



Secondary School

Grade 8

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 8

The 8th grade school year is an important school year for students. 8th grade represents the last transition year before high school where students must begin earning credits toward graduation. With this in mind, classes become more rigorous as teachers prepare the students' minds. The 8th grade year also helps students to develop in their leadership as they are the leaders of the middle school. This leadership is important in developing the minds and attitudes of 8th graders before entering high school.

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, 8th 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 8th 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 8th grade reading should be able to read proficiently and comprehend literary nonfiction, stories, dramas, and poems at the high end of 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 8th 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.

Tentative 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: Grade 8 Mathematics is about formulating and reasoning about expressions and equations, including modelling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analysing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

Module 1: Integer Exponents and Scientific Notation

- Topic A: Exponential Notation and Properties of Integer Exponents
- Topic B: Magnitude and Scientific Notation

Module 2: Concept of Congruence

- Topic A: Definitions and properties of the Basic Rigid Motions
- Topic B: Sequencing the Basic Rigid Motion
- Topic C: Congruence and Angle Relationships
- Topic D: The Pythagorean Theorem

Module 3: Similarity

- Topic A: Dilation
- Topic B: Similar Figures
- Topic C: The Pythagorean Theorem

Module 4: Linear Equations

- Topic A: Writing and Solving Linear Equations
- Topic B: Linear Equations in Two Variables and Their Graphs
- Topic C: Slope and Equations of Lines
- Topic D: Systems of Linear Equations and their Solutions
- Topic E: Pythagorean Theorem

Module 5: Examples of Functions from Geometry

- Topic A: Functions
- Topic B: Volume

Module 6: Linear Functions

- Topic A: Linear Functions
- Topic B: Bivariate Numerical Data
- Topic C: Linear and Nonlinear Models
- Topic D: Bivariate Categorical Data

Module 7: Introduction to Irrational Number Using Geometry

- Topic A: Square and Cube Roots
- Topic B: Decimal Expansions of Numbers
- Topic C: Pythagorean Theorem
- Topic D: Applications of Radical Roots

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
<p>Missing or incorrect answer and little evidence of reasoning or application of mathematics to solve the problem.</p>	<p>Missing or incorrect answer but evidence of some reasoning or application of mathematics to solve the problem.</p>	<p>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.</p>	<p>A correct answer supported by substantial evidence of solid reasoning or application of mathematics to solve the problem.</p>



Science

Grading:

Grading in all science classes is the same.

30% of the grade comes from tests.

Tests will be based on material covered in class as well as knowledge gained during projects / presentations.

20% of the grade comes from homework although the term home work is misleading. Students will be assigned worksheets in class which if not completed become home work. Most of the time students will not have home work if they participate well in class.

20% of the grade comes from quizzes.

Quizzes will be given weekly on Friday. Quizzes can be corrected after they are handed back for half credit and are mostly for the teacher to understand what material the students are still struggling with. The quizzes will contain anywhere from 3 – 10 questions.

10% of the grade comes from participation. Students are expected to actively participate and ask questions when they don't understand the material. In addition, students will use a notebook to take notes and notebook checks will also be used to determine the participation grade.

The last 20% comes from projects / presentations.

Throughout the year students will do several projects and presentations on different scientific topics. In the pictures below, you can see some of these projects for each grade level.

8th Grade:

8th grade will primarily be focusing on earth science this year. This includes states of matter, making maps, energy sources, rock cycle, mining, unique characteristics of earth, how the earth formed, and more.

The goal is to get students to think both critically and creatively about the world around them and develop a love for science.

The picture next to this paragraph shows three students doing a cookie mining lab in which they are mining a finite resource to make imaginary money for their mining company. This lab talks about the two types of mining (surface and subsurface mining) as well as the need for reclamation.

At TLC we follow the AERO standards for science



Social Studies

Course Description

In 8th Grade we are studying US History starting at the end of the 18th Century. We will be starting with the United States Civil War and moving towards the Modern Era. We will be discussing forms of government and defining documents dealing the human rights, development of culture, as well as conflict within a changing society.

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.

First Semester

Unit 1

Branches of Government

Unit 2

The Civil War and Reconstruction

Unit 3

Industrial Revolution and Westward Expansion

Unit 4

Modernization and Global War

Second Semester

Unit 5

World Wars and the Great Depression

Unit 6

Late 20th Century

Unit 7

Introducing the Modern Era

Unit 8

The Present

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-G8 《Chinese 8》 《语文-八年级上, 下册》	The curriculum we use is called: 教材 SL-YB6 《Easy steps to Chinese 5》 《轻松学中文 5》
• 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 6/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 6/ 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 2-3) 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/HSK2-3) <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:	
<p>First Language: About 20-25 minutes per day 大约 20-25 分钟的家庭作业。</p>	

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:

HEALTH

- Your Body Systems
- Personal Health
- Dating Relationships and Abstinence
- The Life Cycle
- Development of a Baby
- Drugs
- Using Medicines Wisely
- Communicable Diseases
- Violence Prevention
- Safety

PE

- Basketball
- Soccer
- Volleyball
- Badminton
- Flag Football
- Ultimate Frisbee
- Fitness
- 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 everyday! 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%

Dress: 10%

Tests/ 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 10 inches above the knees. Girls: 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. Sneakers should be worn

Major Projects:

- *Human Body Project*- Students will create a life size human body drawing with a group. I will assign each group a different part of the human body systems. Each group will have to draw out a human body and name/ label all the parts of each system as a group. They will then present the project in class and give specific details about the systems and how they function in our body.
- *Addictions Project*- 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.
- *Egg Baby Project*- Each student will be given an egg to take care of for a week-long time. The student is responsible for the care and protection of the egg. They are able to design and name the egg. The student learns how important it is to take care of a baby during this time as well as the importance of being responsible.
- *Group project*- Students will be divided up into groups and as a group come up with a topic to do a 15-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 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:

- Advanced Sketching
- Painting Proficiency
- Structural Design
- String and Wood Craft

Art Class – Materials Needed

- Pencils
- Color Pencils

Computer Class – Course Outline

- Typing Proficiency
- Computer Programming
- Photoshop Basics

Computer Class – Materials Needed

- A USB memory stick

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

- Advanced Sketching
 - Students will be able to use advanced sketching techniques to increase the quality of their art.
- Painting Proficiency
 - Students will be able to demonstrate proficiency with painting and painting utensils.
- Structural Design
 - Students will be able to create 3D structural designs using a variety of different materials.
- String and Wood Craft
 - Students will be able to create stylish artwork using physical media.

Computer Class Project Examples

- Typing Proficiency

- 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.
- Photoshop Basics
 - Students will be able to create and design using Photoshop.

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%