



Secondary School

Grade 9

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.

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.

[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

In this course, students read, discuss, and analyze contemporary and classic texts, focusing on how authors develop complex characters and central ideas and considering the effects of authors' structural choices on the texts. 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: "So you want a double life": Reading Closely and Writing to Analyze

Module 2: Working with Evidence and Making Claims: How Do Authors Structure Texts and Develop Ideas?

Module 3: Building and Communicating Knowledge through Research: The Inquiry and Writing Processes

Module 4: Understanding and Evaluating Argument: Analyzing Text to Write Arguments

Writing

Unit 1: Argument Writing

Unit 2: Informative Writing

Unit 3: Narrative Writing

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

Physical 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
- Dance

Mathematics: Algebra I

Course Description

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.

Course Outline

First Quarter

Real Number Operations
Variables and Equations
Using Equations Part I

Second Quarter

Using Equations Pat 2
Solving Inequalities
Relations and Functions
Linear Functions Part I

Third Quarter

Linear Functions
Linear Systems
Exponents

Fourth Quarter

Polynomials
Factoring Polynomials
Radicals

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

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-G9 《Chinese 9》 《语文-八年级上, 下册》	The curriculum we use is called: 教材 SL-HSK4 Book 2
• 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 3, CFL: HSK1&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 3, CFL: HSK1&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).