



Secondary School

Grade II

Curriculum Handbook

2018-2019

Table of Contents

Our Educational Philosophy.....	2
An Introduction to Grade 11	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
Course Description	9
Mandarin.....	10
Electives	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 11

As students enter the final grades of high school, we seek to build up students who will achieve the following outcomes: **T**ruth seekers, **R**eading and writing specialists, **I**ndependent thinkers who are creative and critical, global thinkers with a **N**urtured worldview, **I**nnovative learners who use multiple intelligences, **T**echnologically capable citizens, and students who **Y**ield exceptional results.

Juniors in grade 11 are between 16-17 years of age. Juniors spend all day in school attending core classes, language classes, and elective classes. Through an additional college preparatory class, students learn strategies to help prepare them for the SAT, TOEFL, and IELTS tests. Students should stay on track to accrue a minimum of seven college credits per year.

During grade 11, students will meet with the counselor to ensure they are on track to graduate. They will take the SAT, ACT, TOEFL, and IELTS tests; make a list of potential colleges; organize a testing plan; prepare for standardized tests; explore financial aid options; obtain 3 letters of recommendation; apply for an internship; and visit colleges.

High school students attend college fairs and college assemblies several times a year based on the discretion of the school guidance counselor. They will also have weekly character education assemblies, and the opportunity to visit and spend time in the library at least once a week. All high school students will go on field trips twice a year.



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 3** is to build on the foundational skills you already possess, and to familiarize you with important American literature. You should *gain important vocabulary, improve your grammar and writing skills, understand the social, political, religious, and economic ties between literature and the real world 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 vocabulary from our texts, use tools to understand new vocabulary, learn academic terms
- **Grammar & Writing:** verb and pronoun usage; writing with sentence clarity and variety; parallelism; writing concise academic essays (Grammar Fridays; writing units and projects)
- **Reading & Literature:** listen and visualize literature; identify style; evaluate literature; 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, debate and rhetoric skills

English 3 Units (Subject to Change)

Quarter	Unit Name	Literature	Final Project
1	This Land is Your Land: The American Identity	Harlem Renaissance poetry; Amy Tan; Declaration of Independence (excerpt)	Cultural Autobiography
	Witch-hunts: Fear and Consequence	<i>The Crucible</i>	Drama Writing/Performing
2	Song of Myself: Individuality, Conformity, and Society	Thoreau; Whitman poetry	Literary Response
	A Voice for Change	"I Have a Dream" by Martin Luther King, Jr.	Action Plan Project - Make the School a Better Place
3	American Dreams and Nightmares	<i>The Great Gatsby; Of Mice and Men</i>	Literary Analysis (Comparison)
4	In Search of America	Frederick Douglass	Memoir Writing
	Spies and Lies	<i>Much Ado About Nothing</i> (Shakespeare)	Storytelling/College Portfolio

Mathematics

Algebra II enhances math skills in many capacities including statistics and data, function behavior and solving, and modeling situations by equation systems and matrices

Building on their work with linear, quadratic, and exponential functions from Algebra I, Algebra II extends their repertoire of functions to include polynomial, rational, and radical functions. Students also begin to work with linear, quadratic, and exponential functions and work closely with the expressions that define the functions. Algebra II students continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Curriculum Overview

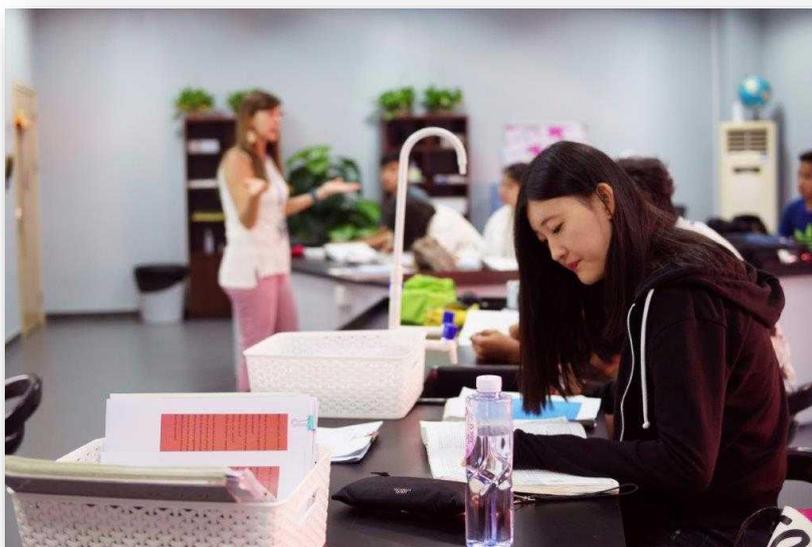
Grading Period	Chapter	Section Numbers	Time to Spend On It
First	Introduction to Algebra II	Syllabus, Math Philosophy and a Reasonable Universe	½ week
	Ch 1: Basic Algebra	3*, 4, 5*, 6, 8*	2 ½ weeks
	Ch 2: Linear Relations	1*, 2, 3, 4, 5*, 7	3 ½ weeks
	History	Chinese Math	½ week
	Ch 3: Solving Systems	1*, 2, 3, 4*, 6	2 weeks
Second	Ch 4: Matrices	1, 2, 3, 4, 5, 6	4 weeks
	Ch 5: Quadratic Equations -Part I	2, 3*, 6 Quiz Christmas break	2 weeks
	Ch 5: Quadratic Equations -Part II	4, 5, 7 Quiz only	2 ½ weeks
	Biography	Hypatia	½ week
Third	Ch 7: Radicals and Exponents	1, 2, 3, 4, 5, 6	3 weeks
	Ch 8: Exponential and Logarithmic Functions	1, 2*, 3, 5, 8*	2 ½ weeks
	Ch 10: Trigonometry	2*, 3, 4, 5	2 weeks
	Biography	Leonhard Euler	½ week
	Ch 12: Sequences and Series -Part I	1, 2 Quiz only	1 week
Fourth	Ch 12: Sequences and Series -Part II	3, 4, 5, 6	3 ½ weeks
	Ch 13: Probability and Statistics -Part I	1, 2, 3, 4 Test	3 ½ weeks
	Ch 13: Probability and Statistics -Part II	5, 7, 8 Quiz only Finals	2 weeks

* only partial material covered

Science

Chemistry is the study of matter and the changes that matter can undergo. Chemistry teaches us to make workable models that help explain, describe, and represent matter.

- I. Unit 1: Matter
 - Chapter 1: Intro to Chemistry
 - Chapter 2: Matter
 - Chapter 3: Measurement
- II. Unit 2: Atomic Structure
 - Chapter 4: Atomic Structure
 - Chapter 5: Elements
 - Chapter 6: Bonding
 - Chapter 7: Bond theory/geometry
- III. Unit 3 Chemical Composition
 - Chapter 8: Reactions
 - Chapter 9: chemical Calculations
- IV. Unit 4: States of Matter
 - Chapter 10: Gases
 - Chapter 11: Solids and Liquids
 - Chapter 12: Solutions
- V. Unit 5: Thermodynamics
 - Chapter 13: Thermodynamics
 - Chapter 14: Chemical Kinetics
 - Chapter 15: Chemical Equilibrium
- VI. Unit 6: Redox
 - Chapter 16: Acids and Bases
 - Chapter 17: Oxidation/Reduction
- VII. Unit 7: Organic Chemistry
 - Chapter 18: Organic Chemistry



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

Course Description

This course covers historical information from about 1900 to the modern day. It will track the United States' expansion and then changing role on the international scene. 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: Expansionism - Manifest Destiny to Empire?

Unit Two: Idealism - Suffrage to Industrial Reform

Unit Three: The Great War - The Crumbling of Ideals

Unit Four: The Roaring 20s - Nihilism and Bootleggers

Unit Five: Depression - Looking for a savior

Unit Six: World War II - Rise of International America

Unit Seven: The Boom - World Superpower (the good old days)

Unit Eight: 1960s - Silent War

Unit Nine: 70s - Changing Society

Unit Ten: 80s - Victory??

Unit Eleven: 90s - America of Today



Grade 11

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: <u>教材</u> FL-G11 《Chinese 11》 <u>《语文-选修 3, 4》</u>	The curriculum we use is called: <u>教材</u> SL-HSK 5
Class	
<p>These are the criteria for determining which class we would place the students: <u>分班情况</u></p> <p><u>第一语言的学生:</u></p> <p>First language students:</p> <p>1) <u>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。</u></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) <u>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</u></p> <p>Before coming to TLC, children attended Mandarin classes in Chinese schools and received first-language Chinese lessons.</p> <p>3) <u>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</u></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><u>第二语言的学生:</u></p> <p>Second language students:</p> <p>1) <u>父母双方母语为非中文的其它语言</u></p> <p>Parents are non-Chinese Speaker.</p>	

- 1) 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 6)

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 6)

- 2) 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 1-6/HSK2-4)

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 1-6/HSK2-4)

在十一年级，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 每周三四次作业。

Class Frequency

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

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).

Beginning in 2018-2019 Virtual High School classes were offered to Seniors and Juniors. Virtual High School, based in the United States, offers a wide variety of Advanced Placement classes, as well as regular classes that can serve as elective classes that TLC is unable to offer due to the school's size. These classes require additional payments and access to a VPN (if the student would like to work at home). Students who need AP testing will need to plan through the College Board for testing.