



Secondary School

Grade II

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 11

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.

### 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 continue to develop skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.

#### Course Outline

**Module 1:** “O, what a noble mind is here o’erthrown!”: How do authors develop and relate elements of a text?

**Module 2:** “There is within and without the sound of conflict”: How do authors use figurative language or rhetoric to advance a point of view or purpose?

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

**Module 4:** “This is one story I’ve never told before.”: How do authors use narrative techniques to craft fiction writing?

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

### Mathematics

#### Course Description

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.

#### Course Outline

##### **First Quarter**

- Introduction to Algebra II
- Basic Algebra
- Linear Relations
- History-Chinese Math
- Solving Systems

##### **Second Quarter**

- Matrices
- Quadratic Equations -Part I
- Quadratic Equations -Part II
- Biography- Hypatia

##### **Third Quarter**

- Radicals and Exponents
- Exponential and Logarithmic Functions
- Trigonometry
- Biography-Leonhard Euler
- Sequences and Series - Part I

##### **Fourth Quarter**

- Sequences and Series-Part II
- Probability and Statistics-Part I
- Probability and Statistics-Part II



## Science: Chemistry

### Course Description

Students will investigate matter from the macroscopic to the quantum level. Hands-on laboratory exercises incorporating chemical bonding, chemical reactions, stoichiometry, equilibrium, kinetics, and thermodynamic will be examined to assist students in their understanding of the “big idea” in the physical sciences. Projects and reading assignments may be required with each unit of instruction.

### Course Outline

1. Basic Science Skills
2. Atomic Structure
3. The Periodic Table
4. Naming Chemical Compounds
5. Chemical Bonding
6. Stoichiometry
7. Chemical Reactions
8. Kinetics
9. Thermodynamics
10. Frontiers in Chemistry

## Social Studies: US History

### Course Description

**US History 1877 – Present (Fall):** Students will study the time periods spanning from the end of Reconstruction to the Present Day United States. They will examine and evaluate the different economic, social, and political factors that led to changes and growth of the United States. There will be a key focus on analyzing primary and secondary source documents to help understand the lives of the diverse people who make up the United States. Students will also have the opportunity to create original and thoughtful projects through collaboration with their peers using high order thinking skills.

**US History 1754- 1877 (Spring):** This course is designed to give students a better understanding of United States history from 1754 to 1877. Students will study the major topics and themes that surround this time period and walk away from the course with a deeper understanding of early United States History. As part of this course, students will also be analyzing various primary and secondary sources that relate to each of the topics being studied.

### Course Outline

#### **Fall**

Week 1: How did Industry change the United States landscape?

Week 2: Was the United States really the "land of opportunity?"

Week 3: Why was this time period considered Gilded?

Week 4: Was the rapid decline in Native American tribes and people inevitable?

Week 5: Was the Progressive Era truly Progressive?

Week 6: Is the United States and Imperial Nation?

Week 7: How were the 1920s Roaring?

Week 8: Have we learned any lesson from the Great Depression or are we still making the same mistakes?

Weeks 9 & 10: What impact did World War II have on the United States?

Week 11: How are the citizens' views of the United States changing?

Week 12: Was containment the right policy for the Cold War?

Week 13: Is the Civil Rights Movement over?

Week 14: How has the United States citizen's perception of the Government changed?

Week 15: How does the understanding of U.S History affect the way you make decisions now and in the

## Spring

### Era 3 Revolution and the New Nation (1754-1820s)

- Week 1 – Think Like a Historian
- Week 2 – Rising Tensions in the Colonies
- Week 3 and 4 – The American Revolution
- Week 5 – Forming a New Government
- Week 6 – Snapshot of the United States Government

### Era 4 Expansion and Reform (1801-1861)

- Week 7 – Early Years of the United States
- Week 8 – Early Years of the United States II
- Week 9 – Jackson and a Changing Nation
- Week 10 Industry and Manifest Destiny
- Week 11 - Slavery

### Era 5 Civil War and Reconstruction (1850-1877)

- Week 12 – Division and Unrest
- Week 13 – Civil War
- Week 14 – Reconstruction
- Week 15 – Wrap Up

Retrieved from: <https://my.vhsllearning.org/PublicCourseDescription.aspx?c=206>

Retrieved from: <https://my.vhsllearning.org/PublicCourseDescription.aspx?c=205>

## Mandarin

<b>• Curriculum</b>	
<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-G11 《Chinese I I》 《语文-选修 3, 4》	The curriculum we use is called: 教材 SL-HSK5 Book 2
<b>• Class</b>	
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:	
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 1 <sup>st</sup> or 2 <sup>nd</sup> condition, they must be able to pass the corresponding level of the first language test	
第二语言的学生:	
Second language students:	
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 (HSK 5 Book 1, HSK4 Book 2, HSK 3, CFL: HSK I&2)	

If the students' level is below the normal grade level, they will be assigned a lower level Mandarin class through the level test. (HSK 5 Book 1, HSK4 Book 2, HSK 3, CFL: HSK 1&2)

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