



Secondary School

Grade 10

Curriculum Handbook

2018-2019

Table of Contents

Our Educational Philosophy.....	2
An Introduction to Grade 10	3
Understanding by Design.....	4
The Gradual Release Model.....	5
Subject Specific Information.....	6
English Language Arts	6
Mathematics.....	7
Science	8
Social Studies (Geography, World History, US History, Economics and Government)	9
Mandarin.....	10
PE/Health.....	12
Fine Arts.....	12

Our Educational Philosophy

The mission of TLC International School is to plant seeds of knowledge that can grow to equip students academically, socially, physically, and spiritually for temporal and eternal success.

Our vision is to provide the best in education, partnering with parents to prepare students for life with academic tools, character training, development of social skills and spiritual mentoring.

Education is more than intellectual development. True education develops the mind, body, spirit and social skills of the child. Children at TLC learn cooperation, integrity, respect, creativity, and self-discipline. Positive values and behavior are rewarded in an environment that provides a safe haven for children to attempt new challenges without fear of failure.

An Introduction to Grade 10

The sophomore class is mainly comprised of students 15 to 16 years of age. Each tenth grader remains in school for all eight periods each school day. The eight period schedules keep the student on track towards the credit requirements needed for a College Prep Diploma.

The homeroom structure is important for peer support. Members of the tenth-grade homeroom share a common experience with a shared core class schedule. Although each schedule is full of school work, a snack time and lunch time are provided for recharging. The last period is reserved for electives. Electives provide an extra half-credit towards graduation and a chance for the sophomore to explore a variety of growth and interests while a well-stocked library is always open for all students to explore on their own. A once a week assembly completes a well-rounded week of study by adding vital character enhancement and school-wide community involvement to a student's education.

Field trips are taken to further involve the student in the world and gain knowledge where only experience can teach. Field trips are well-structured and are always accompanied with an academic assignment and/ or project. In previous years, field trips have examined the manufacturing process and the export business. Students also participate in a service-oriented field trip.

During the tenth-grade year, students will also take the Practice SAT, Practice ACT, Practice TOEFL, and the Practice IELTS, explore possible careers, start learning about the college admissions process, take more challenging classes, and start the college research process.

Understanding by Design

“Our lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving specific results... in short, the best designs derive backward from the learnings sought.”

- Grant Wiggins and Jay McTighe in their book Understanding by Design

UBD (Understanding by Design) is a technique of delivering content introduced by Grant Wiggins and Jay McTighe. The methods laid out in this educational technique offer a way of designing courses and delivering content through “Backward Design”. Students at TLC participate in units of study that cover standard driven topics determined by the AERO standards. TLC uses the UBD methods of teaching to ensure courses taught at TLC cover a series of standard based units. These units are designed in a way that ensures quality understanding is provided to all students enrolled in courses at TLC. Content delivery then includes a variety of quality teaching strategies and assessment techniques while keeping a standard based focus in every classroom. This unit based planning approach follows a 3-stage process of Backward Design.

Stage 1 - Identify Desired Results

In order to determine if our students are achieving our desired results we must determine the what the desired end result is. If we teach with this in mind we make sure that everything that occurs in each course is bringing students closer to that goal.

Stage 2 – Determine Acceptable Evidence

It is very important that before we teach we determine what assessments and indicators we will use to determine if students are progressing to an understanding of each standard covered in the courses taught. Evidence may be gathered through projects, questioning, quizzes, papers, group projects, lab projects, written tests, discussions and more.

Stage 3 – Plan Learning experiences and Instruction

After determining the end goal and identifying the evidence that will determine student achievement the daily lessons are determined. Daily lessons are carefully planned and carried out by teachers to support and reach those desired results. Each day students are given a clear objective that lines up and supports the mastery of the goals determined and indicated by the standards covered in each unit.

This approach ensures there are no gaps in the curriculum and all standards are covered in TLC International School’s courses. The aim is to ensure the best possible method of content delivery is given to all TLC students. The students’ learning and understanding is the focus in UBD’s ‘Backwards Design.’ Through this method of ‘Backwards Design’ we can ensure that the indicators of student learning are achieved in every single course offered at TLC.

The Gradual Release Model

The Gradual Release model, developed by Doug Fisher and Nancy Frey, is a broadly recognized approach for moving classroom instruction from teacher-centered to student-centered. This model includes 4 steps: “I do it”, “We do it”, “You do it together”, and “You do it independently”.

During the “I do it” step, the teacher plays an important role in the delivery of the content. Explicit teaching, modelling, and ‘think aloud’ are common strategies used by the teacher during this step.

As the students begin to acquire the new skill or information, the responsibility of learning begins to shift from teacher-directed instruction to student-centered activities. During the “We do it” stage, the teacher uses strategic questions, prompts, and cues to guide students towards mastery of an objective.

“You do it together” is where students collaborate, and depend on other classmates to meet objectives. During this time of instruction, the teacher will move among groups to clarify any misconceptions.

Finally, the full responsibility of learning shifts to the student during the “You do it alone” step. During this independent practice, students rely on their notes and classroom activities to work alone. This is a great opportunity for teachers to evaluate student work and provide further feedback.

Subject Specific Information

English Language Arts

Course Overview

The goal of English Language Arts in the tenth grade is to further develop your high school-level English skills. You should *gain important vocabulary, improve your grammar and writing skills, and form strong reading and speaking skills and habits*. You should gain foundational knowledge and skills which will carry you into the later years of high school and university. Throughout the course of the year, you will be exposed to a wide range of model literature from around the world, and will experiment with several forms of writing, speaking, and presenting knowledge. Some specifics are as follows:

Vocabulary: learn Latin roots, use word parts and context to understand new vocabulary, learn academic terms (Vocabulary Thursday)

Grammar & Writing: use phrases and clauses to add variety, emphasis, interest, and detail; punctuation and mechanics rules; persuasive writing techniques (Grammar Fridays; writing units and projects)

Reading & Literature: listen and visualize literature; identify vocabulary; infer; summarize; learn and analyze elements of literature (Read-Aloud Monday; Silent Reading Wednesday; reading model literature)

Speaking and Listening: participate in group and class discussions, presentations, persuasive speech

English 2 Units

Quarter	Unit Name	Literature	Final Project
1	Empathy Cultural Voices: Folktales, Mythology, and Epics	Articles; “By Any Other Name,” “Flowers for Algernon,” “The Very Old Man with Enormous Wings”; Literature circle novels Greek and Roman mythology, cultural folktales, <i>The Iliad</i> (excerpts)	Research paper on bullying/persecution Folktales Presentation
2	Humanity: Good or Evil? Profiles in Courage	“A Good Man is Hard to Find”; <i>Lord of the Flies</i> Biographies	Literary response Narrative
3	Poetry	Various poems	Poetry Portfolio
4	Social Media and Teenagers Shakespeare	Documentary clips; persuasive speeches <i>Hamlet</i>	Persuasive Writing/Speech Drama Writing & Performing

Mathematics

The study of geometry explores how shapes shape our world and how relation and patterns exist all around us. The course is devoted primarily to plane Euclidean geometry, studied analytically (with coordinates).

Grading Period	Chapter	Section Numbers	Time Spent
First	Ch 1: Incidence Geometry	1, 2, 3, 4, 5, 6	1 weeks
	Ch 2: Subsets of lines, Planes, and Space	1, 2, 3, 4, 5, 6, 7	2 ½ weeks
	Ch 3: Segments and Measurement	1, 2, 3, 4, 5	3 weeks
	Ch 4: Angles and Measurement	1, 2, 3, 4, 5	2 ½ weeks
Second	Ch 6: Congruence	1, 2, 3, 4, 5, 6, 7, 8	3 weeks
	Ch 7: Triangles and Quadrilaterals	1, 2, 3, 4, 5, 6, 7	3 weeks
	Ch 8: Area part 1	1*, 2, 3, Heron's Formula, 4, 5	3 weeks
Third	Ch 8: Area part 2	6, 7, 8	2 weeks
	Ch 9: Circles	1, 2, 3, 4, 5, 6	4 weeks
	Ch 10: Space	1, 2, 3, 4, 5, 6, 7, 8	3 weeks
Fourth	Ch 11: Volume	1, 2, 3, 4, 5	2 weeks
	Ch 14: Trigonometry	1, 2, 3, 4, 5, 6	4 weeks
	Constructions	1.7, 3.6, 4.6, 5.7, 7.7, 9.7, 11.6	3 weeks





Biology is the study of all living organisms. It also includes a study of the matter that composes living things, and the behaviours of groups of organisms.

I. Unit 1: The science of Life

Chapter 1: Introduction to the Biology

Chapter 2: The Chemistry of Life

II. Unit 2

Chapter 3: Introduction to Cells

Chapter 4: Cellular processes

Chapter 5: Genetics

Chapter 7: Biotechnology

III. Unit 3

Chapter 8: Origins of life

IV. Unit 4: The Science of Organisms

Chapter 9: Taxonomy

Chapter 10: Bacteria

Chapter 11: Protista

Chapter 12: Fungi

Chapter 13: Plants

V. Unit 5

Chapter 15: Invertebrates and Ecology

VI. Unit 6: The Science of Human Life

Chapter 20: Anatomy and Physiology

Chapter 21: Transport

Chapter 22: Nervous system

Chapter 23: Reproduction

Social Studies (Geography, World History, US History, Economics and Government)



This course will cover historical information from the time of the Renaissance to the modern day on a global scale. The course will teach students skills to apply the knowledge that they acquire to understanding the patterns of human interaction. This class will be based on understanding the train of cause and effect that is the foundation for history. The class will train students to perceive time's influence upon human interaction, how it changes and how it stays the same. The class will also cover the rise of technology across the globe and how that has changed our world.

Tentative Course Topics:

- Unit One: The Renaissance
- Unit Two: The Reformation
- Unit Three: Exploration and Discovery
- Unit Four: Power Struggle in a Changing Europe
- Unit Five: Age of Reason
- Unit Six: Attempts at Liberty
- Unit Seven: Reaction and Revolution
- Unit Eight: Industrial Revolution and European Society
- Unit Nine: Europe Extends Overseas
- Unit Ten: The Great War
- Unit Eleven: Discontent and Experimentation
- Unit Twelve: The Second World War
- Unit Thirteen: The Cold War Era
- Unit Fourteen: To the Present

Curriculum	
First Language 第一语言中文课	Second Language 第二语言中文课
The curriculum we use is called: 教材	The curriculum we use is called: 教材
FL-G10 《Chinese 10》	SL-YB8 《Easy steps to Chinese 6》
《语文-选修 1, 2》	《轻松学中文 6》
Class	
<p>These are the criteria for determining which class we would place the students: 分班情况</p> <p>第一语言的学生:</p> <p>First language students:</p> <p>1) 父母一方母语为中文, 并在日常生活中运用中文为主要的交流手段, 而且在中文学习上能给予孩子适当的帮助。</p> <p>One of the parents is a native Mandarin speaker and uses Mandarin in daily life as the main means of communication, and can give children proper help in learning Mandarin.</p> <p>2) 在 TLC 入学前, 孩子在中国学校上课并接受第一语言中文课教育</p> <p>Before coming to TLC, children attended Mandarin classes in Chinese schools and received first-language Chinese lessons</p> <p>3) 孩子符合以上 1 或 2 的条件, 都须通过相对应的第一语言的水平测试</p> <p>No matter children are in 1st or 2nd condition, they must be able to pass the corresponding level of the first language test</p> <p>第二语言的学生:</p> <p>Second language students:</p> <p>1) 父母双方母语为非中文的其它语言</p> <p>Parents are non-Chinese Speaker.</p> <p>2) 如果学生的水平高于正常年级水平, 通过水平测试后, 他们将会被分配到较高水平的第二语言中文班级 (HSK 5/6)</p>	

If the students' level is higher than the normal grade level, they will be assigned a higher level of second language Mandarin class through the level test. (HSK 5/6)

3) 如果学生的水平低于正常年级水平, 通过水平测试后, 他们将会被分配到较低水平的中文班级 (轻松学中文 I-5/HSK3-4)

If the students' level is below the normal grade level, they will be assigned a lower level Mandarin class through the level test. (Easy to learn Chinese I-5/HSK3-4)

在十年级, 我们现有 6 个不同等级的中文课

Overall, we would have 6 levels of Chinese language instruction in this grade level.

Assessment:

考试- 月考 Tests – once a month

任务活动-每月一到二次 Projects – 1-2 times a month

小测-每月三次 Quizzes—3 times a month

Homework:

First Language: About 20-25 minutes per day 大约 20-25 分钟的家庭作业。

Second Language: 3-4 times a week 每周三次作业。

Class Frequency:

45 minutes Mandarin class every day 每天有 45 分钟的中文课时间



PE/Health

In 10th grade PE/Health class; we engage the student's minds, bodies, and spirits.

We teach the students about their bodies in the classroom and in physical activities in such a way as to benefit them both in and beyond school.

We instruct students in the proper maintenance of their bodies and minds in both daily life and in sports. We want the students to understand that having an active lifestyle is a lifelong goal that will benefit them regardless of occupation.

We ensure that students, regardless of skill level, will be able to find class activities that will engage them both mentally and physically.

Students will be assessed on four benchmarks: Participation, Attitude, Leadership, and Quizzes. Each of these four assessments make up an equal part of the student's quarterly grade.

Fine Arts

In music, students develop their intellect and refine their emotions, understand the cultural and creative nature of musical artistry, and make connections between music and the arts, technology, and other aspects of their lives. In creative performance, students apply their critical thinking skills and the expressive, technical skills of music in multiple exercises of problem solving. Through reflection on many musical periods and styles, students develop an understanding of music's varied roles in culture and history, a relevant study of diversity for citizens of contemporary America. Additionally, students analyse and evaluate music, developing criteria for making critical judgments and informed choices.



i) Electives

High school students will be given the opportunity to participate in elective classes. Electives are designed by the teachers and chosen by the students and will allow students to experience a range of interesting academic courses. Students will receive 1 credit hour per year for electives. Elective choices will change each semester. Some options for electives may include the following*: Journalism/Newspaper Publishing, Fashion Marketing, Public Speaking, Mock Trial, Student Government Association, Chinese Cooking, and Model United Nations (*options will vary).