



Secondary School

Grade 9

Curriculum Handbook

2018-2019

Table of Contents

Our Educational Philosophy.....	3
An Introduction to Grade 9.....	4
Understanding by Design.....	5
The Gradual Release Model.....	6
Subject Specific Information.....	7
English Language Arts.....	7
Mathematics.....	8
Science: Physical Science.....	9
Social Studies (Geography).....	10
Mandarin.....	11
PE/Health.....	13
Computers.....	13
Electives.....	13



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.

A TLC education is designed to train students who are Truth Seekers, Reading and Writing Specialists, Independent Thinkers, have a Nurtured Worldview, Innovative Learners, Technologically Capable, and Yielding Exceptional Results.



An Introduction to Grade 9

Ninth grade is the beginning of a journey. Typically, ninth grade students are between fourteen and fifteen years old. Middle School is characterized by building relationships with peers and adult mentors. However, High School is characterized by increased academic rigor as students are prepared to enter higher education and the work-place. Ninth grade teachers serve as an important bridge between middle school and high school. help these students to make the move from Middle School to High School. Ninth grade classes include freshman English, Algebra I, Physical Science, Geography, Computer Science, Mandarin, Physical Education, and an elective class.

TLC students must earn 27 credits to qualify for a diploma. To ready students for their post-secondary options, students will complete a career assessment. A career assessment helps students explore extra-curricular activities, identify interests, and possible career options. Students and their parents learn about college savings plan, and various college options at counseling events in the fall semester of their ninth grade.



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

The goal of English I is to equip students with high school-level English skills. Students will gain important vocabulary, improve grammar and writing skills, and form strong reading and speaking skills and habits. Throughout the course students will gain foundational knowledge and skills which will carry ninth graders into the later years of high school and university. In addition, students 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.

Quarter	Unit Name	Literature	Final Project
1	Coming of Age	<i>The Outsiders; A Separate Peace</i>	Character Study Narratives
	Holocausts (Hope in Suffering)	<i>Diary of Anne Frank; Night</i> excerpts, film clips, informational articles	Student Interviews; Final Project Board
2	Loyalty (Friends, Family, and Love)	“Gift of the Magi,” “The Scarlet Ibis,” Literature circles	Literary Analysis
3	Poetry	Various poems	Poetry Portfolio
	Overcoming Obstacles: Still I Rise	Short Stories; Malala Yousafzai biography; Maya Angelou poetry	Metaphor Writing/presentation
4	Shakespeare	Shakespeare Drama (TBD – possibly <i>Romeo and Juliet</i>)	Drama Writing & Performing
	Creating Change	Biographies; articles	Research paper/presentation

Mathematics

Algebra I is a new chapter in mathematical logic which emphasizes abstract and critical thinking in using limited information to solve the unknown. Word problems apply algebraic approaches to real situations, converting abstract modeling back into the concrete world.

GRADING PERIOD	CHAPTER	SECTION NUMBERS	TIME TO SPEND ON IT
First	Ch 1: Real Number Operations	3, 4, 5, 6, 7, 8	2 weeks
	Ch 2: Variables and Equations	1, 2, 3, 4, 5, 6, 7, 8	4 weeks
	Ch 3: Using Equations Part I	1, 2, 3, 4, 5	3 weeks
Second	Ch 3: Using Equations Part 2	6, 7, 8	2 weeks
	Ch 4: Solving Inequalities	1, 2, 3	1½ weeks
	Ch 5: Relations and Functions	1, 2, 3, 4, 5, 7	4 weeks
	Ch 6: Linear Functions Part I	1, 2, 3	1½ weeks
Third	Ch 6: Linear Functions	4, 5, 6, 7	3 weeks
	Ch 7: Linear Systems	1, 2, 3, 4, 5, 6	4 weeks
	Ch 8: Exponents	1, 2, 3, 4, 5, 6	2 weeks
Fourth	Ch 9: Polynomials	1, 2, 3, 4, 5, 6	2 weeks
	Ch 10: Factoring Polynomials	1, 2, 3, 4, 5	3 weeks
	Ch 11: Radicals	1, 2, 3, 4, 5, 6, 7, 8, 9	4 weeks

Science: Physical Science

Physical science is an overview of both branches of Physical Science, Chemistry and Physics. It is a study of inorganic materials, their composition, and arrangements.

I. Unit 1: Foundations

Chapter 1: Modeling

Chapter 2: Matter

Chapter 3: Measurement

II. Unit 2: Mechanics

Chapter 4: Kinematics

Chapter 5: Dynamics

Chapter 6: Energy

Chapter 7: Work

Chapter 8: Fluids Mechanics

Chapter 9: Thermodynamics

III. Unit 3: Electromagnetism

Chapter 10: Electricity

Chapter 11: Magnetism

IV. Unit 4: Periodic Motion

Chapter 12: Periodic motion

Chapter 13: Sound

Chapter 14: Electromagnetic energy

Chapter 15: light

V. Unit 5: Structure of Matter

Chapter 16: Atoms

Chapter 17: Periodic table

VI. Unit 6: Intro to Chemistry

Chapter 18: Bonding and Compounds

Chapter 19: chemical Equations

Chapter 20: Solutions

Chapter 21: Acids and Bases

Social Studies (Geography)

Geography will survey the physical features of the world that we live in, and encourage students to develop an understanding of the relationship between those physical features and the cultural features of societies around the globe. This course will seek to improve students' understandings of the effects that our location and surroundings have upon our lives and then how the way we live our lives affects our surroundings. Topics covered in the course will provide a foundation for further studies in history, economics, and politics.

Tentative Course Topics:

- Unit One: Geographic Terms and Basic concepts
- Unit Two: Geographic Features
- Unit Three: Industry
- Unit Four: Studying Society
- Unit Five: Europe and Russia
- Unit Six: North America
- Unit Seven: Latin America
- Unit Eight: Africa
- Unit Nine: Southwest Asia
- Unit Ten: Asia
- Unit Eleven: Australia and the Pacific



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-G9 《Chinese 9》 《语文-九年级上, 下册》	The curriculum we use is called: 教材 SL-HSK4
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>	

- 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/HSK5-6)

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. (Easy to learn Chinese 6/HSK5-6)

- 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 1-5/HSK2-3)

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 1-5/HSK2-3)

在九年级, 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

PE/Health

In 9th grade PE/Health class; we engage the student's minds, bodies, and spirits.

We teach the students about their bodies both in the classroom and in physical activities in such a way as to benefit them 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 makes up an equal part of the student's quarterly grade.

Computers

The goal of 9th Grade Computers is to equip you (the students) with high school level computing skills.

You will gain important vocabulary, improve your understanding and skill with technology, and form strong user 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 computational software, and will experiment with several forms of creation tools, editing software, and data models.

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).

