



Secondary School

Grade 7

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 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.

[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 social lives

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:** 45%-50%
- **Class work:** 50%-55% (such as homework, participation and quizzes)

Subject Specific Information

English Language Arts

Course Description

The goal of 7th grade English Language Arts (ELA) is to prepare students for reading and writing in high school and beyond by exposing them to a wide range of texts and writing styles. In 7th grade ELA, students will practice reading informational texts and drawing conclusions, practice new vocabulary, experience literature about different cultures and historical eras, and explain how we connect to characters in our everyday lives. They will also practice narrative, persuasive, and informative writing. Students will also spend time exploring grammar topics like parts of speech and sentence structures.

Course Outline

- Unit 1: Short Stories and Narrative Writing
- Unit 2: Historical Fiction Novel Study and Narrative Writing
- Unit 3: Historical Fiction Book Clubs
- Unit 4: Non-Fiction and Informative Writing
- Unit 5: Dystopian Novel Study and Persuasive Writing
- Unit 6: Dystopian Book Clubs and End of Year Project

Social Studies

Course Description

In Grade 7, students 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. Students are exploring how Geography can shape the way people interact with each other.

Course Outline

First Semester

Unit 1

- 10 Global Issues
- 5 Themes of Geography

Unit 2

- Sub Saharan Africa
- West and Central Africa
- Eastern and Southern Africa

Unit 3

- Asia
- South Asia
- Eastern Asia

Unit 4

- Western Europe

Second Semester

Unit 5

- Eastern Europe

Unit 6

- North America

Unit 7

- South America

Unit 8

- Australia and Oceania

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.

Course Outline

Module 1: Ratio and Proportional Relations

Module 2: Rational Numbers

Module 3: Expressions and Equations

Module 4: Percent and Proportional Relationships

Module 5: Statistics and probability

Module 6: Geometry

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

Science

Course Description

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

Course Outline

- Scientific method
- Matter
- Cell structure and function
- Human Body systems
- Reproduction
- Survival and Heredity
- Cycling of Matter and Energy
- Earth's Atmosphere.

Physical Education and 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.

Primary Resource

Glencoe Teen Health 2014

Course Outline

Physical Education

- Volleyball
- Badminton
- Ultimate frisbee
- Flag football
- Fitness testing
- Basketball
- Soccer
- Floor hockey
- Team handball
- Dance
- Pickle ball
- Whiffle ball
- Various games

Health

- Physical activity
- Nutrition
- Mental and emotional health
- Disease

Mandarin

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	
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 st or 2 nd 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 2 or CFL: HSK I & HSK2）

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

Art

Course Description

In this semester, students will start from the flower and bird freehand paintings of Chinese painting. Students will learn Chinese painting by the famous painter Xu Zan. Students will read, enjoy and draw his works. Replication is the most outstanding street to learn the essence of others. The students will emphasize on creativity and own ideas.

Course Outline

Unit 1: Audience Around Wisteria

Unit 2: The Spring Garden is Full of Melons and Fruits

Unit 3: National Flower Peony