



Secondary School

Grade 10

Curriculum Handbook

2019-2020

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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 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.

## AERO Standards

“AERO provides a framework for curriculum consistency across grades K-12 and for stability of curriculum in overseas schools, which typically have a high rate of teacher turnover. AERO's resources, workshops, and professional consultation services help overseas schools implement and sustain standards-based curricula. This effort is in alignment with research-based trends in the development of curriculum worldwide, and particularly with the Common Core initiative in the U.S.”

Retrieved from: <http://www.projectaero.org/>

## Expected Student Outcomes

### **Our Students will be...**

#### **Truth Seekers**

Who...

- understand absolute truth exists
- discern by questioning

#### **Reading and Writing Specialists**

Who...

- discover the world and themselves through the art of reading and writing
- who communicate effectively

#### **Independent Thinkers: Critical and Creative**

Who...

- analyze and apply knowledge across content areas and in the world around them

#### **Nurtured Worldview: Global Thinkers**

Who...

- respect and appreciate all cultures, customs and mindsets
- work collaboratively in diverse groups

#### **Innovative Learners: Multiple Intelligences**

Who...

- are aware of and use to their advantage their own learning styles
- develop other learning styles

#### **Technologically Capable**

By...

- competing in the ever growing, highly innovative technological front

#### **Yielding Exceptional Results**

By...

- striving for excellence in every aspect of their spiritual, academic, physical and

## 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.

## Grading

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

## Class Grading Scale

- **Tests/Projects:** 35%-40%
- **Final Exams:** 10%-15%
- **Class work:** 50% (such as homework, participation and quizzes)

## Subject Specific Information

### English Language Arts

#### Course Description

Students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas such as identity and expectations. The Grades 9-10 Writing Module comprises three separate units that provide in-depth instruction on one type of writing: argument, informative, and narrative.

#### Course Outline

##### Reading

**Module 1:** Reading Closely and Writing to Analyze: How do Authors Develop Complex Characters and Ideas?

**Module 2:** “These are strange times, my dear.”: How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?

**Module 3:** Researching Multiple Perspectives to Develop a Position

**Module 4:** “It is a Tale ... Full of Sound and Fury”: How do authors use craft and structure to develop characters and ideas?

##### Writing

**Unit 1:** Argument Writing

**Unit 2:** Informative Writing

**Unit 3:** Narrative Writing

Retrieved from: <https://www.engageny.org/>

### Physical Education and Health

#### Course Description

This course is designed for students to build upon previous knowledge and practice more complex skills. Students will also improve their motor skills, strengthen their passion for specific sports, and gain a better appreciation for physical fitness. Developed skills will include locomotor, non-locomotor, and advanced skills, as well as teamwork, cooperation, critical thinking, sportsmanship, and self-control.

#### Primary Resources

- Madison Public Schools Physical Education Program
- Shelby County Schools Physical Education I
- Tennessee Department of Education

#### Course Outline:

- Cooperative Games
- Personal Fitness
- Volleyball
- Basketball
- Flag football
- Ultimate Frisbee
- Spikeball
- Badminton
- Soccer



## Mathematics: Geometry

### Course Description

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Course Outline

**Module 1:** Congruence, Proofs and Constructions

**Module 2:** Similarity, Proof and Trigonometry

**Module 3:** Extending to Three Dimensions

**Module 4:** Connecting Algebra and Geometry through Coordinates

**Module 5:** Circles with and Without Coordinates

Retrieved from: <https://greatminds.org>

## Science: Biology

### Course Description

Students will investigate biological systems at the molecular, cellular, and macrobiological level. Hands-on laboratory exercises incorporating cellular biology, genetics, DNA technology, creation vs. evolution, and ecology will be provided to assist students in their understanding of biological themes. Projects and reading assignments may be required with each unit of instruction.

### Course Outline

- Intro to Biology
- Biochemistry
- Cells
- Energetics
- Cell Cycle
- DNA, RNA, Processes
- Genetics
- Evolution
- Ecology
- Introduction to Biology of Animals

## Social Studies World History: 1450 – Present

### Course Description

World History II is a study of the modern world from 1450 to the current time period. Using primary and secondary documents, as well text and multimedia sources online, we will examine the interactions of humans and civilizations in order to better understand how they shaped our current world. We will look not just at a list of names and dates, but will elevate our studies to examine the bigger picture and broader themes and implications of these past events. We will primarily go chronologically through the time period from the Renaissance and Reformation to the 2000s. A major goal will be to thoughtfully discuss these events and to use writing, and analytical and critical thinking skills in the study of this time period. Tentative

### Course Outline

#### Fall Semester

- Week 1: Getting to Know Course, Each Other and Renaissance
- Week 2: Renaissance and Reformation
- Week 3: Age of Exploration: Europe
- Week 4: Age of Exploration: Europe
- Week 5: Age of Exploration: China and Japan
- Week 6: Age of Exploration: Slave Trade
- Week 7: Absolute Monarchs in Europe
- Week 8: Scientific Revolution and Enlightenment
- Week 9: Political Revolutions: France and Napoleon
- Week 10: Political Revolutions: Latin America, Arts (Romanticism)
- Week 11: Industrialization
- Week 12: Industrialization
- Week 13: Rise of Imperialism
- Week 14: Rise of Imperialism

#### Spring Semester

- Week 15: Move to Modernism: US, Latin America, Japan and China
- Week 16: Move to Modernism and Progressivism
- Week 17: World War I
- Week 18: World War I
- Week 19: Russian Revolution
- Week 20: New Political Regimes Around World: Communism, Fascism and Totalitarianism
- Week 21: Nationalism Around World
- Week 22: The Depression
- Week 23: World War II
- Week 24: World War II
- Week 25: Cold War
- Week 26: Cold War
- Week 27: Rise of China as World Power
- Week 28: Independence and New Nations: Asia (India) and Africa
- Week 29: Challenges of Democracy: Collapse of Soviet Union, Africa
- Week 30: Globalism Today: Technology and Economics
- Week 31: Globalism Today: Security Issues and Terrorism
- Week 32: Iraq and Afghanistan
- Week 33: Wrap Up and Final Project Due

Retrieved from: <https://my.vhsllearning.org/PublicCourseDescription.aspx?c=218>

<ul style="list-style-type: none"> <li><b>Curriculum</b></li> </ul>	
<b>First Language 第一语言中文课</b>	<b>Second Language 第二语言中文课</b>
The curriculum we use is called: 教材 FL-G10 《Chinese 10》 《语文-选修 1, 2》	The curriculum we use is called: 教材 SL-HSK5 Book 1
<ul style="list-style-type: none"> <li><b>Class</b></li> </ul>	
These are the criteria for determining which class we would place the students: 分班情况 第一语言的学生： First language students: <ol style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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 1<sup>st</sup> or 2<sup>nd</sup> condition, they must be able to pass the corresponding level of the first language test</li> </ol> 第二语言的学生： Second language students: <ol style="list-style-type: none"> <li>1) 父母双方母语为非中文的其它语言                              Parents are non-Chinese Speaker.</li> <li>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（HSK4 Book 2, HSK 3, CFL: HSK 1&amp;2）                              If the students' level is below the normal grade level, they will be assigned a lower level Mandarin class through the level test. (HSK4 Book 2, HSK 3, CFL: HSK 1&amp;2)</li> </ol>	

**Art**

**Course Description**

Students will be studying Chinese painting. Students will be exploring one of the traditional Chinese painting art form known as “Plastic Arts”. Chinese paintings are divided into figures, landscapes, flowers and birds. Students will acquire painting techniques such as freehand brushwork and colour.

**Course Outline**

- Unit 1: Audience Around Wisteria
- Unit 2: The Spring Garden is Full of Melons and Fruits
- Unit 3: National Flower Peony

## Elective

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, Freshmen Seminar, Senior Project, Virtual High School Courses, Computer Programming, Sports Management, and Chinese Calligraphy (\*options will vary).