



Secondary School

Grade 7

Curriculum Handbook

2018-2019

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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 7

The 7th grade school year is an important school year for students. 7th graders start to mature more and grow as a student. During this grade, students can take on more responsibility and still be successful. Teachers recognize that this growth can be a burden, and they take time to help and guide their students. 7th grade is a great year for students to build and strengthen their pre-adult personalities.

In middle school, students transition to a new class each period. They will have a separate teacher for each subject: including math, language arts, reading, science, social studies, art, computers, Mandarin, and PE. Students are given more freedom in moving between classes but must take care of their belongings and time. Middle school students have a harder work load with many projects and assessments.

The TLC middle school believes in growing students in every aspect of learning. Therefore, students have opportunities to learn through field trips and community outreach opportunities. Middle school students may also sign up for school sports teams such as soccer, basketball, and volleyball. Additionally, the students attend a weekly assembly focused on enhancing character development.



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 Description

By the end of the year, 7th grade students will understand and implement aspects of the writing process including: compiling ideas, organizing information, using voice, choosing effective words, writing fluent sentences, using conventions, and presenting their finished works. Students will also engage in regular grammar practice to ensure that their writing is grammatically correct. Finally, students will collaborate with each other and verbally present their ideas in various formats.

Goals for 7th grade (based on Aero standards):

SWBAT (Students Will Be Able To)...

- Write arguments, informative pieces, and narratives
- Write organized, edited pieces
- Use correct English grammar, capitalization, punctuation, and spelling
- Know when to use different types of formal and informal language
- Research a topic and use the proper citations
- Work with others to create and present ideas
- Listen and respond to an argument

Course Schedule:

1st quarter: Introduction to Writing, Narrative Writing, Grammar Foundations

2nd quarter: Informative Writing, Grammar Mechanics

3rd quarter: Persuasive Writing, Grammar Usage

4th quarter: Journalistic Writing, Poetry Writing, Debates and Presentations

Breakdown of grading:

- 25% weekly homework/classwork
- 10% quarterly participation
- 15% quizzes
- 25% tests
- 25% projects (finished written products, presentations, speech activities, etc.)

Classroom policies:

Students will respect the opinions and ideas of others, demonstrate a positive attitude, and be willing to try new things. Students will come to class prepared and not interrupt the flow of instruction and learning when unnecessary.

Assignments will be turned in on-time unless a valid reason for being late is given by the night before. Assignments turned in late will be penalized. Names must be clearly written on all assignments.

Reading

Course Description

By the end of the year, students in 7th grade reading should be able to read proficiently and comprehend literary nonfiction, stories, dramas, and poems within the grade 6-8 complexity. We will focus primarily on reading comprehension. We will learn literary terms, study different forms of literature, learn to analyze nonfiction, and study new vocabulary words. Most importantly, though, we will grow in a love of reading!

Students will occasionally be assigned reading passages, worksheets, or writing projects as homework. However, the bulk of their reading and assessments will be done in-class. Assessments include but are not limited to: vocabulary quizzes, comprehension quizzes or tests, reflective or creative writing, and artistic representations of the literature read.

Goals for 7th Grade Reading (based on AERO Standards):

- Students will be able to understand a text and make inferences based on the text.
- Students will be able to figure out the main themes of a text and summarize the important details.
- Students will be able to analyze how and why characters, events, and ideas develop and interact throughout a text.
- Students will be able to read words and phrases in their correct context.
- Students will be able to analyze how different pieces of a text all work together to make a whole.
- Students will be able to note how a point of view or a particular purpose shapes the text's content and style.
- Students will be able to integrate and evaluate different formats of the same story.
- Students will be able to determine arguments and claims in a text and evaluate their validity, relevancy, and sufficiency.
- Students will be able to analyze how two or more texts talk about similar topics or themes to deepen their knowledge of the subject or compare the how the authors approach the topic.
- Students will be able to read and comprehend complex literary and informational texts independently and proficiently.

Course Schedule:

1st Quarter: Novel

2nd Quarter: Nonfiction

3rd Quarter: Fantasy

4th Quarter: Poetry & Drama

Breakdown of grading

Tests/projects: 45%

- Tests: 23%
- Projects: 22%

Classwork: 55%

- Participation: 25%
- Homework: 15%
- Quizzes: 15%

Classroom Policies

In our class, I expect everyone to **Respect** each other, **Communicate** well, and stay **Positive**. Our class rules, procedures, and expectations fall into these three categories. Students should speak with me and each other kindly, respect class time, and submit assignments on time.



Mathematics

Course Description: Seventh grade math is about developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations and based on samples.

Module 1: Ratio and Proportional Relations

- Topic A: Proportional Relations
- Topic B: Unit Rate and Constant of Proportionality
- Topic C: Ratios and rates Involving Fractions
- Topic D: Ratios of Scale Drawings

Module 2: Rational Numbers

- Topic A: Addition and Subtraction of Integers and Rational Numbers
- Topic B: Multiplication and Division of Integers and Rational Numbers
- Topic C: Applying Operations with Rational Numbers to Expression and Equation

Module 3: Expressions and Equations

- Topic A: Use Properties of Operations to Generate Equivalent Expressions
- Topic B: Solve Problems Using Expressions, Equations, and Inequalities
- Topic C: Use Equations and Inequalities to Solve Geometry Problems

Module 4: Percent and Proportional Relationships

- Topic A: Find the Whole
- Topic B: Percent Problems Including More Than One Whole
- Topic C: Scale Drawings
- Topic D: Population, Mixture, and Counting Problems Involving Percents

Module 5: Statistics and probability

- Topic A: Calculating and Interpreting Probabilities
- Topic B: Estimating Probabilities
- Topic C: Random Sampling and Estimated Population Characteristics
- Topic D: Comparing Population

Module 6: Geometry

- Topic A: Unknown Angles
- Topic B: Constructing Triangles
- Topic C: Slicing Solids
- Topic D: Problems involving Area and Surface Area
- Topic E: Problems involving volume

Homework: Homework is assigned to guide and support the content that the student is learning in the classroom. There will be homework Monday through Thursdays. There will be no homework on the days of assessment.

Assessment: Formal and informal assessments will be used throughout the year to measure student’s progress. Announced and unannounced quizzes will be given at the end of topic. Tests will be given in the mid and at the end of the module.

Assessment Grading: Each question on an assessment is worth 4 points and it will be divided into 4 parts as follows:

1	2	3	4
Missing or incorrect answer and little evidence of reasoning or application of mathematics to solve the problem.	Missing or incorrect answer but evidence of some reasoning or application of mathematics to solve the problem.	A correct answer with some evidence of reasoning or application of mathematics to solve the problem, <u>or</u> an incorrect answer with substantial evidence of solid reasoning or application of mathematics to solve the problem.	A correct answer supported by substantial evidence of solid reasoning or application of mathematics to solve the problem.



Science

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7th Grade:

7th grade will primarily be focusing on life science this year. This includes DNA, characteristics of life, the central dogma of biology (turning DNA into protein), types of cell, parts and functions of cell parts, anatomy, meiosis, mitosis, classification, and more.

The goal is to get students to think about the wonderful diversity of life. For example, how the tallest tree and smallest single celled organism are still somewhat similar.

The picture next to this paragraph shows a student working on her cell factory assignment. The idea of this assignment is to show the different functions of cell parts by depicting them in a factory setting. A factory needs energy just like a cell. A factory needs workers just like the cell. A factory.... You get the point.

At TLC, we follow the aero standards for science



Social Studies

Course Description

In Grade 7 we are exploring different cultures around the world and seeing how they have changed over time through contact with other cultures, religion, changes in science and technology, and government. We are exploring how Geography can shape the way people interact with each other.

At TLC we follow AERO standards:

Standard 1: (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Standard 2: (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

Standard 3: (Geography) Students will understand the interactions and relationship between human societies and their physical environment

Standard 4: (Culture) Students will understand cultural and intellectual developments and interactions among societies.

Standard 5: (Society and Identity) Students will understand social systems and structures and how these influence individuals.

Standard 6: (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

Standard 7: (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

Standard 8: (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

<p>First Semester</p> <p>Unit 1 10 Global Issues 5 Themes of Geography</p> <p>Unit 2 Sub Saharan Africa West and Central Africa Eastern and Southern Africa</p> <p>Unit 3 Asia South Asia Eastern Asia</p> <p>Unit 4 Western Europe</p>	<p>Second Semester</p> <p>Unit 5 Eastern Europe</p> <p>Unit 6 North America</p> <p>Unit 7 South America</p> <p>Unit 8 Australia and Oceania</p>
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Gradebook: In accordance with the TLC grading policy, students' assessments will be weighted in the following categories:

Test: 50%, Quizzes: 30%, Homework/Classwork 10%, Participation: 10%

Assessments:

Test and Projects:

Students should expect 1 to 2 tests per unit.

Quizzes:

Students should expect 1 quiz per section.

Homework:

Students should expect a homework assignment one to two times a week from this course.

Participation:

Participation represents a student's effort in class. Students will receive full credit for participating in class activities, discussion, and with their attention.

Online Course work: Students will be using a classroom website to submit homework and class projects. Classroom texts may also be available on the class website.



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 FL-G7 《Chinese 7》 《语文-七年级上, 下册》	The curriculum we use is called: 教材 SL-HSK3
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> <ol style="list-style-type: none"> 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。 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. 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 Before coming to TLC, children attended Mandarin classes in Chinese schools and received first-language Chinese lessons 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 No matter children are in 1st or 2nd condition, they must be able to pass the corresponding level of the first language test <p>第二语言的学生:</p> <p>Second language students:</p> <ol style="list-style-type: none"> 1) 父母双方母语为非中文的其它语言 Parents are non-Chinese Speaker. 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 (轻松学中文 5/HSK4) 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. (Easy to learn Chinese 5/HSK4) 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 1-4/HSK 2) 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 1-4/HSK 2) <p>在八年级, 我们现有 6 个不同等级的中文课</p> <p>Overall, we would have 6 levels of Chinese language instruction in this grade level.</p>	
Assessment	
<p>考试- 月考 Tests – once a month</p> <p>任务活动-每月一到二次 Projects – 1-2 times a month</p> <p>小测-每月三次 Quizzes—3 times a month</p>	
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



PE/Health

Course Description: This course is for students to come to an understanding on the basic skills used for a variety of sports as well as the knowledge of maintaining a healthy lifestyle and physical fitness. It also helps in the development of fitness to perform everyday tasks and activities.

Curriculum:

Glencoe Teen Health 2014

Course Outline:

- | <u>Health</u> | <u>PE</u> |
|--|---|
| <ul style="list-style-type: none">• Physical Activity• Nutrition• Building Healthy Relationships• Mental and Emotional Health / Disorders• Building Healthy Relationships• Bullying and Cyberbullying• Conflict Resolution• Tobacco and Alcohol• Non-Communicable Disease• Green School/ Environmental Health | <ul style="list-style-type: none">- Basketball- Soccer- Volleyball- Badminton- Flag Football- Ultimate Frisbee- Fitness Testing- Dance |

Materials Needed:

- Pencils/ Pens
- Notebook
- **PE Days: Shorts and Tee Shirt with sneakers. Bring Water Bottle**

General Rules: I expect students to be on time, on task and prepared to learn every day! They should also respect the teacher, the classroom, other students and themselves by keeping their hands to themselves and for taking care of the things around them. They are to be responsible for their own work! Clean up after themselves. **No electronics unless I give permission.** Although the students are allowed to have their phones, they should be kept in their book bags while in PE and in Health class. And lastly, **have fun!**

Grading:

Homework: 10%

PE dress: 10%

Test/ Projects: 30%

Participation: 50%

PE DRESS: Students should bring a change of clothes for PE days. PE wear should be the same that is offered in the student handbook with shorts going to finger tips. Girls: Do leggings/ athletic leggings or yoga pants without a t-shirt that goes to mid-thigh. Boys: Cut off shirts or tank tops are permitted only if the straps are three fingers in length and are appropriately cut under the arms.

Major Projects:

- *Fitness Dance plan:* Students will create a workout dance plan for the class. They need to include 5 aerobic activities with a song approved by Miss Alee. The routine should only be 1 minute long so not the whole song will be played. They will perform in front of the class on the due date.
- *Mental Health Disorders-* Students will be given an addiction to research and to report on. The students must write a one-page double space paper on the addiction and make a news article with pictures and facts about the addictions. Students will present their projects to the class.

- Group project- Students will be divided up into groups and as a group come up with a topic to do a 10-minute-long presentation. Students will be allowed to pick their topic with my approval and then present to the class the information about that topic. Presentation must be creative, organized and original.

Extra Credit:

Students are allowed to hand in extra credit on **Test Days**. Students must print out a health article on any topic that is current and must write a paragraph about what they read in the article. The article must be pertaining to current times.

Fine Arts/Computers

Course Description

Fine Arts is split between Art Class and Computer Class with a quarter of the year dedicated to each subject. Art Class will provide learners with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity. Computer Class will provide learners with opportunities to improve their own work and prepare them for any number of possible careers in a modern business world.

Art Class – Course Outline:

- Perspective Drawing
- Human Sketches
- Fashion Design
- Comic Creation

Computer Class – Course Outline

- Typing Proficiency
- Computer Programming

Computer Class – Materials Needed

- A USB memory stick

Art Class – Materials Needed

- Pencils
- Color Pencils

General Rules:

- Students are expected to be on time and prepared for class. They will be given room in the classroom to store any of their individual art supplies.
- Students are expected to show respect. They should respect the teacher, the classroom, other students and student work, and their own work.
- Students are expected to do their own work and clean up after themselves.
- Students are not allowed to use their phones or electronics during class. All electronic devices must be kept in their bags unless the teacher gives them permission.

Grading:

Projects: 50%

Participation: 50%

Art Class Project Examples

- Perspective Drawing
 - o Students will be able to use perspective to show depth in their art.
- Human Sketches
 - o Students will be able to create human sketches with correct proportion and size.
- Fashion Design
 - o Students will be able to design realistic styled clothing to show weight and clothing material.
- Comic Creation
 - Students will be able to create a short comic using all of the skills they learn in art class.

Computer Class Project Examples

- Typing Proficiency
 - o Students are required to regularly take typing tests and assignments to better their skill.
- Computer Programming
 - Students will learn basic computer programming using resources such as Code.org and Scratch.edu. They will learn logic and analytical skills to develop simple software.

Fine Arts – Homework Policy:

There will be little to no homework assigned in Fine Arts class. Because of the nature of the class, enough time will be provided during class for each project. However, students may work on projects from home if they feel the need to. Optional homework will be assigned so that students who want to increase their skills, can practice.

Music

Course Description: 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 a contemporary world. Additionally, students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

Music Class – Course Outline:

- **Perception:** the tools of the discipline, i.e., vocabulary, elements, concepts, and principles. Students begin their music education at an awareness level and move through grade sequences building understanding.
- **Creative Expression/Performance:** the “making of music” which encompasses repertoire, performing by singing and/or playing individually and in groups, reading and writing music, and creating and arranging within specified guidelines. Students progress from very basic, simple performances to complex performances that require accumulated knowledge and skills.
- **Historical/Cultural Heritage:** the connections students make within the discipline to gain understandings of music's roles and influences in different societies and time periods. Learners study the circumstances and events that influenced composers and musicians in order to preserve certain musical styles and traditions.
- **Response/Evaluation:** criteria built over the course of studies to assess musical works. Students learn to confidently and credibly compare, contrast, synthesize, and evaluate personal works and the works of others. Teaching students to consider and to clearly articulate the reasoning behind their opinions is an important aspect of this strand.

Music Class - Homework Guidelines

This will be a light work load class. Most of what we will accomplish will be done in class. However, there may be times when a special project will be assigned. In that case, work will be expected to be turned in on time and complete. If not, points will be deducted.

Music Class – Example Projects & Assessments

- Music Genre Group Presentation
- Music Video Project
- What is Art? Presentation
- Student Band
- Cups Performance

Music Class - Grading Scale

Homework/Participation – 30%

Quizzes – 30%

Tests/Projects – 40%