formal writing, and group work.

While a wide variety of material including journalistic, technical, transactional, literary and dramatic will be used, the emphasis will be focused equally on transactional and literary materials.

We encourage students to read widely and to develop their critical thinking skills.

We expect a high level of participation, preparation, and performance, both written and oral.

RESOURCES

- texts used include drama such as The Glass Menagerie, Macbeth, and Oedipus Rex
- novels include Lord of the Flies, Animal Farm, and Brave New World
- a selection of short stories, poetry, articles and essays

ASSESSMENT

- homework
- in-class essays
- tests
- research papers
- literary essays
- mid-term and final exams in January and June respectively

ENGLISH 40S COMPREHENSIVE FOCUS

INTRODUCTION

The more pragmatic, transactional use of language will be examined through journalistic, technical and transactional media. - language that informs, directs, persuades, plans, analyzes, argues and explains in both traditional and digital forms.

The emphasis of the course is 50% transactional and 50% literary.

COURSE OUTLINE

Students will examine and produce a wide range of texts in the transactional and literary forms. This **comprehensive** specialized curriculum will provide students with goals and objectives related to reading, writing, listening, speaking, viewing, and critical and independent thinking.

Students will study a wide variety of writing with relation to style and the writing and literary devices used to convey meaning.

All aspects of reading, writing listening and speaking skills will be developed. The emphasis will be on form and its application.

RESOURCES

- Students will enhance their skills in reading and appreciating a range of forms, genres, and media. including
 - drama such as Death of a Salesman and Hamlet
 - novels such as The Stone Angel and The Great Gatsby
 - a wide selection, both historical and thematic, of poetry, short stories, articles and essays

ASSESSMENT

- Provincial English Language Arts Standards Test in January. A significant percentage of the of the student's final grade in this course will be the 30% determined by the results of the Provincial exam.
- The remaining 70% will be awarded for school based work, formal and personal essays, homework, tests, creative writing projects and presentations.

ENGLISH 40S LANGUAGE AND LITERARY FORMS

INTRODUCTION

Students will study the aesthetic and pragmatic use of language through the study of a wide variety of literature.

Students study these works with special regard to language, image, character, action, argument and the various techniques and strategies authors use to evoke emotional response from readers.

COURSE OUTLINE

The course requires a major individual research project as well as group assignments. Although students will be encouraged in creative writing, much of the writing will be focused on writing about literature. All forms of writing and responding to literary works are designed to allow students to gain insight into a variety of literary forms and styles.

RESOURCES

- modern and contemporary English, Canadian, and American writing
- writing in translation from other countries and cultures, both fiction and non-fiction

ASSESSMENT

- formal and personal essays
- homework
- tests
- a major individual research project
- creative writing projects and presentations
- a final school based exam

GRADE SEVEN MATHEMATICS

INTRODUCTION

Grade Seven Mathematics continues the development of the four strands as stated in the document Grades 5 to 8 Mathematics: A foundation for Implementation, developed by Manitoba Education and Training in 1997.

The objectives of Grade Seven Math are to develop:

- logical thinking skills
- data analysis skills
- problem-solving skills
- mental math and estimating skills
- the use of technology

COURSE OUTLINE

Number Concepts and Operations

- place value
- estimating and rounding off
- exponents and scientific notation
- factors and divisibility
- fractions and integers
- calculating percent
- calculating ratio and rate
- operations with integers

Patterns and Relations

- variables in expressions
- words and symbols
- solving equations
- ordered pairs
- graphing ordered pairs

Shape and Space

- circumference
- classifying angles
- angles and parallel lines
- intersecting and perpendicular lines
- classifying triangles
- transformations: translations, reflections and rotations
- symmetry

Statistics and Probability

- surveys and samples
- pictographs, bar graphs, broken line graphs, circle graphs, stem and leaf plots
- mean, median, mode and range
- possible outcomes
- probability

ASSESSMENT

- homework assignments
- quizzes
- tests

RESOURCES

- Math Power 7 (Western Edition)

GRADE EIGHT MATHEMATICS

INTRODUCTION

Grade 8 Mathematics continues the development of the four strands as stated in the document , Grades 5 To 8 Mathematics: A Foundation For Implementation, developed in 1997 by Manitoba Education and Training. The objective of this course is to develop:

- logical thinking skills and data analysis skills
- an understanding and a mastery of basic algebra skills
- a proficiency in problem solving

COURSE OUTLINE

Concepts and Operations

- power and exponent
- scientific notation
- square roots
- rational numbers
- 3-term ratios
- percents and fractions

Patterns and Relations

- variables, evaluate algebraic expressions
- solving linear equations and word problems

Shape and Space (measurement)

- diameters, radii and circumferences of circles
- perimeter and areas of polygons
- surface area and volume for right prism, cylinder or composite object, properties of quadrilaterals and regular polygons

Statistics and Probability

- box and whisker plots
- measures of central tendency and distribution
- sample space, population
- probability of 2 independent events, experimental probability and theoretical probability

ASSESSMENT

For each term:

- homework assignment
- note book organization
- quizzes
- tests

Final grade will be evaluated as:

- Term 1 20%
- Term 2 20%
- Term 3 20%
- January exam 20%
- Final exam 20%

RESOURCES

- Mathpower 8 (Western Edition)
- The Learning Equation

MATHEMATICS SENIOR 1 10F

INTRODUCTION

As the first year course in high school mathematics, this course is designed to begin providing the basics that will be used throughout high school and into university mathematics. The course is also intended to provide students with insights as to what mathematics courses they might choose in future studies. The entire curriculum can be found in the document “Senior 1 Mathematics: A Foundation for Implementation” (1997, Manitoba Education and Training). From this document, the goal of this course is to ensure that students “learn to value mathematics, become confident in their mathematical abilities, become mathematical problem solvers, learn to communicate mathematically, and learn to reason mathematically”

COURSE OUTLINE

(Note: Topics will not necessarily be covered in this order)

Unit A: Mathematical Reasoning

- using logic, patterns, and technology
- problem-solving

Unit B: Statistics

- collect/analyze experimental results
- data collection methods
- scatter plots, lines of best fit

Unit C: Polynomials

- rational number system and classifying (natural, whole, integer)
- identifying constants, coefficients, and variables in polynomial expressions
- adding/subtracting polynomials
- evaluating polynomials
- multiplying polynomials (monomial times polynomial and binomial times binomial)
- dividing polynomials by monomials
- factoring (common factor and simple trinomial factoring)

Unit D: Spatial Geometry (Note: Only **one** of Unit D or Unit K is to be done)

- recognizing and drawing the locus in practical problems
- drawing plan and model of a 3-D object from sketches and models
- sketch or build a 3-D object given its plan and elevation views

Unit E: Linear Relations

- solve and verify linear equations in one variable in various forms
- word problems

Unit F: This unit has been deleted from the current course.

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Unit G: Probability

- decision-making
- probability of independent events

Unit H: Powers and Exponents

- terms: power, base, coefficient, exponent
- exponent laws (including whole number/integral exponents)
- scientific notation
- square roots

Unit I: Trigonometry

- similar triangles
- using trigonometric ratios (sine, cosine, tangent) to solve right triangle problems

Unit J: This unit has been deleted from the current course.

Unit K: Transformational Geometry (Note: Only **one** of Unit D or Unit K is to be done)

- transformations, dilatations, reflections
- congruence and translations, rotations, and reflections
- similarity and dilatations

ASSESSMENT

- There will be 3 terms; each is worth 20% of the final mark.
- The mid-course exam (January) will be worth 10% of the final mark.
- The final exam (June) is a provincial standards test and will be worth 30% of the final mark.

Within each term, the approximate mark breakdown will be

Item	Value Towards Term Mark
Tests, Quizzes	70-80%
Coursework (Daily Homework, Assignments)	20-30%

RESOURCES

- textbook - MathPower 9 (Western Edition)
- computer program - The Learning Equation 9

PRE-CALCULUS MATHEMATICS 20S

INTRODUCTION

This course continues the preparation towards University mathematics as well as providing background for future math and science courses. The entire curriculum can be found in the document “Senior 2 Pre-Calculus Mathematics: A Foundation for Implementation” (1998, Manitoba Education and Training). From this document, the goal of this course is to ensure that students “value mathematics, are confident in their mathematical abilities, are mathematical problem solvers, communicate mathematically, reason mathematically and think critically, and are proficient in basic skills and concepts”.

COURSE OUTLINE

(Note: Topics will not necessarily be covered in this order)

Unit A: Polynomials / Factoring

- multiplying and dividing polynomials
- factoring trinomials and binomials

Unit B: Analytic Geometry

- finding distance, midpoint, and slope
- graphing linear equations
- finding equations of lines
- parallel and perpendicular lines

Unit C: Trigonometry

- angles of elevation and depression
- problems involving two right triangles
- working with sine and cosine between 0 degrees and 180 degrees
- sine and cosine laws (excluding the ambiguous case)

Unit D: Exponents and Radicals

- classifying numbers (natural, whole, integer, rational, irrational)
- exponent laws (including rational exponents)
- operations on monomial and binomial irrational numbers (both exact and approximate)

Unit E: Geometry

- volume and surface area of spheres
- scale factor and areas/volumes
- quadrilateral properties

Unit F: Rational Expressions / Equations

- finding non-permissible values
- writing equivalent forms of rational expressions
- operations (+, -, *, /) with rational expressions
- finding solutions to rational equations

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Unit G: Functions

- drawing/analyzing graphs (linear and non-linear)
- defining functions
- functional notation

Unit H: Statistics / Probability

- sampling techniques
- inferences and generalizations
- expected gain/loss

Unit I: Variation / Sequence

- recursive/non-recursive tables
- direct variation
- arithmetic sequences
- general term and sum formula for arithmetic sequences

ASSESSMENT

- There will be 3 terms; each is worth 20% of the final mark..
- The mid-course exam (January) will be worth 20% of the final mark.
- The Final Exam (June) will be worth 20% of the final mark.

Within each term, the approximate mark breakdown will be

Item	Value Towards Term Mark
Tests, Quizzes (including Mental Math)	70-80%
Coursework (Daily Homework, Assignments)	20-30%

RESOURCES

- textbook - MathPower 10 (Western Edition)

PRE-CALCULUS MATHEMATICS 30S

INTRODUCTION

This course continues the preparation towards University mathematics as well as providing background for future math and science courses. The entire curriculum can be found in the document “Senior 3 Pre-Calculus Mathematics: A Foundation for Implementation” (1999, Manitoba Education and Training). From this document, the goal of this course is to ensure that students “value mathematics, are confident in their mathematical abilities, are mathematical problem solvers, communicate mathematically, reason mathematically and think critically, and are proficient in basic skills and concepts”.

Course Outline: (Note: Topics will not necessarily be covered in this order)

Unit A: Quadratic Functions

- plotting quadratic data
- finding vertex, domain, range, axis of symmetry, intercepts for quadratic functions
- basic transformations of the quadratic function
- completing the square
- real-world applications
- set notation and interval notation

Unit B: Trigonometry

- sine and cosine functions and their transformations
- extending sine, cosine, and tangent of angles to all four quadrants
- applying sine and cosine laws (including the ambiguous case)
- solving linear trigonometric equations

Unit C: Algebra

- solving quadratics using graphing, factoring, and the quadratic formula
- solving quadratics with imaginary number solutions
- deriving the quadratic formula
- solving quadratic trigonometric equations
- sum and product of roots
- using the discriminant
- solving absolute value, radical, and rational equations

Unit D: Analytic Geometry

- equation of a circle
- distance between points and lines
- proving assertions using coordinate geometry
- solving systems of linear equations in 2 and 3 variables
- solving systems of non-linear equations using technology
- solving quadratic, absolute value, radical, and rational inequalities

Unit E: Geometry

- properties of circles, chords, angles, arcs, and tangents
- polygons
- measures/sums of interior and exterior angles of polygons

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Unit F: Consumer Math

- gross/net income
- deductions
- mill rate / property taxes
- currency/exchange rates
- reconciliation
- budgeting with tables and graphs
- investment
- credit purchase

Unit G: Logic/Proof

- inductive/deductive reasoning
- “and”, “or”, and “not” problem solving
- Venn diagrams
- examples, counterexamples, conjectures
- if, then statements
- proving assertions using direct and indirect reasoning

Unit H: Functions

- addition, subtraction, multiplication, division of functions
- composition of functions
- inverse functions
- one-to-one correspondence
- division algorithms
- remainder and factor theorems
- zeros of polynomial functions
- graphs of polynomial functions
- graphs of rational functions

ASSESSMENT

- There will be 3 terms; each is worth 20% of the final mark.
- The mid-course exam (January) will be worth 20% of the final mark.
- The final exam (June) will be worth 20% of the final mark.

Within each term, the approximate mark breakdown will be

Item	Value Towards Term Mark
Tests, Quizzes (including Mental Math)	70-80%
Coursework (Daily Homework, Assignments)	20-30%

RESOURCES

Textbook - MathPower 11 (Western Edition)

PRE-CALCULUS MATHEMATICS 40S

INTRODUCTION

As the final course in high school mathematics, this course is designed to ensure that students are well prepared for all aspects of university mathematics. Emphasis is placed on several mathematical skills including mathematical reasoning, problem solving and mathematical communication.

COURSE OUTLINE

Circular Functions

- radian and degree measures
- trigonometric ratios of an angle in standard position
- unit circle
- sketch the graphs of sine, cosine and tangent functions and their inverses
- solve linear and second-degree trigonometric equations

Transformations

- translations, reflections, vertical and horizontal stretches
- compressions, reciprocals and absolute value operations
- one-to-one correspondence and even and odd functions

Trigonometric Identities

- verify trigonometric identities algebraically using the basic trigonometric identities
- the sum, difference and double angle, identities for sine, cosine, and tangent functions

Exponents and Logarithms

- sketch the graphs of exponential and logarithmic functions and their transformations
- change from exponential to logarithmic form and vice versa
- logarithmic theorems
- solve exponential and logarithmic equations
- natural logarithmic functions and their properties

Permutations, Combinations and Binomial Theorem

- factorial notation
- counting principles
- permutations, combinations
- the expansion of the Binomial Theorem

Conics

- general form of a conic (circle, parabola, ellipse and hyperbola)
- standard form of a conic
- convert a given equation of a conic from general to standard form and vice versa

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Probability

- sample spaces
- dependent and independent events
- solve problems using probabilities of mutually exclusive and complementary events
- conditional probability problems
- solve probability problems using permutations and combinations

Geometric Sequences

- define geometric sequences recursively and explicitly
- general term and sum formulas for a geometric sequence
- sigma notation
- infinite geometric sequences

ASSESSMENT

The semester term mark is evaluated as:

- | | |
|-----------------------|--------|
| • Assignment, quizzes | 25-30% |
| • Tests | 70-75% |

Final grade will be evaluated as:

- | | |
|----------------------------|-----|
| • Semester term mark | 60% |
| • Mid-term exam | 10% |
| • Provincial standard test | 30% |

RESOURCES

- Mathpower 12 (Western Edition)
- Senior 4 Pre-Calculus Mathematics: A course for Distance Learning
- Senior 4 Pre-Calculus Mathematics Cumulative Exercises and Solutions

CALCULUS AND TOPICS IN MATH 40A (ELECTIVE)

INTRODUCTION

This is an advanced mathematics course. It is designed to prepare students for the first year university calculus course offered in the Faculties of Science and Engineering.

COURSE OUTLINE

Limit

- the limits of a function
- using limits to find tangents

Derivatives

- the definition of derivative
- differentiation rules
- implicit differentiation
- higher order derivatives

Applications of derivatives

- velocity and acceleration
- related rates

Extreme values

- increasing and decreasing functions
- maximum and minimum values
- the first derivative test
- word problems

Curve sketching

- vertical and horizontal asymptotes
- concavity and points of inflection, the second derivative test
- curve sketching, slant asymptotes

Derivatives of trigonometric functions

- limits of trigonometric functions
- derivatives of trigonometric functions
- applications

Sigma notation, mathematical induction

Antiderivatives

- antiderivatives
- differential equations with initial conditions
- problems involving motion

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Area

- area under a curve
- area between curves

Integrals

- the definite integral
- the fundamental theorem of calculus

Derivatives of exponential and logarithmic functions (if time allows)

ASSESSMENT

The semester mark is evaluated as:

- | | |
|-----------------------|--------|
| • assignment, quizzes | 25-30% |
| • tests | 70-75% |

Final grade will be evaluated as:

- | | |
|----------------------|-----|
| • semester term mark | 60% |
| • mid-term exam | 20% |
| • final exam | 20% |

Note: If a senior 4 student does not choose Calculus as his/her option exam, then the semester term mark will be the final mark.

RESOURCES

- Calculus- A First Course
- Advanced Mathematics Calculus- Computer Assisted Instruction

GRADE SEVEN SOCIAL STUDIES

INTRODUCTION

The grade seven social studies curriculum focuses on world geography, ways of life and human impact in the world. Students will learn about the interrelationship between people and their environment. They will study different countries and cultures and note the similarities and differences among them. They will also analyze the ways in which people affect and are affected by their environment.

COURSE OUTLINE

World Geography

- map reading and projections
- longitude, latitude, time zones, climate zones
- identifying major landforms and bodies of water
- climate, vegetation and populations clusters

Ways of Life

- identify major cities, landforms and bodies of water in a society
- identify major economic activities and cultural factors
- describe how the environment influences ways of life

Human Impact

- identify human activities that contribute to climate change
- describe the social, environmental and economic consequences of climate change
- identify the issues related to food production and distribution
- identify how human activity affects the natural environment

Current Events and Global Quality of Life

- examine environmental, social and cultural factors that affect quality of life
- human rights, discrimination, citizenship

ASSESSMENT

- homework assignments
- projects
- oral presentations
- tests

RESOURCES

- World Geography
- The Nystrom World Atlas
- *Canadian and National Geographic*
- Internet Geography Sites

GRADE EIGHT SOCIAL STUDIES

INTRODUCTION

The Grade 8 Social Studies course is an overview of the historic and cultural development of peoples of the world. Various civilizations will be studied, and student will examine themes that unite humanity through time. We will track trends in history, and make comparative studies of various societies. There will be an emphasis on the idea that in order to understand who we are and where we are going, we must first understand from where we came. Wherever applicable, reference to Jewish history will be made. The course will follow time lines from the prehistoric era to modern times.

COURSE OUTLINE

Life During Prehistoric Times

Early River Valley Civilizations

- Mesopotamia
- Egypt
- China
- India

Ancient Civilizations

- The Greeks
- The Romans

Life in Early Modern Europe

- The Medieval Period
- The Renaissance

Life in Modern Europe

- The French Revolution and Napoleon
- The Industrial Revolution

The World at War

ASSESSMENT

- daily assignments
- research
- creative projects
- tests and quizzes

RESOURCES

- variety of texts
- newspaper and magazine articles
- videos
- Internet sources
- fieldtrips

SOCIAL STUDIES 10G

INTRODUCTION

Senior 1 Social Studies students are exposed to various aspects of Canadian society as they relate to the development of Canadian culture. Current events are an on-going component of this course.

COURSE OUTLINE

Canadian Identity

- What is a Canadian?
- Great Canadian Achievers

Multiculturalism

- What is our role?
- Development of multiculturalism
- Problems and issues
- Advantages and challenges

Racism

- Issues and challenges
- Groups against racism

Geography

- Diversity of Canada
- Regional Disparity

Economy

- Supply and Demand
- Role of Labour
- Impact of Technology

Government

- Purpose of Government
- Powers of Government
- Levels of Government

Law

- Rights and Responsibilities
- Canadian Democracy

Canada and the World

- World War I
- World War II
- Canada and Peace
- The Global World

ASSESSMENT

- Each term is worth one-third. This is not an exam subject. Evaluation is based on
 - tests
 - projects
 - presentations
 - homework
 - assignments and readings

RESOURCES

- Text: Canada Today by Smith, McDevitt and Scully
- Resources in library and Internet for projects and presentations.

AMERICAN HISTORY 20G

INTRODUCTION

This course will develop an understanding of the political, economic, and social history of the United States. The course highlights the important events and issues in American history, focusing upon events from the founding of the nation to the emergence of the U.S.A. as a world power in the twentieth century. Through seminars, discussions and debates, students will be encouraged to analyse the root causes of the major events in America's history. Students will be encouraged to be active participants as we review America's vibrant history.

COURSE OUTLINE

- **Discovery**
- **Colonial Period**
- **American Revolution**
- **Government Process**
- **The Civil War**
- **World War I and World War II**
- **The Civil Rights Movement**

ASSESSMENT

- daily assignments
- research and creative projects
- tests and quizzes

RESOURCES

- variety of texts
- newspaper and magazine articles
- videos
- Internet sources

SENIOR 2 GEOGRAPHY 20G

INTRODUCTION

Senior 2 Geography examines the characteristics of the physical and social environments of North America and analyzes the interrelationships and interaction among them. The primary focus is on Canada and United States. Students are able to observe geography from both a physical and human perspective, and deal with the issues arising from the land.

COURSE OUTLINE

- **Geographic Skills**
- **Overview of North America**
- **Agricultural Interior**
- **The North**
- **Western Cordillera**
- **Atlantic Canada and Appalachia**
- **Industrial Heartland and Megalopolis**
- **Historic Winnipeg**

ASSESSMENT

Each exam is worth 20%, and each of 3 terms is worth 20%.

Terms are evaluated as follows:

- assignments and projects 25%
- tests, quizzes 50%
- presentations, homework, participation 25%

RESOURCES

- TEXT: Continent of Contrast, New Revised Edition by Fred W. Headon
- ATLAS: Canadian Oxford School Atlas (7th Edition)
- Internet resources for projects and presentations

CANADIAN HISTORY 30S

INTRODUCTION

The intent of this course is to provide students with an overview of the historical development of Canada. This course will develop an understanding of Canada by examining Canada's political, economic, and social history. It provides learning experiences and appropriate skills that lead to an appreciation of our present day diverse community and of our place in the modern world.

COURSE OUTLINE

Introduction to Canadian History

The Peopling of Canada

- Native History
- Patterns of Immigration

New Societies to 1867

- French Foundations
- British North America

Government, Federalism, and Politics

- Canadian government
- Political Parties

Western Canada

Social and Economic Changes in Modern Canada

Canada's External Affairs

ASSESSMENT

- daily assignments
- research and creative projects
- tests and quizzes

RESOURCES

- variety of texts
- newspaper and magazine articles
- videos
- internet sources
- fieldtrips

HOLOCAUST COURSE 40S OPTION

INTRODUCTION

This course of study is designed to raise issues which are of contemporary interest. It deals with the questions and follows with class discussions of:

- How the Holocaust could happen?
- What were its origins and what forces made it inevitable?
- What could have stopped it?
- Who was responsible for it?
- Was the Holocaust caused by political leaders or was it the result of social forces?
- What can be done to prevent its reoccurrence?
- What is the appropriate response to Holocaust deniers?

Students will examine songs, short stories, poetry, non-fictional novels, and movies dealing with anti-Semitism and the Holocaust. Speakers are invited to the class. Students will respond and evaluate the material.

COURSE OUTLINE

- **Stereotypes and Prejudices**
- **Who are the Jews?**
- **Classical and Christian anti-Semitism**
- **Modern Anti-Semitism**
- **Adolf Hitler**
- **Nazi Fascism and the Modern Totalitarian State**
- **The First Steps Leading to the “Final Solution”**
- **The Seeds of War and World Conquest**
- **“The Final Solution”**
- **Resisters, Rescuers, and Bystanders**
- **The Aftermath**

ASSESSMENT

- | | |
|---|-----|
| • chapter reading | 11% |
| • chapter assignments | 22% |
| • map of Europe | 5% |
| • novel: <u>Night</u> by Elie Wiesel | |
| ○ quiz | 5% |
| ○ reflection | 5% |
| • novel: non fiction -reflection or book report of student's choice | 10% |
| • research project: group work from a list of given topics | |
| ○ oral/multi-media presentation | 20% |
| • written presentation | 15% |
| • class participation | 7% |

RESOURCES

- [A Study Guide of the Holocaust](#) by Gary Grobman

WORLD ISSUES 40S

INTRODUCTION

The World Issues course is designed to help students learn about the issues of our world, past, present and future. It helps students understand the world around them. The global view is stressed, and students review a variety of topics relevant to today's world. Research skills and evaluation of media resources are stressed, as is academic writing. While current events are included, this is not the focus of the course.

COURSE OUTLINE

- **From Ivan the Great to the Rise of Communism**
- **World Geography**
- **A General Review of World Geography**
- **Demography**
- **Terrorism**
- **The Ukrainian Famine**
- **Global Organizations**

ASSESSMENT

Students may choose World Issues as their option exam.
Marks are derived from

- tests
- quizzes
- research assignments
- creative presentations

GRADE SEVEN SCIENCE

INTRODUCTION

The grade seven Science program is designed to aid in developing the basic skills necessary to interact in today's technological world. Skill areas emphasized include: understanding the problem, setting and/ or understanding criteria, developing a design plan and expressing the plan through presentations. Throughout the curriculum the student gain "hands on opportunities" to better explore the concepts in a laboratory setting. The program introduces an awareness of career opportunities in science and technology.

COURSE OUTLINE

Ecosystems

- populations
- biomes/ biosphere
- food chains/webs
- energy pyramids

Substances and mixtures

- what is a mixture
- solute/ solvent
- diffusion
- osmosis

The Earth

- minerals, rocks, rock cycles
- soil profiles
- earthquakes
- history of the earth

Structures

- types of structures
- force/ mass/ efficiency
- balance and centre of gravity
- stability

Science Fair

Students are responsible for the creation and completion of a science fair topic within school hours. Topics must be approved by the teacher.

ASSESSMENT

The students mark will be calculated based on the following:

- tests
- quizzes
- labs
- essays
- homework
- presentations
- PowerPoint assignment

Mark Breakdown

- tests 70%
- other assignments 30%

RESOURCES

- textbook: Science Dimension 7
- handouts
- internet websites

GRADE EIGHT SCIENCE

INTRODUCTION

The grade eight science program focuses on developing an understanding of the relationship of science to the individual. Students will address questions about the nature of science involving broad explorations as well as focused investigations. Skill areas emphasized include: careful observation, questioning, proposing ideas, predicting, hypothesizing, designing experiments, and interpreting the data in meaningful manner.

COURSE OUTLINE

Cells And The Body System

- microscopes
- unicellular and multicellular
- cell parts and size
- cell membrane
- cell energy
- cell reproduction and specialization

Fluids

- types of fluids
- flow rates of liquids
- viscosity
- density and buoyancy
- pressure of fluids

Light

- what makes up light
- reflecting and refraction
- concave and convex mirrors
- lenses

Physics

- machines and pulleys
- work and efficiency
- pulley towers

Science Fair

Students are responsible for the selection and completion of a science fair project during school hours. These projects must be approved by the science teacher.

ASSESSMENT

- tests
- quizzes
- homework
- assignments
- labs
- presentations
- Power Point presentation

Mark Breakdown

- | | |
|---------------------|-----|
| • tests and quizzes | 70% |
| • other assignments | 30% |

RESOURCES

- textbook: Science Dimension 8,
- handouts
- Internet websites

SCIENCE 10F

INTRODUCTION

Science 10F is a required course at the senior 1 level designed to provide students with a general overview of sciences from the major disciplines; chemistry, physics, biology, and earth science. Students conduct basic experiments or research topics in these areas to introduce them to ideas from these diverse fields of study. This course is now compliant with the Pan-Canadian Project, which has standardized science courses in Canada.

COURSE OUTLINE

Chemistry Section (Atomic Structure of Matter)

- Historical Models of the Atom
- Modern Atomic Theory
- Naming and Identifying Elements and Compounds
- Properties of Metals and Non-Metals
- Chemical Families and Their Properties
- Physical and Chemical Changes and Changes of State
- Atomic Structure of the Atom
- Subatomic Particles.

Life Sciences Section (Reproduction and Genetics)

- Cell Structures and Operation
- Mitotic Cell Division
- Asexual Reproduction
- Agricultural Applications
- Sexual Reproduction
- Male/ Female Cell Types
- Meiosis
- Diversity of Sexual Reproduction
- Genetics and DNA
- Inherited Traits and Patterns of Inheritance
- Genetic Testing and Manipulation of Genes.

Physical Science (Electricity and Circuits)

- Evidence of Electrical Charges
- Early Models of Electrical Theory
- Interactions Between Charges
- Electrostatics and Applications
- Demonstrate the Effects of Static Charges
- Lightning
- Describe Current Electricity
- Batteries, Resistors, Lamps, and Switches.
- Construct Simple Circuits
- Schematic Diagrams
- Electrical Units; Volts, Amps, and Ohms
- Battery Circuit Designs
- Parallel and Series Circuits

Gray Academy of Jewish Education
Curriculum Overview

- Household (AC) Circuits and Design
- Electrical Safety
- Electrical Power Generation Systems.

Astronomy

- Describe Location of Celestial Objects
- Navigation based on Astronomy
- Units of Measure in Astronomy
- Theories of the Universe
- Properties of Planets, Stars, Moons, ETC.
- Space Technologies

ASSESSMENT

Student's marks are based on term tests, exams, lab reports, and projects based on the following formula

- | | |
|--------------------------|-----|
| • Term Tests | 50% |
| • January and June Exams | 40% |
| • Lab Reports | 10% |

SCIENCE 20S

INTRODUCTION

Science 20S is a required course at the senior 2 level designed to provide students with a general overview of sciences from the major disciplines; chemistry, physics, biology, and weather. Students conduct basic experiments or research topics in these areas to introduce them to ideas from these diverse fields of study. This course is now compliant with the Pan-Canadian Project, which has standardized science courses in Canada.

COURSE OUTLINE

Chemistry Section (Chemical Reactions)

- Naming and Identifying Compounds using IUPAC rules
- Chemical Families and Their Properties
- Chemical Bonding Types
- Balance Chemical Equations
- Identify Reaction Types
- Acid/Base Reactions and Industrial Uses
- Chemical Usage and Pollution

Life Sciences Section (Ecosystems)

- Basic Elemental Cycles in Nature (carbon , nitrogen, and oxygen)
- Disruption of Natural Cycles
- Bioamplification in Living Organisms
- Carrying Capacity of Ecosystems
- Population Dynamics
- New Species and Extinction
- Biodiversity in Our Region
- Human Activities and the Effect on the Ecosystem

Physical Science (Motion and Energy)

- Definition of Displacement, Velocity, Time
- Graphing Constant Velocity
- Acceleration and Constant Acceleration of Gravity
- Historical Models of Gravity
- Inertia, Force, Mass
- Newton's Laws of Motion
- Momentum and Collision
- Kinetic and Potential Energy
- Frictional Forces and Braking Distance
- Application of Physics to Driving Practices

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Curriculum Overview

Weather Dynamics

- Composition of the Atmosphere and Hydrosphere
- Earth's Energy Budget
- Heat Transfer causing Wind and Ocean Currents
- Severe Weather Formation
- Weather Prediction and Warnings
- Effect of Weather on Daily Activities and Economy
- Long Term Climate Change

ASSESSMENT

Students marks are based on term tests, lab reports, and projects based on the following formula

- Term Tests 85%
- Lab Reports 15%

BIOLOGY 30S

INTRODUCTION

The major goal of this course is to develop a well- rounded knowledge of the workings of the human body by studying some basic biochemistry and all organ systems of the human body. Hands on labs, research papers, guest speakers and field trips are some of the highlights of this course. These activities are used to help students develop science process skills and understand the latest in discoveries and technology in the scientific world.

COURSE OUTLINE

The Science Of Life

- Why study biology
- What is life?
- Energy and life

The Chemistry Of Life

- The Carbon atom
- Carbohydrates
- Lipids
- Proteins
- Enzymes
- Nucleic acids and ATP

Digestion and Nutrition

- Human digestion
- Nutrition
- Disorders/ diseases of the digestive system

Gas Exchange

- Respiration
- Chemistry of respiration

Blood and Immunity

- Blood components
- Blood groupings
- Immunity

Circulation

- The circulatory system
- Heartbeat
- Blood pressure

Gray Academy of Jewish Education
Curriculum Overview

Support and Locomotion

- The skeletal system
- The muscular system
- Disorders of the muscular system

Controlling mechanisms

- Hormones as chemical regulator
- The human endocrine system
- Nervous system

Excretion

- Excretory system
- Urinary system
- Disorders

Reproduction and Development

- Human reproduction
- Human embryonic development

ASSESSMENT

Evaluation will be based on

- unit tests,
- assignments
- Power Point presentation
- dissections
- labs

Weightings are as follows:

TERM MARK

- | | |
|---|-----|
| • tests and quizzes | 75% |
| • assignments and labs and power point presentation | 25% |

****** A science fair mentor program will offered to interested students. To be discussed in class. ******

BIOLOGY 40S

INTRODUCTION

The major goal of this course is to increase the students' awareness and literacy in biology so that they can make informed decisions, not only about career options but also about several issues that directly affect them and our society. The units covered are: biogenetics, cytogenetics/ human genetics, diversity of plants and animals and ecology. Hands on labs, research papers, guest speakers and field trips to research labs are stressed in order to develop science process skills and keep abreast of the latest innovations, discoveries and technology in the scientific world.

COURSE OUTLINE

Genetics

- What Is Heredity?
- Fundamentals Of Heredity
- Human Genetics
- Genetic Engineering
- Molecular Basis Of Inheritance
- Bioethics

Biodiversity

- Organizing Diversity
- Accounting For Diversity
- Evolutionary Theories
- Viruses, Monerans, Protists And Fungi
- The Animal Kingdom
- The Plant Kingdom

Ecosystems

- The Ecosystems
- Biomes In The Biosphere
- Community Interactions
- Population Ecology
- Human Impact

Speakers T.B.A.

ASSESSMENT

Evaluation will be based on unit tests, a research paper, power point presentation, assignments dissections and labs. Weightings are as follows

Term mark

- tests and quizzes 75%
- assignments, papers and labs 25%

*** A science fair mentor program will be available for any students interested. (Details to be discussed in class) ***

CHEMISTRY 30S

INTRODUCTION

This course is designed for students who wish to study the basics of Chemistry both for their personal growth in the field of sciences and as a prerequisite course for post secondary education.

COURSE OUTLINE

GENERAL INTRODUCTION

- Description of Chemistry
- Introduction to Scientific Processes
- Measurement and Errors
- Developing Models

CHEMICAL REACTIONS

- Review of Naming Chemicals
- Writing Balanced Equations
- Mole Concepts
- Calculations of Mass, Volumes of Gas, and Moles.
- Stoichiometry

PHYSICAL PROPERTIES AND CHANGES

- Identifying Chemical and Physical Changes
- States of Matter
- Changes of State
- Vapor Pressure and Gas Laws
- Basic Thermodynamics in Reactions
- Precipitation. Kinetic Molecular Model

SOLUTION CHEMISTRY

- Types of Solutions
- Factors Affecting Solubility
- Solubility Curve
- Concentration and Molarity

ACID/BASE CHEMISTRY

- Properties of Acids and Bases
- Acid-Base Reactions
- pH Scale and Indicators
- Neutralization

ORGANIC CHEMISTRY

- Nature of Organic Chemistry
- Aliphatic Hydrocarbons and IUPAC naming system
- Aromatics
- Functional Groups
- Industrial Processes

ASSESSMENT

Students are assessed on topic tests, lab reports, and assignments. The approximate weighting is

- tests 85%
- lab reports and assignments 15%

CHEMISTRY 40S

INTRODUCTION

This course is designed to advance the knowledge base for students who have successfully completed Chemistry 30S and are now considering a field in the areas of Science Post Secondary Education ranging from agriculture to zoology. Chemistry is the basic science that provides the basis of matter, which extends to most other disciplines. Students should carefully examine career choices and consider Chemistry 40S as an area of study.

COURSE OUTLINE

(Sequence may vary and Chemistry 40S is currently in transition)

INTRODUCTION TO MODERN ATOMIC THEORY

- Review of Classical Models of the Atom
- Examining the Nature of Light
- Comparing Properties of Electromagnetic Radiation
- Computation of Light Parameters
- Planck's Constant
- Hydrogen Quantum Levels
- Orbitals and Electron Arrangements

CHEMICAL KINETICS

- Factors Influencing Reaction Rates
- Rates of Chemical Reactions
- Collision Theory
- Computation of Reaction Rates

CHEMICAL EQUILIBRIUM

- Physical Equilibria(Changes of State)
- Chemical Equilibria
- Equilibrium Constants
- Le Chatelier's Principle

ACID BASE EQUILIBRIA

- Properties of Solutions and Electrolytes
- Definitions of Acids and Bases
- pH and pH calculations
- Strong and Weak Acids and Bases
- Titration
- Buffer Solutions

SOLUBILITY EQUILIBRIA

- Solubility Measurement
- Solubility Product Constant
- Solubility in Acid Solutions

OXIDATION REDUCTION REACTIONS

- Definition of Oxidation-Reduction
- Redox Reactions
- Assigning Oxidation Numbers
- Prediction of Reactions
- Electrochemical Cells
- Electrolysis
- Applications of Oxidation Reduction

ASSESSMENT

Students are assessed on

- topic tests
- lab reports
- assignments

The approximate weighting is 85% tests and 15% lab reports and assignments.

PHYSICS 30S

INTRODUCTION

This course acts as an introduction to some of the basic concepts of physics. The overall skills and attitudes this course focuses on include the nature of science, inquiry skills, and the inter-relationships between science, technology, society, and the environment. The entire curriculum can be found in the document “Senior 3 Physics: A Foundation for Implementation” (2003, Manitoba Education and Training).

COURSE OUTLINE

(Note: Topics will not necessarily be covered in this order)

Topic 1: Waves

- basic terminology and wave equation
- transmission/reflection
- superposition
- Snell's Law
- diffraction
- interference
- sound and related phenomena (sonic booms, Doppler Effect, frequency, pitch, etc)

Topic 2 : The Nature of Light

- observations, inferences, models, and laws
- two-variable relations
- particle model of light
- wave model of light
- Young's experiment
- photoelectric effect

Topic 3: Mechanics

- scalars and vectors
- graphical analysis of motion
- constant acceleration problems
- Newton's Laws of Motion
- friction, normal, gravitational, and applied forces

Topic 4: Fields

- gravitational fields
- electric fields
- magnetic fields

ASSESSMENT

There will be 3 terms; each is worth 1/3 of the final mark.

Within each term, the approximate mark breakdown will be

Item	Value Towards Term Mark
Tests, Quizzes	60-70%
Coursework (Labs, Assignments)	30-40%

RESOURCES

- Textbook - Physics, Fifth Edition, by Douglas C. Giancoli

PHYSICS 40S

INTRODUCTION

This course goes into more depth on the topics first seen in Physics 30S. This course is a university entrance course of particular importance for those planning on entering university science or engineering. The overall skills and attitudes this course focuses on include the nature of science, inquiry skills, and the inter-relationships between science, technology, society, and the environment. The entire curriculum will be found in the document "Senior 4 Physics: A Foundation for Implementation" (planned release - 2004, Manitoba Education and Training).

COURSE OUTLINE

(Note: Topics will not necessarily be covered in this order)

Unit 1: Mechanics

- kinematics
- dynamics
- momentum
- projectile motion
- circular motion
- work and energy

Unit 2 : Fields

- universal gravitation
- artificial satellites: exploring space
- the human endeavour in space
- electric and magnetic fields

Unit 3: Electricity

- electric circuits
- electromagnetic induction

Unit 4: Medical Physics

- atom models
- radioactivity
- radiation (ionizing and non-ionizing)
- medical imaging

ASSESSMENT

Students may choose to be assessed with or without an exam. The mark breakdown for each program is as follows:

	With Exam	Without Exam
Term 1	30%	50%
Term 2	30%	50%
Mid-Term Exam	20%	NA
Final Exam	20%	NA

Within each term, the approximate mark breakdown will be:

Item	Value Towards Term Mark
Tests, Quizzes	60-70%
Coursework (Labs, Assignments)	30-40%

RESOURCES

- Textbook - Physics, Fifth Edition, by Douglas C. Giancoli

GRADE SEVEN FRENCH

INTRODUCTION

The purpose of the Basic French program is to encourage the learning of French as a means of communication and to make it an integral part of the student's overall education. The program blends the most important aspects of learning:

- communication
- interaction
- real experiences
- culture
- language (grammar and vocabulary)
- learning strategies

As students improve their communication skills, their linguistic accuracy increases and their language as well as general learning strategies expand. These skills are transferable to other areas and will serve students throughout their life, regardless of their chosen field.

The Basic French program is organized around themes that encourage meaningful interactions. It uses a "spiral" approach to grammar and vocabulary acquisition, i.e., language elements are continually revisited and expanded on. As a result, "mastery" of a given element is not necessarily expected all the time. Elements are practised in a variety of student exchanges (pairs and groups).

- surveys
- interviews
- brainstorming
- problem-solving activities

are a few of the sort of cooperative learning activities used. Individual grammar and vocabulary exercises as well as listening and silent reading activities are interspersed throughout. Each unit progresses clearly. It starts with a document intended to spark interest in the theme. It continues with a series of activities that prepares the student to accomplish a final mini-project (tâche finale) at the end of the unit.

COURSE OUTLINE

To varying degrees of competence, students will complete a final mini-project (tâche finale) at the end of each unit.

- School Life
 - write and discuss one's timetable in French
- The Telephone
 - conduct various telephone conversations
- Food
 - describe how to make a disgusting sandwich
- Weekend Leisure Activities
 - plan a weekend with friends
- Television
 - describe a television program

(Numerous linguistic components are covered- available on request)

ASSESSMENT

90%

INFORMAL

- on- going assessment of daily activities (individual, pairs, groups) both oral and written

FORMAL

- grammar/ vocabulary quizzes
- evaluations (listening, reading, writing) 2-3 per unit (each ~ /20)
- tâche finale (~ /25)

10%

- participation – ability to learn in a cooperative environment
- preparedness for class (equipment, homework, etc.)

*10 minutes of homework 2-3 times a week can be expected. A French-English dictionary should be available at home. There is a class set at school.

EMPHASIS

- ~ 60% oral
- ~ 40% written

RESOURCES

- Text: **Entre Amis1** and workbook (cahier)
- Reading: **Le Magazine Entre Amis 1,2**
- **Bonne Route** (Reader)

GRADE EIGHT FRENCH

INTRODUCTION

The purpose of the Basic French program is to encourage the learning of French as a means of communication and to make it an integral part of the student's overall education. It will enable them to develop the knowledge, skills and attitudes necessary to communicate in French in various everyday situations according to their level of competence. The program blends the most important aspects of learning: communication, interaction, real experiences, culture, language (grammar and vocabulary), and learning strategies. As students improve their communication skills, their linguistic accuracy increases and their language as well as general learning strategies expand. These skills are transferable to other areas and will serve students throughout their life, regardless of their chosen field.

The Basic French program is organized around themes that encourage meaningful interactions. It uses a "spiral" approach to grammar and vocabulary acquisition, i.e., language elements are continually revisited and expanded on. As a result, "mastery" of a given element is not necessarily expected all the time. Elements are practised in a variety of student exchanges (pairs and groups). Surveys, interviews, brainstorming, discussions and problem-solving activities are a few of the sort of cooperative learning activities used. Individual grammar and vocabulary exercises as well as listening and silent reading activities are interspersed throughout. Each unit progresses clearly. It starts with a document intended to spark interest in the theme. It continues with a series of activities that prepares the student to accomplish a final mini-project (tâche finale) at the end of the unit.

COURSE OUTLINE

To varying degrees of competence, students will complete a final mini-project (tâche finale) at the end of each unit.

- Music- create an imaginary celebrity
- Cinema- compose/ present the plot of a film
- Friendship- write/ present the script for a radio call-in show and solve personal conflicts
- Money management/ purchases- create an ad, buy/ sell articles

(Numerous linguistic components are covered- available on request)

ASSESSMENT

90%

INFORMAL

- on- going assessment of daily activities (individual, pairs, groups) both oral and written.(each /5)

FORMAL

- grammar/ vocabulary quizzes
- evaluations (listening, reading, writing) 2-3 per unit (each ~ /20)
- tâche finale (~ /40)

10%

- participation – ability to learn in a cooperative environment
- preparedness for class (equipment, homework, etc.)

* 10 minutes of homework 2-3 times a week can be expected.

A French-English dictionary should be available at home; there is a class set at school.

EMPHASIS

- ~ 60% oral
- ~ 40% written

RESOURCES

- Text: Entre Amis 2 and workbook (cahier)
- Reading: Le magazine Entre Amis 2
- Un Grand Salut (Reader)

FRENCH SENIOR 1

INTRODUCTION

French is a living language, spoken on a daily basis by approximately 200 million people across some forty countries. In Canada, French is one of the two official languages – close to nine million individuals understand and speak French in our country.

The purpose of the Basic French program is to encourage the learning of French as a means of communication and to make it an integral part of the student's overall education. It will enable them to develop the knowledge, skills and attitudes necessary to communicate in French in various everyday situations according to their level of competence. The program blends the most important aspects of learning: communication, interaction, real experiences, culture, language (grammar and vocabulary), and learning strategies.

The Basic French program is organized around themes that encourage meaningful interactions. It uses a "spiral" approach to grammar and vocabulary acquisition, i.e., language elements are continually revisited and expanded on. As a result, "mastery" of a given element is not necessarily expected all the time. Elements are practised in a variety of student exchanges (pairs and groups). Surveys, interviews, brainstorming, discussions and problem-solving activities are a few of the sort of cooperative learning activities used. Individual grammar and vocabulary exercises as well as listening and silent reading activities are interspersed throughout. Each unit progresses clearly. It starts with a document intended to spark interest in the theme. It continues with a series of activities that prepares the student to accomplish a final mini-project (tâche finale) at the end of the unit.

COURSE OUTLINE

To varying degrees of competence, students will complete a final mini-project (tâche finale) at the end of each unit.

- Fashion
 - compose/ perform the commentary for a fashion show
- Advertising
 - create an ad for a product
- Careers
 - make career choices, do a job interview
- Childhood/ Family life-
 - interview/present someone else's biography

(Numerous linguistic components are covered- available on request)

ASSESSMENT

90%

INFORMAL

- on- going assessment of daily activities (individual, pairs, groups) both oral and written (each /5)

FORMAL

- grammar/ vocabulary quizzes
- evaluations (listening, reading, writing) 2-3 per unit (each ~ /20)
- tâche finale (~ /40)

10%

- participation - ability to learn in a cooperative environment
- preparedness for class (equipment, homework, etc.)

* 10 minutes of homework 2-3 times a week can be expected.
A French-English dictionary should be available at home; there is a class set at school.

EMPHASIS

- ~ 50% oral
- ~ 50% written

RESOURCES

- Text: **Entre Amis 3** and workbook (cahier)
- Reading: Le magazine **Entre Amis 3**
- **Petits Voyages** (Reader)

FRENCH SENIOR 2

INTRODUCTION

French is a living language, spoken on a daily basis by approximately 200 million people across some forty countries. In Canada, French is one of the two official languages – close to nine million individuals understand and speak French in our country.

The purpose of the Basic French program is to encourage the learning of French as a means of communication and to make it an integral part of the student's overall education. The program blends the most important aspects of learning: communication, interaction, real experiences, culture, language (grammar and vocabulary), and learning strategies. As students improve their communication skills, their linguistic accuracy increases and their language as well as general learning strategies expand

The Basic French program is organized around themes that encourage meaningful interactions. It uses a "spiral" approach to grammar and vocabulary acquisition, i.e., language elements are continually revisited and expanded on. As a result, "mastery" of a given element is not necessarily expected all the time. Elements are practised in a variety of student exchanges (pairs and groups). Surveys, interviews, brainstorming, discussions and problem-solving activities are a few of the sort of cooperative learning activities used. Individual grammar and vocabulary exercises as well as listening and silent reading activities are interspersed throughout. Each unit progresses clearly. It starts with a document intended to spark interest in the theme. It continues with a series of activities that prepares the student to accomplish a final mini-project (tâche finale) at the end of the unit. In the **Senior 2** program students build on the foundation established in grades 7-Senior 1. Familiar grammar concepts are reviewed and expanded on. Students can expect more frequent dialogue exercises, memorization, longer reading assignments and more in-depth grammar study.

COURSE OUTLINE

To varying degrees of competence, students will complete a final mini-project (tâche finale) at the end of each unit. Possible themes include:

- self- awareness and relationships
- languages and communication
- advertising
- a bus tour of St. Boniface (students play the role of tour guide)

(Numerous linguistic components are covered- available on request)

ASSESSMENT

90%

INFORMAL

- on- going assessment of daily activities (individual, pairs, groups) both oral and written (each /5)

FORMAL

- grammar/ vocabulary quizzes
- tests (listening, reading, writing) 2-3 per unit (each ~ /20)
- tâche finale (~ /40)

10%

- participation - willingness to help create a French environment

* 15 minutes of homework 2-3 times a week can be expected.

A French-English dictionary should be available at home; there is a class set at school.

EMPHASIS

- ~ 50% oral
- ~ 50% written

RESOURCES

- Text: Destinations 4 and workbook (cahier)
- Reading: Rencontres
- Panorama 1, 2
- Histoires de Nos Jours

GRADE SEVEN PHYSICAL EDUCATION

INTRODUCTION

The aim of physical education is to provide students with the knowledge, skills and positive attitude to be physically active and make healthy lifestyle choices. Learning about healthy and active living takes place through discussion and participation in activities promoting physical fitness and well-being. Activities are introduced through lead up games and practice of fundamental skills. Skill development is promoted through progressively challenging activities.

COURSE OUTLINE

(order of units will vary)

- low organized games
- soccer
- ultimate
- team handball
- walleyball
- racquetball
- badminton
- volleyball
- basketball
- softball
- cross country running
- fitness training
- orienteering

Each unit is comprised of instruction and practice in the following:

- rules and applications
- safety
- fundamental skills
- fitness components and movement concepts
- culminative activity/game

ASSESSMENT

- quiz 10%
- participation 50%
- skill application/development 15%
- sportsmanship/attitude 25%

RESOURCES

- physical education equipment
- Department of Education Curriculum

GRADE EIGHT PHYSICAL EDUCATION

INTRODUCTION

The aim of physical education is to provide students with the knowledge, skills and positive attitude to be physically active and make healthy lifestyle choices. Learning about healthy and active living takes place through discussion and participation in activities promoting physical fitness and well-being. Activities are introduced through lead up games and practice of fundamental skills. Skill development is promoted through progressively challenging activities.

COURSE OUTLINE

(order of units will vary)

- low organized games
- soccer
- ultimate
- team handball
- walleyball
- racquetball
- badminton
- volleyball
- basketball
- softball
- cross country running
- fitness training
- orienteering

Each unit is comprised of instruction and practice in the following:

- rules and applications
- safety
- fundamental skills
- fitness components and movement concepts
- culminative activity/game

ASSESSMENT

- quiz 10%
- participation 50%
- skill application/development 15%
- sportsmanship/attitude 25%

RESOURCES

- physical education equipment
- Department of Education Curriculum

GRADE NINE PHYSICAL EDUCATION

INTRODUCTION

The aim of physical education is to provide students with the knowledge, skills and positive attitude to be physically active and make healthy lifestyle choices. Learning about healthy and active living takes place through discussion and participation in activities promoting physical fitness and well-being. Activities are introduced through lead up games and practice of fundamental skills. Skill development is promoted through progressively challenging activities.

COURSE OUTLINE

(order of units will vary)

- low organized games
- soccer
- ultimate
- team handball
- flag football
- one wall handball
- badminton
- volleyball
- basketball
- softball
- racquetball
- fitness training
- squash
- floor hockey
- wall climbing

Each unit is comprised of instruction and practice in the following:

- rules and applications
- safety
- fundamental skills
- fitness components and movement concepts
- culminative activity/game

ASSESSMENT

- quiz 10%
- participation 40%
- skill Application/Development 10%
- sportsmanship/Attitude 25%
- assignment 15%

RESOURCES

- physical education equipment
- Department of Education Curriculum

GRADE TEN PHYSICAL EDUCATION

INTRODUCTION

The aim of physical education is to provide students with the knowledge, skills and positive attitude to be physically active and make healthy lifestyle choices. Learning about healthy and active living takes place through discussion and participation in activities promoting physical fitness and well-being. Activities are introduced through lead up games and practice of fundamental skills. Skill development is promoted through progressively challenging activities.

COURSE OUTLINE

(order of units will vary)

- low organized games
- soccer
- ultimate
- orienteering
- flag football
- one wall handball
- badminton
- volleyball
- basketball
- softball
- racquetball
- fitness training
- squash
- floor hockey
- wall climbing

Each unit is comprised of instruction and practice in the following:

- rules and applications
- safety
- fundamental skills
- fitness components and movement concepts
- culminative activity/game

ASSESSMENT

- quiz 10%
- participation 40%
- skill application/development 10%
- sportsmanship/attitude 25%
- assignment 15%

RESOURCES

- physical education equipment
- Department of Education Curriculum

GRADE SEVEN AND EIGHT DRAMA / MUSIC ELECTIVE

INTRODUCTION

Students will be introduced to dramatic skills

- mime
- improvisation
- tableaux
- story theatre
- theatre games

that will provide them with the opportunities to examine their thoughts, feelings, beliefs, and actions of themselves and others through imagination, interaction, and reflection. Drama can develop social and life skills as well as critical thinking in all areas. As well, students will explore several aspects of music depending on the will of the group. Some areas will include

- musical theatre
- instrument playing
- accompaniment,
- composing their own music and recording it to CD using a computer program called Acid Pro.

COURSE OUTLINE

DRAMA

- Students will enter the course at varying skill levels so we will begin our work with
 - mime
 - tableaux
 - theatre games
 - story theatre
- As skills improve, we will move on to
 - improvisation
 - script work
- Students may perform for their peers in lunchtime drama periods as the material is ready for performance.

MUSIC

- Students will gain skills in
 - composition and musical form
 - singing
 - vocal production
 - dance
 - movement
- An understanding of the “stage picture” is a skill learned in the area of musical theatre.
- Students may work backstage for this year’s elementary musical, and gain behind the scenes experience.

ASSESSMENT

Evaluation will consider both process and product. The assessment will be based on a combination of teacher observation and student self-evaluation. Effective group work, cooperation, and a positive attitude will be considered.

RESOURCES

- computer program Acid Pro.

GRADE SEVEN AND GRADE EIGHT ART

INTRODUCTION

The three components of the art program are:

- Visual Awareness – learning how to see
- Art Appreciation – looking at other artists' work
- Art Production – making your own art

COURSE OUTLINE

The program is presented through themes and is integrated with the other subjects including Judaic topics, Torah, Jewish holidays and the study of Israel.

Students will develop

- skills in manipulating art media
 - Painting: tempera, acrylic, watercolours, ink, watercolour pencils and crayons
 - Drawing: pencil, pen, charcoal, conté, ink and oil pastels
 - Sculpture: clay, paper mâché and 3 dimensional construction
 - Printmaking: monoprints, lino prints
 - Fabric and fibre: weaving, fabric and yarn
- the potential to reproduce and respond to art
- an improved self-concept through self awareness
- an understanding of the components of visual communication
- knowledge of art forms in our own and other cultures
- technical knowledge about artists' materials and techniques
- an awareness of individual and group similarities and differences

ASSESSMENT

The emphasis is on the process rather than the final product. Students will be evaluated on participation, exploration of medium and creativity.

RESOURCES

- videos
- reproductions
- slides
- reference books
- art gallery
- guest artists

ART SENIOR ONE, SENIOR TWO, SENIOR THREE AND SENIOR FOUR

INTRODUCTION

The goals of the art program are organized into three categories:

- Visual Awareness: develop an understanding of the historical and cultural context of art.
- Art Appreciation: develop an understanding of the historical and cultural context of art.
- Art Production: develop strategies for solving problems in art.

COURSE OUTLINE

MEDIA

Students will develop mastery of techniques and skills with the goal to apply appropriate media to ideas.

DESIGN

Students will develop an understanding of design elements and principles and work towards applying design consciously in their art projects.

CRITICISM

Students will develop basic critiquing techniques that they will apply to their own work and that of peers.

APPRECIATION

Students will develop an understanding of how values and ideas are expressed in visual art form.

ART HISTORY AND CULTURE

Students will develop an understanding of how artists relate to themes and ideas.
Students will develop a sense of historical progression in art from cave paintings to modern art

PRESENTATION

Students will develop the ability to apply presentation techniques to individual pieces of art to create a finished quality to their own work. They will be challenged to demonstrate knowledge of display and exhibition techniques.

ART JOURNALS

Students will be required to gather visual information and ideas. The sketchbook will contain sketches, notes, and summaries of discussions, critiques and preliminary project plans.

ART VOCABULARY

Students will develop an understanding of terms.

INTEGRATION

Students will integrate studio projects with subject areas including Judaic topics, Torah and the study of Israel.

Students will explore a variety of media:

- Drawing: pencil, pen, charcoal, conte, ink, chalk pastels and oil pastels
- Painting: tempera, acrylics, watercolours, ink, watercolour pencils and watercolour crayons
- Sculpture: Clay, wood, paper, wire, stone and plaster

ASSESSMENT

Evaluation will be based on:

- identification of reproductions
- journal entries and sketches presented in class
- studio assignments
- gallery visits and evaluation of works (Feldman approach to viewing a work of art)
- research projects on a specific period and artist
- tests

RESOURCES

- videos
- slides
- reference material
- reproductions
- guest artists
- art gallery
- teacher selected Internet sites

GRADE SEVEN COMPUTER AWARENESS

INTRODUCTION

This course allows students to explore information technology and software available in our network, which will prepare them to live in a global information-based society. Students will have a “hands-on” experience, which offers a forum for the discovery of both the capabilities and limitations of computers. Students will understand the social and ethical implications of the use of technology in society.

COURSE OUTLINE

- **Presentations**
- **Desktop Publishing**
- **Graphics**
- **Word Processing**
- **Safety On The Internet**

ASSESSMENT

This is a pass/fail course. Completion of all assignments is required to receive a passing grade.

RESOURCES

- Internet
- programs available on school network

GRADE EIGHT COMPUTER AWARENESS

INTRODUCTION

This course allows students to explore information technology and software available in our network, which will prepare them to live in a global information-based society. Our students have the opportunity to appreciate the capabilities of our modern state-of-the-art technology.

Proper keyboarding skills, as well as instruction in applications, enable students to become active learners who create their own knowledge. Using a steady and continuous keying style is a technique necessary for development in learning the keyboard.

COURSE OUTLINE

- Keyboarding
 - key letters, numbers and symbols
 - develop and apply skills
- Desktop Publishing
 - prepare business forms (letterhead, business cards, brochures)
- Graphics
- Spreadsheets
- Web Design And Production
- Word Processing
 - formatting
 - language usage

ASSESSMENT

This is a pass/fail course. Completion of all assignments is required to receive a passing grade.

RESOURCES

- text: Keyboarding and Formatting by Fleming
- Internet
- programs available on school network

GRADE SEVEN COOKING AND NUTRITION

INTRODUCTION

The objectives of this course are twofold. First, students are shown how to prepare food according to recipes and demonstrations. Students learn about Kashrut in conjunction with the recipes, which are chosen according to the Jewish holidays and calendar. The Nutrition portion of the course discusses Canada's Food Guide, daily nutritional concerns, and the essential requirements to lead healthy living. Students learn about shopping techniques, leading to wise consumerism.

COURSE OUTLINE

- preparation of various recipes
- grocery shopping techniques
- nutrition and Health

ASSESSMENT

This is a pass/fail course. Participation, completion of assignments, and awareness of safety are required for completion of this course.

RESOURCES

- teacher supplied recipes.
- books
- Internet
- handouts for completion of assignments
- films

GRADE EIGHT COOKING AND NUTRITION

INTRODUCTION

The objectives of this course are twofold. First, students are shown how to prepare food according to recipes and demonstrations. Students learn about Kashrut in conjunction with the recipes, which are chosen according to the Jewish holidays and calendar. The Nutrition portion of the course discusses Canada's Food Guide, daily nutritional concerns, and the essential requirements to lead healthy living. Students learn about shopping techniques, leading to wise consumerism.

COURSE OUTLINE

- preparation of various recipes
- grocery shopping techniques
- nutrition and health unit

ASSESSMENT

This is a pass/fail course.

- participation
- completion of assignments
- awareness of safety

are required for completion of this course

RESOURCES

- recipes will be supplied by teacher
- books
- Internet
- handouts for completion of assignments
- films

GRADE SEVEN AND EIGHT LEISURE AND HEALTH EXPLORATORY

INTRODUCTION

Students explore the concepts of leisure and healthy living. The class studies the connections between these concepts through discussion and practical experience of the health and social benefits of participants in leisure activities. The course exposes students to various leisure pursuits with the emphasis on lifetime activities.

COURSE OUTLINE

People Come in All Shapes and Sizes

- changes in body composition
- healthy weight
- body typing

Body Image

- concept of body image
- societal influences
- consequences of changing body shape

Energy Balance

- understanding energy balance
- relationship between activity, food and healthy weight

Physical Activity

- personal activity and food intake
- lifestyle

ASSESSMENT

- | | |
|--|-----|
| • participation in activities and discussion | 60% |
| • hand in assignments | 25% |
| • quiz | 15% |

RESOURCES

- [Manitoba Milk Producers Nutrition Guide](#)
- [Healthy Activities, Healthy Food Choices, and Healthy Weight](#) by Pat McCarthy Briggs

JUDAIC COMPULSORY SUBJECTS GRADE SEVEN TO SENIOR 4

Hebrew Language and Culture (7-S4)

INTRODUCTION

NETA is a dynamic new Hebrew language curriculum designed for students in grades 7 to S4. This program has been created by Hebrew language curriculum specialists from the Hebrew University in Jerusalem and administered by Boston-based Hebrew College.

Drawing on a broad range of lively language samples from different historical periods and diverse literary forms, NETA immerses teens in all dimensions of learning Hebrew. From Classical Jewish texts to modern Israeli songs, from Hebrew poetry to Israeli newspapers, students learn critical language skills.

Lessons integrate reading, writing, listening and speaking using a multi-layered approach to instruction. Those who complete the program will be able to read, comprehend and enjoy a wide range of Hebrew texts from various historical periods and genres, express thoughts and ideas in writing, have a conversation in modern Hebrew, and understand the media, a play or lecture.

COURSE OUTLINE

The NETA curriculum consists of 30 study units designed for six years of study in secondary schools in the Diaspora. The curriculum integrates five dimensions: language skills, subject area content, thought processes, communicative activities, and linguistic grammatical topics.

There are two aspects of learning and achievement in the NETA program: communicative ability and linguistic knowledge. The success of a typical NETA graduate is assessed in both of these two dimensions. The learning process in NETA engages the student in content related to the theme of the unit studied.

The description of each unit's goals begins with communicative skills and progresses toward linguistic knowledge. Within each unit, communicative achievements appear in order of centrality, complexity, and richness of associated activities, starting with the most central, complex and rich. Linguistic achievements are always described without content and according to a gradual linguistic program of morphology and syntax.

Skills

- Reading
- Writing
- Listening
- Speaking

Source of content

- Personal and interpersonal
- Judaism and Israel
- General knowledge

Thinking skills

- Recognition
- Parsing
- Classification
- Comparing and contrasting
- Drawing conclusions
- Explication

Gray Academy of Jewish Education Curriculum Overview

Communicative Functions

- Defining
- Summarizing
- Elaborating
- Describing and narrating
- Expressing opinions
- Demonstrating

Linguistic Topics

- Semantics
- Syntax
- Morphology
- History of the language
- Dictionary use

Genres

- Lists
- Sayings or slogans
- Signs
- Ads
- Notes: apology, gratitude, request, congratulations, condolences
- Instructions
- Letters: personal (apology, gratitude, request, congratulations, condolences, recommendations)
- Formal stories, poems, songs, headlines, news, articles, letters to the editor

ASSESSMENT

- Daily assignments
- Quizzes
- Unit Exams
- Class observation

Grade 7:

Putting the Mitzvah Back Into Bar/Bat Mitzvah

As students come of age, it's time for them to step up and take their rightful place in the Jewish community. Students will begin to explore the role and development of Jewish Law as it influences Jewish practice. They will have the opportunity to learn about the importance of mitzvot and spirituality in their lives.

Tanach

From the patriarchs to statehood, the Jewish nation experienced different leadership styles. Shmuel I and Shmuel II focus on the shift from the style of judges to the reign of kings. The objectives are to develop an appreciation of the Tanach while stressing the morals and values that it teaches. These topics are discussed in relation to our daily lives and current events.

Current Topics in the Jewish World

This course focuses on a variety of issues from both a social and Jewish perspective. Throughout the course students learn about Jewish values, explore events in Israel and the Jewish world. Students gain an ability to analyze and understand the way these issues and events influence them as individuals.

Roots Project

Why are we living in the frigid temperatures of Manitoba? Why did our ancestors settle here? Flip through your family albums and embark on a journey of exploration of Jewish life in Manitoba. A culminating personal "Roots Project" will be created, presented and displayed in the community.

Drama and Midrash

Find your creative voice. Through educational drama students will learn midrash (legends and folklore) of the Tanach. Students will create and perform their interpretative work of the stories.

Grade 8:

How to be a Kosher Jew

Kashrut, friendship, business and medical ethics are all aspects of Jewish living and decisions we make on a daily basis. This course explores the development of Jewish Law, dietary laws, the role of ethics in Judaism, the ethics of relationships and controversial medical issues from a Jewish viewpoint.

Tanach

From Solomon's rise to power to the destruction of the first Temple this course, Melachim I and Melachim II deal with this critical time period in Jewish history and focus on the power of leadership. The objectives are to develop an appreciation of the Tanach while stressing the morals and values that it teaches.

Toldot – Jewish History

Antiochus, Herod, Bar Kochva, Rabbi Akiva, who are these people, and when did they live? This course will look at the major characters who shaped the Jewish world after the prophets put down their pens.

Kehila: The Community and You

With your bar/bat mitzvah behind you it is time for you to become an active participant in our Jewish community. This course focuses on the different elements that constitute a vibrant community. A major component of the course will take you beyond the walls of your classroom and through the doors of many different organizations in your community.

Current Events in the Jewish World

This course continues the study of current issues relevant to our lives today. Students will look at newspapers, political cartoons, editorials, documentary films and the internet to help them develop skills to analyze and assess the ever-changing world around them.

Senior 1 Compulsory Subjects:

Shoah Studies

This course is an introduction to the study of the political, historical, social and cultural aspects of the destruction of European Jewry during WWII. It covers the events leading up to and including genocide. Students will learn about this time period using a variety of sources including literature, journals, guest speakers, films and discussions of the times and the moral dilemmas.

Torah Survey Course

Major themes from the five books of the Torah will be covered throughout the course. Students will come to understand the unity of the Chumash as well as the unique qualities of each book.

Senior 2 Compulsory Subjects:

Gemilut Chasadim

Do you commit random acts of kindness? Have you ever smiled at a stranger or has a stranger ever smiled at you? Judaism is a religion filled with mitzvot that guide our relationship with other people including hospitality, charity, visiting the sick and making the world a better place. This course will examine the sources of these commandments and offer students the opportunity to put them into action. The very successful city-wide Youth in Philanthropy program is an integral part of this course.

Senior 3 Compulsory Subjects

The Jewish Lifecycle

“From the day we arrive on the planet and blinking, step into the sun; there’s more to be seen than can ever be seen; more to do than can ever be done.” This course focuses on two major life events: marriage and family life, and death and mourning. Topics include dating, responsibilities of partners to each other, loss of a loved one, mourning and the after-life from a Jewish point of view.

Senior 4 Compulsory Subjects

Avodat G’mar

Do you know how much you really know? Is there anything you still want to know? Embark on a journey of independent study on a Jewish topic of your choice. Through a mentorship process and enquiry-based learning, explore, discover, research, interview, present and defend your personal culminating project. The tradition of writing and filming an ethical will is part of this course.

Shoah Studies

Can history repeat itself? Shoah Studies is an in-depth course that develops from the rise of anti-Semitism to the end of WWII. While focusing on this tragic event in history, the course also emphasizes the significance of tolerance, understanding, and human rights as they relate to our world today.

JUDAIC STUDIES ELECTIVES

Senior 1 & 2 Electives

TORAH

Parshat Hashavua

This course presents students with a creative approach to the weekly Torah readings. The students will understand and appreciate the variety and wisdom evident in the parshiot. Develop skills that will enable you to connect the relevancy of Torah to your life.

Monotheism and Idolatry

Ancient Egyptians worshipped the lamb; the Philistines worshipped the fish. Where did the concept of One God originate? This course will explore the revolutionary idea of monotheism and its impact on the world.

Prophets and Dreamers

Was Abraham a prophet? How many dreams are described in the Tanach? The prophets addressed the social, political, and religious issues of their times. Students will study the qualities of the prophet, false prophets, the concept of Messiah, and what prophecy can teach us today.

Megilo

Is there anything new under the sun? Meet the woman who saved a nation. This course will follow Kohelet's search for the meaning of life, and Esther's challenges for Jewish survival in the Diaspora.

Value of Life in Jewish Tradition

Is man really created in God's image? Is there a cause worth dying for? This course will explore the concept of B'tzelem Elokim (humans created in the image of G-d), Jewish humanism, and the sanctity of life.

Israel Studies

Megilat Ha'atzmaut - From Herzl to Today

Israel is reborn after so many hundreds of years of hoping and praying for a homeland. In this course you will study Israel's Declaration of Independence from an historical, human, social and political perspective, and find out about its relevance to Israel today. You will explore: - Zionism, democracy and multi-cultural diversity, and the relationship between Israel and the Diaspora.

Kehilot Israel – Communities, Cultures and Societies

Who are the people that live in Israel? Where did they come from? This course will focus on Jewish community life in the world and follow Jewish immigration to and settlement in Israel. It will explore social, political and economic structures together with these communities' unique cultures and contributions both in the Diaspora and Israel.

Israel Through Humour

Laughter is the best medicine to cure all ills! If this is your motto, this course is for you. It offers a taste of Jewish and Israeli humour. You will explore Jewish and Israeli society via various genres of humour, including satire, comedy, riddles, jokes, and cartoons. Multi-media is an essential part of this course.

Zionist Thinkers

“If you will it, it is no dream”. What’s all this about? This course is a study of various social, political, humanistic and religious streams that make-up the concepts of Zionism. The focus will be on key personalities and their philosophies in the implementation of the Zionist dream.

Jewish World

A Survey of Jewish History

“To know where you are going is to know where you have been.” Events of long ago influence current human behaviour and attitudes. In five months you will travel through 2500 years of Jewish history.

Manhigim

What makes a leader? It is said that history makes the person. Should we ask “Does the person make history?” Abraham, Deborah, Hillel, Buber and others have all contributed in different ways to the Jewish world. Learn about the Jewish personalities who shaped our history and lead our people.

Jewish Society Through the Ages

As slaves, our people functioned differently than we do today. Was tribal life the same as life in the Shtetl? How does life on a kibbutz differ from life in a city? The Jewish people have found creative ways to organize their communities in order to ensure survival, continuity, and prosperity. Find out how!

Medieval to Modern Jewish History

This course covers the Crusades, the Golden Age of Spain, the Inquisition, the Renaissance, the Enlightenment, and the rise of various other Jewish movements up until the twentieth century.

Halacha

Moadim – The Jewish Calendar

What’s your favourite time of the year? This course will take you on a journey through our Jewish year. The focus is on the unique structure of the Jewish calendar in comparison to other calendars of our time. Have you ever wondered why Pesach and Easter fall at the same time? Do you know your Hebrew birthday? Here’s your chance to learn how to get gifts twice a year.

Tefilah – Prayer and Spirituality

Do you have to be religious to pray? Explore the diversity of spirituality and prayer in Judaism today by looking at a variety of relevant themes. This course will focus on the evolution of prayer, communal vs. personal prayer and understanding the meaning behind

the words. Wouldn't it be nice to feel comfortable in a synagogue in Greece, Israel or even China?

Sinai and the Ten Commandments

Do we live in an "anything goes" world? The morals and laws of all societies start here. This course will look at the relevance of the Ten Commandments today and the way they are perceived by various cultures and groups around the world. You will begin to ask questions like "When can you get away with murder?" or "Is it ever ok to disobey orders?"

Science and Religion

Which came first, the chicken or the egg? Why is the "big bang" still just a theory? This course will look at the role of science and modern technology in religions today. Examine how Judaism perceives the melding of science and religion through topics such as medical advancements and space travel.

Culture

Judaism Through the Arts

Come get your hands dirty in this unique course that explores Jewish expression through various art media. This hands-on course enables students to gain a deeper understanding of Jewish art forms by experimenting in Jewish music, photography, architecture, micro calligraphy and more.

Contemporary Jewish Literature and Film

Want to join a book club? Do you enjoy watching movies? Join your friends around the table for a seminar-style course that celebrates modern Jewish creativity through literature and film. The works of well known Jewish writers and filmmakers will be explored.

Winnipeg Jewish Community

To know where you are going is to know where you are from. Learn about our Jewish community, its history and how the different organizations and institutions impact upon our lives. Students will have an opportunity to meet with the key players who ensure Jewish continuity in Winnipeg.

Contemporary Israeli Literature

A new country fosters new literature. Authors reflect the moods, problems and issues of the world in which they live. Join the Israeli experience as viewed through the eyes of its contemporary writers such as Amos Oz and Yehuda Amichai.

Senior 3 & 4 Electives

TORAH

Breishiet and Modern Philosophy

Breishiet is much more than a collection of stories. Learn about the personalities and events that shaped our nation and world. Examine the philosophical ideas and influences of this great book.

Ketuvim

Why do bad things happen to good people? This question has been haunting civilization for thousands of years. While this course may not answer the question, the book of Job explains the foundation for faith. In this course you will also meet a modern woman living in ancient times. Megilat Ruth examines some of the issues that confront women even today.

Moral Issues

Should all the mitzvot be followed blindly? Should we interpret an “eye for an eye” literally? This course will examine the dilemmas that arise with the literal interpretation of Torah. Find out how the sages dealt with the real problems that confront all people.

Studies of War and Peace

Can we ever justify war? The answer may surprise you. From ancient times until today, nations have battled against their enemies. In this course the ethics of war and peace will be examined using a wide variety of historical, literary, and philosophical sources.

Shmot

Freedom! Slavery! Emancipation! Tyranny! Social Justice! Whether the discussion is about Jews, African Americans, or women, these concepts found their voice in the Book of Shmot. Can anybody really be free? Let us trek through the Sinai in search of an answer.

ISRAEL STUDIES

Arab-Israeli Conflict

We hear it on the news, see it on TV, and read it in the newspapers almost daily, “The Arab-Israeli conflict”. This course is an overview of this conflict in the Middle East from the early 20th century until the present. The historical events that shaped this current conflict will be explored vis-à-vis today’s pressing challenges.

Israeli Democracy

Why is the concept of democracy central to the existence of Israel? This course is a study of the democratic process that constitutes the political and social landscape of Israel. The course will focus on political parties, the election process, institutions (Knesset, government, legal institutions, presidency), important personalities and current political events.

Modern Israeli Art and Film

Where would the world be today without the beauty of art and the excitement of movies? This course will explore modern Israeli Society through the medium of art and film. Students will be introduced to Israeli artists and filmmakers and will examine their works. A multi-media approach will be incorporated in this course.

Dilemmas in Israeli Society

Is debating your thing? Can you imagine yourself living in Israel? This course will present various problems in current Israeli society. You will be examining the following issues: social, cultural and religious tensions, army service, the economy and more. Debate various proposals for possible solutions.

Jewish World

Comparative Religion

Why do Catholics eat fish on Friday? What is Jihad? How do you achieve Nirvana? This course will introduce you to major world religions such as Christianity, Islam, and Hinduism. You will examine the similarities and differences in fundamental religious concepts.

Movements and Ideologies

Is there a difference between a Reform and Conservative Jew? What is Reconstructionism? Who are the Karaites? Is there such a thing as a secular Jew? This course surveys several of the main movements in Judaism focusing on ideology, practices and history.

Gender Issues in Judaism

Feminism is challenging the Jewish world to take a hard look at the role of women in a male dominated society. Have you ever heard of Jocheved, Judith, or Bruria? Are roles of men and women being redefined? This course will explore these topical issues.

Being Jewish in the Modern World

The world is quickly evolving, are we changing with it? This course uses a variety of media to study the modern era in Jewish history. Students learn about the Haskalah, the changing Jewish world, modern anti-Semitism and the rise of Zionism.

Halacha

Ethics and Halacha

What happens when laws and ethics collide? This course will focus on a variety of ethical issues from a Jewish perspective while providing an opportunity for students to develop their own personal beliefs. Learn about pop culture's influence on society today including the music we listen to, the clothes we wear, the language we speak, the movies we watch, the internet we surf and more. Does Judaism have a position on such topics?

Creating a Personal Jewish Identity

The best vitamin for a Jew is B1. In the very near future you will be heading into a world that will push you to question your Jewish identity. Discover your own personal place in Judaism. Find the answers to your own questions about being a Jew and your larger place in the world. How will you face the challenges that will confront you in the future?

The Development of Halacha

The Jewish legal system is filled with volumes of important sources that affect Jewish living both yesterday and today. Learn how Jewish laws have evolved over the past three millennia and how the Jewish legal system continues to evolve today. Primary sources such as the Mishnah, Gemarah and Responsa Literature will be used.

Shabbat – Meaning and Laws

Being on a secluded island with the ones you love is everyone's dream. Judaism provides a journey to an island in time. Learn about the customs, traditions, history and celebrations that are the Sabbath. Judaism offers you a unique way to attain inner peace in our hectic lives.

Culture

Through the Jewish Lens

Teenage life is stressful and complex. There are many issues facing youth in today's society. This course will explore issues such as dating, eating disorders, drugs and sexuality from a Jewish perspective. Here's an opportunity to openly discuss the relevant issues in your life.

Leadership and Activism

You are the future leaders of our community. What are you going to do to make our world a better place? Develop the tools to become an active member in Winnipeg's young-adult Jewish community and to be pro-active in the issues facing us today. Network with other youth leaders and organizations throughout North America in order to understand and participate now and tomorrow.

Multimedia Exploration of Jewish Topics

Is there an issue that you feel strongly about? Would you like to be the next Steven Spielberg who has shared his passions with the world through his many films and endeavours? This course gives you creative license to research and create a documentary film to share with others.

Clash of Civilizations

What happened on 9/11? Was it an act of terror or an attack on western civilization at large? How does this turn of events affect us as Jewish citizens of the modern world? This course looks at fundamentalism, the power struggles between different cultures, both past and present, and their impact on our lives today.

GENERAL STUDIES ELECTIVE DESCRIPTIONS

SOCIAL AWARENESS 21G

This course is designed to raise our awareness of the major social issues and to help students become involved in finding solutions to these issues. Suggested topics: War Childs, Land Mines, Specific United Nations Organizations, Peace Keeping, World Wide Political Organizations.

YIDDISH LANGUAGE AND LITERATURE 21G

The interest in Yiddish language and culture has made a revival in many parts of the world. Places such as England, Los Angeles, Montreal and Toronto have already established programs at the day school and at the university levels. The Yiddish course offered here is at the beginner level and will focus on conversation and basic reading and writing skills. The Yiddish language is based on the same alphabet as Hebrew, therefore any student with a basic knowledge of Hebrew will find this course easy to adapt to.

COMPUTER APPLICATIONS 20S

The overall goal of this computer course is to allow students to utilize technology and to apply the skills acquired through instruction, practice, and application into their everyday lives. Students learn the role and impact of technology, and apply ethical, responsible and legal standards in their use. Communication skills are expanded through information technologies. Students experience specific use of a range of educational software available in our network including Word, Excel, Power Point, Front Page and Publisher. The activities they complete are both exploratory in nature, as well as focused on skill acquisition, such as keyboarding and word-processing.

COMPUTER MULTIMEDIA 11G

Using iMovie (iMac OS X) and Sony digital cameras, students will create and edit videos. Storyboards, transitions, special effects, titles, credits and music will be incorporated into each session. Students will choose their own topics, or be given lists of topics to choose from. Students will also be trained in the use of digital cameras and lighting techniques.

PUBLIC SPEAKING & DEBATING 21G and 31G

This course focuses on the many skills that are gained through public speaking and debating. Students learn how to deliver effective oral presentations as individuals and as members of a team. They analyze topics, listen to others, and learn to refute arguments. Public Speaking and Debating provides students the opportunity to present prepared and impromptu speeches and to participate in parliamentary and cross-examination debates.

SPANISH 10G AND 20G

Today, Spanish rivals English as the language of choice in the Americas! Three hundred million people speak Spanish. This course provides an introduction to the Spanish language. The focus is on conversation and basic reading and writing skills.

THEATRE ARTS 21G AND 31G

The purpose of this course is to explore the elements of drama and musical theatre performance. Mime, improvisation, character development, singing, movement, stage orientation and blocking constitute the first half of the course. After the winter break, students work towards a performance of monologues, scene work and/or musical theatre numbers, either choral or solo. The class content very much depends on student areas of interest.

AMERICAN HISTORY 20G

This course is designed to develop an understanding of the political and social history of the U.S.A. Through projects and presentations, students examine the important events and issues in American history, from the founding of the nation to the emergence of the U.S.A. as a world power in the twentieth century.

COMPUTER SCIENCE 30S

This course acts as an introduction to some of the basic concepts of computer science, particularly in the area of programming, both structured and object-oriented. The language C++ will be used for this course. This language is currently the first year teaching language in most university computer science departments.

ELEMENTARY TEACHING PRACTICUM (ETP) 31G

This course is designed for students in Senior 3 interested in Education or in related child care professions. Students are assigned to one or two teachers four times a cycle to assist them in a variety of ways. They may help individual students, aid in classroom routines, prepare materials, mark, research materials, or staple and collate materials. Students are required to keep a journal of their classes and do a paper each term.

FILM AND TELEVISION STUDIES 31G

Everyone loves the movies! In this course we will be watching them! More people than ever are going to movie theatres or renting videos and CDs. However, not too many viewers know how to appreciate and value good filmmaking. This course will teach the skills necessary to view, understand and analyze movies. Students will look at popular motion pictures with an emphasis on genres such as teen flicks, film noir and thrillers. Certain directors, such as Martin Scorsese (Gangs of New York), David Lynch (Mulholland Drive), Terry Zwigoff (Ghost World with Thora Birch), Rob Marshall (Chicago), will be examined as well as recurring themes about modern North American life.

LIFE SKILLS 21G

This course is designed for students who may be pursuing a career in Human Ecology, or wish to enter that faculty at the University of Manitoba. The course requires students to apply themselves as well to theory and practical work with consistent effort required.

The course will consist of units in Advanced Food Preparation, Nutrition, Sewing and Textiles. It will also include units dealing with Career Development and Family Studies.

Some topics in this course are:

- Food, Nutrition and the Lifecycle
- Contemporary Issues in Food and Nutrition for Adolescents
- Individuals and Families in their Environment
- Consumer Textile
- The Health of Individuals and Society and the Impact of Food

ISSUES IN THE ENVIRONMENT 21G

This course is aimed at educating students to become aware of their environment. It follows the general principles of sustainable development, and provides an integrated approach to understanding the environment, acknowledging human impact and providing a framework to develop future solutions.

The emphasis is upon problem-solving and enquiry-based learning in which current issues are examined at local, national and global scales. Students will be able to acquire knowledge and develop an understanding and awareness of physical and human patterns and processes relating to a variety of themes, environments and places.

Some topics include:

- Development of the Forks in Winnipeg
- Silent Spring by Rachel Carson
- World Population Explosion
- Sustainable Development
- Water Managements – locally and globally

THROUGH THE LOOKING GLASS 31G

An exciting new elective that combines different forms of artistic expression. It will include computer multimedia (filming, editing, animation, sound, graphic design), music, creative writing, and stage performance (acting, directing, improvisation). Students will develop an original production including a combination of/ or all of these elements from creation to presentation.

The course will include a performance component in front of an audience.

LITERARY AND CREATIVE WRITING WORKSHOP 21G

The course offers students the chance to explore various forms of literary expression in a workshop environment.

Students may focus on the skills of effective expression in expository writing; sentence, paragraph and various essay constructions, for example, the comparative essay. Some of the specific topics covered include organization, outlines, graphic organizers, writing mechanics, quotations, MLA style and documentation, and using secondary sources.

In addition to or alternatively, students may concentrate on the basic forms of creative writing – poetry, personal narratives, fiction and drama. The various processes involved in the creation of a literary text from initial inspiration to publication will be explored. Student writing is discussed in class and students learn the skills involved in workshop participation, with a focus on peer revision. Students may concentrate on a particular style of writing but will do short exercises in all of the above-mentioned forms. As well, through a variety of readings, students will examine various professional authors' own approaches to different aspects of the craft of writing.

ADVANCED CREATIVE WRITING 31G

This course provides further training for students who want to concentrate on the craft of literary writing, for example, short stories or drama. Some of the topics that will be covered include characterization, dialogue, narrative structure, and style elements. Student writing is discussed in workshops and individual conferences. A portfolio or a major project must be completed. Each student will be offered the opportunity to consult and/or work with a professional writer in a mentorship role.

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