

# *Le Lycée Français de Los Angeles*



Le Lycée Français  
de Los Angeles

## *Course Catalog 2018-19*

### *International Section Program*

*6TH GRADE*

*7TH GRADE*

*8TH GRADE*

*Raymond and Esther Kabbaz, Founders*  
*Mrs. Clara-Lisa Kabbaz, Esq., President*

## School Mission

Le Lycée Français de Los Angeles seeks to provide its students with maximal opportunities to develop and enrich their personal potential through education of and attention to the whole person. Its unique educational focus lies in the diversity of its students, who represent many ethnic, religious, and socioeconomic backgrounds from all over the world.

Through our world-class French-European and English programs and equally well-regarded North American approach to teaching and learning, our students develop their intellect to the highest possible level. The fruits of this union include student capacity for incisive, advanced analytical thought, heightened awareness, and a wealth of knowledge in the humanities, and diverse personal perspectives on global issues.

Another result of Le Lycée Français' synergy is our students' heightened sensitivity, respect, and appreciation for others' points of view. Our school fosters an environment conducive to respect for cultural differences and encourages multicultural dialogue and exchange. We hold dear the fundamental principle of the equality of all peoples without consideration of race, ethnicity, or religion. At Le Lycée Français de Los Angeles, students live and breathe diversity. Daily, they negotiate conflicts and experience the world on the playground. In accordance with the founders' vision of creating a world community within a microcosmic, classical educational program, we offer students a unique opportunity to experience in vivo the value of lifelong learning amid cultural diversity. Students of Le Lycée Français de Los Angeles are expected to achieve the following skills:

### **1. Critical Thinking:**

- Analyze problems from numerous perspectives
- Use a variety of research modalities in their analysis
- Approach problems through dialectic, Socratic dialogue

### **2. Multilingual Communication:**

- Communicate effectively and have an excellent command of French and English, Spanish, or German (or other languages)
- Demonstrate knowledge of important literary and cultural contributions associated with these languages

### **3. College Readiness:**

- Be ready, willing, and able to join a fruitful college life and a successful professional workforce

### **4. Independent and Self-Directed Learners:**

- Work effectively alone or collaboratively
- Maintain and appreciate self-discipline

### **5. Cultural Sensitivity:**

- Work effectively in a multicultural environment
- Respect the rights of others
- Empathize with the plight of others

### **6. Social Consciousness:**

- Demonstrate awareness of current social issues
- Engage in improving their communities

### **7. Lifelong Enrichment:**

- Demonstrate the love of music, the arts, physical fitness, and good nutrition

# Le Lycée Français de Los Angeles

## MIDDLE SCHOOL CURRICULUM INTERNATIONAL SCHOOL PROGRAM

6TH GRADE	7TH GRADE	8TH GRADE
English	English	English
French	French	French
Fundamental Math <i>Singapore Math</i>	Pre-Algebra <i>Singapore Math</i>	Algebra 1- Part 1 or Algebra I <i>Singapore Math</i>
Earth Science	Life Science	Physical Science
Environmental Studies	Classroom Without Borders	---
World History and Geography of Ancient Civilizations	History (Medieval to Modern)	US History
Computer Science	Computer Science	Computer Science
Engineering	Engineering	Engineering
Music Appreciation	Music Appreciation	Music Appreciation
Art	Art	Art
Physical Education	Physical Education	Physical Education
Introduction to Latin	Latin ( <i>Elective</i> )	Latin ( <i>Elective</i> )
---	Greek ( <i>Elective</i> )	Greek ( <i>Elective</i> )
Chinese-Mandarin ( <i>Elective</i> )	Chinese-Mandarin ( <i>Elective</i> )	Chinese-Mandarin ( <i>Elective</i> )

International School Students take an additional language course of German, Spanish or Mandarin beginning in the 9<sup>th</sup> grade.

EXTRA-CURRICULAR ACTIVITIES		
CLASSES	CLUBS	ATHLETICS
Extra Help "Soutien" for French	Chess /Logic Puzzle Club	Ballet
Extra Help "Soutien" Math	Choir	Basketball*
Extra Help "Soutien" English	Coding Club	Contemporary/Jazz Dance
Piano (incl. music theory)	Drama Club	Fencing
Study Hall	Introduction à la Robotique	Karate
-	Le Petit Journal (CUB)	Soccer*
-	Mathematics Club	Tennis
-	Mural Painting ( <i>for 7<sup>th</sup> and 8<sup>th</sup> graders only</i> )	Table-Tennis
-	Rock Band	Volleyball*
-	Student Council ( <i>lunch time</i> )	-
-	*Foundation of Interscholastic Youth Athletics (FIYA)	

## 6TH GRADE *International School Program*

### English

Students in 6<sup>th</sup> grade English learn how to think. They study basic literary terms, story structure, and genres including mythology, short fiction, drama, poetry, the novel, the graphic novel, and memoir. They learn the skills to do research projects and make both written and oral presentations. In grammar they study the parts of speech and the logic of where they fit in a sentence; types of sentences (simple, compound, complex) and why it's important to vary them in writing; phrases and clauses; spelling strategies; and punctuation. The vocabulary units focus on Greek and Latin roots, Latin legal terms, etymologies, cognates, and context clues to boost decoding skills. We also work in the series *Wordly Wise 3000*, the first step in a program that builds S.A.T./ACT strategies in reading and vocabulary. To emphasize critical thinking, the curriculum is built around key thematic questions that students ask as they encounter each new text: *How has our perception of The Hero changed over time?* (*Heroes, Gods & Monsters of the Greek Myths, The Iliad, The March*); *How can imagination save a life?* (*The Phantom Tollbooth, The Red Pencil*); *Why do people migrate from one country to another?* (*The Arrival, The Red Pencil*); *Which is more important, safety or freedom?* (*The Giver*); *How do individuals affect history?* (*The March*); *How are outsiders perceived, and how can rumors be fatal?* (*Wolf Hollow*); *Why are mortals so foolish in love?* (*A Midsummer Night's Dream*). In addition, from September to June, students also grapple with larger philosophical questions as we read and discuss Nigel Warburton's *A Little History of Philosophy*. The Sixth Grade Writing course introduces students to the basics of written expression. Led by examples from professional authors, they learn about good sentence structure, variety of word choice, figurative language, imagery, and rhythm in their writing. They become comfortable with expository, descriptive, narrative, and persuasive writing. They also study—so they can learn how to reject—the 5-paragraph essay, applying this basic structure across the curriculum but viewing it as a set of training wheels to be outgrown. Students write creatively on many topics in many genres (comic strips, ad campaigns, restaurant reviews, short stories, a book of poems.) A 6<sup>th</sup> grade poetry journal, published in June, includes poetry and essays from students in both the French and ISP sections. Sixth graders are still discovering their most effective learning styles, so the approach in this class is to vary the instruction and activities throughout the year. The unit on Greek mythology draws heavily on visual learning, with weekly slides from ancient and modern art that deal with classical and mythological subjects. The visual arts component in the curriculum is augmented by a field trip to the Getty Villa and a project, “My Conversation with an Ancient Artist,” in which students respond to a piece of art they have studied with a modern take on an ancient work. They also look at representations of scenes from *The Iliad* (in sculpture, painting, and graphic novels) and create their own interpretation of the text. For kinesthetic learners, students reenact stories from the myths through skits. Social learners enjoy small group exploration of a topic—searching for etymologies in teams, putting Medea on trial, or designing a future utopian society after we read *The Giver*. And solitary learners are challenged through book reviews, research projects, and literary response essays. We also spend time teaching them *how* study, offering different strategies based on different learning styles, e.g., vocabulary pictures for visual learners, partner quizzing for social learners, songs or raps for aural learners, flash cards, journaling, mnemonics, and note-taking for solitary learners. By the end of 6<sup>th</sup> grade, students will be engaged readers, confident writers, and clear thinkers. They will have an expanding knowledge of literature and art and new insight into how they learn best.

### English Second Language (ESL)

From sixth through twelfth grade, ESL is a student-oriented course designed for each student's particular needs. Because of the small number of students per ESL class, the teacher is able to differentiate the teaching methods used to meet each student's need. For example, a student struggling with writing would be given a modified version of the assignment, which would still be challenging but more appropriate for his current skill set. Learners will be introduced to structures and vocabulary through the linguistic skills of listening, speaking, reading, and writing. The teachers, along with the students, will explore the language through the study of authentic material and activities. By the end of the school year, English learners will be

able to communicate in a variety of situations for different purposes. For instance, they will converse about themselves and their lives and about everyday topics. They will simulate real-life situations (creating a travel brochure, making a short movie after reading a novel, or creating a CD with songs illustrating the main themes of the novel). The students will also learn to state their opinions about a given topic and participate in small debates. They will be proficient in analyzing short articles, short stories, and level-appropriate novels. They will write complete sentences, a standard paragraph, and short essays. The ultimate goal of this class is to transfer the student to mainstream English class as soon as the ESL teacher, in accordance with the regular English class teacher, deems the student ready.

## **French (Specific level enrollment based on French proficiency)**

### **General Course Description**

French is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. Because French is spoken in many areas, cultural information has been interwoven throughout the activities to help students develop an appreciation for and understanding of the cultures of the francophone world. Students will read a variety of authentic materials including poems, magazine and newspaper articles, brochures, guidebooks, recipes, and literary sketches. They will continue to develop their listening, speaking, reading, and writing skills throughout all levels.

### **Level 1**

French as a Second Language, Level 1, targets students who have never taken French before. The main goal is to help students develop the four communication skills required for learning a language (listening, speaking, writing, and reading). Due to the small number of students per class, the teacher is able to invite the students to express themselves every day for an extensive amount of time. The teacher creates real-life-situation skits for the students to utilize everyday vocabulary in context and practice their oral skills. Thus, by the end of the school year, students will be able to describe themselves, their family, and their home; order a meal at a restaurant; buy food at the market and at any store; and describe their day at school in very simple and clear language. The teacher works toward a reasoned approach of the language through vocabulary and grammar. All of the essential grammar notions required to speak are presented in a simple, authentic, and clear way. Language will be studied throughout the year. The teacher will also expose the students to culture and promote social consciousness so that the students obtain broader knowledge of the language. Students will watch short documentaries on a given topic, always related to the material seen in class. They will also watch French movies in French with English subtitles to work on their listening and comprehension skills. Appropriate websites providing a variety of educational and fun exercises will be recommended to the students. New technologies such as computers, smartphones, cameras, and recorders are used in the classroom to vary the learning experience. Cross-pollination with other subjects, sharing, and interchange of knowledge are strongly encouraged to promote enrichment.

### **Level 2**

This course is a continuation of Level 1 and follows the same structure. It continues the development of listening, speaking, reading, and writing skills with increased emphasis on the practice of reading and writing. The grammar section of this course continues with an introduction of the *Passé Composé* and auxiliary verbs, reciprocal verbs, and agreement of the *Participe Passé*. Students' vocabulary is broadened, allowing for more complex class discussions and conversations. The culture and civilization of France and the francophone world are depicted through videos and films as well as discussions in class. The coursework includes written tests and oral presentations. Students will initiate and sustain conversations using limited vocabulary in short and familiar communicative situations. They will demonstrate comprehension of short conversations on simple topics in everyday situations. In addition, they will write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures, and will express present and past ideas comprehensively.

## **Fundamental Math**

By the end of sixth grade, students will have mastered the four arithmetic operations (add, subtract, multiply and divide) using positive and negative integers. In addition, students will build on their knowledge of simplifying fractions in which they started in 5th grade. Students will also be able to apply their understanding of the concepts of mean, median, and mode of data sets, and know how to calculate for the range. Students will also conceptually understand and work with ratios and proportions and be able to compute percentages (e.g., tax, tips, and interest). They will also learn about perimeter, area, and volume and be familiar with Pi as well as the formulas for the circumference and area of a circle. Students will use letters for numbers in formulas to represent an unknown part of an expression and be able to solve one-step linear equations. Students will finish the year with creating data display (line graph, bar graph, circle graph) and data analysis.

## **Earth Science**

At the start of the school year, students will be introduced to Earth science, looking at the processes of our Earth through geology. We explore rocks, minerals, strata, volcanoes, plate tectonics, and the major events that have occurred throughout Earth's history. Next, we move on to astronomy, looking at the Earth's place in space and how the formation of our universe has allowed our planet to be the habitable home on which we live. We then begin our unit on weather and climate, focusing primarily on the differences between weather and climate. We take a look at Earth's many different climates and why those patterns exist. We finish our year looking at water processes around the world. We will explore our human impact on the natural resources here on Earth and then look at how the weather processes are connected with the water cycle. How is water distributed, and where does the water that we drink come from? Once we are done with water, where does it go?

## **Environmental Studies**

Throughout the sixth grade school year, students will explore and investigate the interrelationships of the natural world, by studying environmental heroes and pioneers such as John Muir. We will discuss, identify, and analyze environmental problems, both natural and human-made, and evaluate the relative risks and alternative solutions for resolving and/or preventing them. Students will participate in a variety of projects aimed to provide a more personal connection to the environmental issues, such as a California Bird Project. They also have an extensive environmental research unit using internet tools to research and applying software applications to design visual graphic presentations (via Word, PowerPoint, Keynote, Pages, etc.).

## **World History and Geography of Ancient Civilizations**

This course begins with the study of early humans and rises of civilization and concludes with Ancient Rome. Between those two units, we will cover the ancient civilizations of Egypt, India, China, and Greece. In addition, there will be a project associated with each unit. To differentiate instruction, the students will be assessed on their abilities in different contexts ranging from creating an Egyptian sarcophagus to acting out debates in the Athenian senate.

## **Computer Science**

This is a hands-on course focused on computer proficiency, covering the computer and its parts, operating systems, word processing, spreadsheets and database management, presentations, graphics, and the Internet. Students will learn the concepts and skills required to work effectively with these tools and apply that knowledge by completing a series of projects. Finally, students will practice narration and presentation skills in their final presentation project.

## **Engineering/Technology**

This course will allow the student to understand the study and conception of technical objects at their comprehension level as well as the necessity of an environmental approach. The class will focus around the

topic of the "Transportation". It will allow the students to define the nature of the technical object, its characteristics and its use, its features, its evolution, the materials used in its manufacture and the energies implemented for its operation. The class will learn technical vocabulary and basic techniques of transmission and transformation of a movement, guidance, and speed.

### **Music Appreciation**

In this class, students develop their abilities to sing, to learn how to read music and to play simple musical instruments. They will expand their repertoire of songs in English and French using one or more voices. Students will learn basic musical concepts using recorders and percussion instruments. Each student will enhance his/her musical ear and expand his knowledge base of music history.

### **Art**

The course is designed to give students of every level creative, perceptual, and vocabulary tools. With each assignment, they discover new ways to answer each art project: it's a riddle with as many answers as there are students in a class. There is no wrong answer...as long as they follow the guidelines of each lesson and its theme. As often as possible, themes will be correlated to other school subjects to favor an interdisciplinary experience. Students learn through individual or group art projects how to discover and understand what *visual art* is about, creating a strong portfolio and increasing their knowledge about artists' pieces taken from every creative field and era of the history of art. On occasion and related to the current art shows, students will go on field trips to discover various exhibitions and galleries. Through the curriculum, the students will develop a sense of visual sensibility, creative expression, historical background, and critical thinking.

### **Physical Education**

The goal of the Physical Education program is to provide students with opportunities to acquire the knowledge and skills necessary to become a physically educated person. Students will learn to appreciate and understand the value of Physical Education and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities as well as team and individual sports. All courses will emphasize the importance of safety, cooperation and sportsmanship. In 6th Grade, the Physical Education program includes: Swimming/Lifesaving

- Yoga
- Volleyball
- Badminton/Table Tennis
- Track
- Muscle Building
- Basketball
- Orienteering

### **Introduction to Latin**

The primary goal of this course is to offer sixth grade students a taste for the study of classical languages, Greek and Latin, before they choose whether to enroll in formal study of either or both languages in the seventh grade. Students are presented with an overview of Greek and Roman history, culture, mythology, and etymology as a grounding of the Western thought. They will learn how to read in Greek and Latin, as well as some vocabulary, but they won't be introduced to the grammatical structures of the languages.

## *6TH GRADE ISP Electives*

### **Chinese Mandarin, Level I-A (Elective)**

This is a beginners' program designed for students starting the study of the language or for those who have had minimal exposure. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. The course is designed to establish a foundation in all language skills in relation to the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and to the fundamentals of character writing (pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and to the development of simple conversational skills. Focus is placed on introducing students to the culture, customs, and history of China. The course delivery is interactive and experiential, encouraging active participation.

### **Chinese Mandarin, Level I-B (Elective)**

This is a course for students who have successfully completed Chinese I-A or for students who have had studied Chinese previously and passed the placement test conducted by teachers. The emphasis of the course is on acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is placed on the building of language-learning skills that can be applied in any future study of a world language. This course introduces students to more complex sentence structures and idiomatic expressions. In addition to the pinyin Romanization system, students work extensively on the four-tone Mandarin phonetic system. Classes are conducted in the target language, as appropriate to the students' level of proficiency, and are designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

### **Chinese Mandarin, Level I-C (Elective)**

This is a course for students who have successfully completed Chinese I-B or for students who have had studied Chinese previously and passed the placement test conducted by teachers. Students will continue to grasp oral communication skills in various real-life situations. They will also learn about different aspects of Chinese history, culture, economics, and so forth so that they will be prepared for the next course level. The course delivery is interactive and experiential, encouraging active participation.

### **Drama (Elective)**

Middle School Drama Club is a theater production elective (in English). Interested students audition in the fall with a memorized comedic or dramatic monologue of their choice. The audition process is followed by callbacks for specific roles in two one-act plays. This year we are working on "Shakespeare's Inferno" (a parody mash-up of Shakespeare's tragic characters set in "Dante's Inferno") and "Gossip" (a social commentary on the infectious manipulation of a charming new student). Our first-semester rehearsals are primarily focused on staging, text work, and building ensemble through the imagined world of the play. Second-semester students begin incorporating more technical elements, such as simple prop creations and costume design, with the help of the director and parents. Several students participate in the theater tech booth to assist with lighting and sound. We have one full technical dress rehearsal day at Theatre Raymond Kabbaz before our two evening performances in the state-of-the-art proscenium 200-seat theater.

### **Choir (Elective)**

Le Lycée Français Choir consists of fourth to eighth grade students. Choir students meet once a week from 3:30 to 4:45 p.m. for rehearsal. No previous choir experience or audition is required. While developing their voice, the students learn vocal technique, teamwork, and stage presence and prepare for a variety of concerts on- and off- campus, all year long, between November and June. The choir also produces recording sessions, video shoots, and live videos during the year.



## ***7TH GRADE International School Program***

### **English**

This course focuses on developing, strengthening, and broadening the students' understanding and use of language in its many forms: reading, writing, and oral communication; vocabulary; and grammatical concepts. As a class, students will read and respond to several novels, along with selected short stories, poems, drama, and nonfiction. Students' responses will center on both literary analysis and appreciation, expressed through organized writing, projects, and oral presentations. Collaborative group work, visual presentations, and reading journals are used as reading assessments, along with written exams. In the spring, student-created and student-led reading groups choose books and spend 3–4 weeks on discussion and on visual and written assignments. Students will further refine their writing skills through expository and creative writing lessons, including autobiographical narratives, persuasive essays, character and theme exposition, and research papers. Grammatical concepts will enhance these lessons. New vocabulary will be extracted from our reading and other sources.

### **English Second Language (ESL)**

From sixth through twelfth grade, ESL is a student-oriented course designed for each student's particular needs. Because of the small number of students per ESL class, the teacher is able to differentiate the teaching methods used to meet each student's need. For example, a student struggling with writing would be given a modified version of the assignment, which would still be challenging but more appropriate for his current skill set. Learners will be introduced to structures and vocabulary through the linguistic skills of listening, speaking, reading, and writing. The teachers, along with the students, will explore the language through the study of authentic material and activities. By the end of the school year, English learners will be able to communicate in a variety of situations for different purposes. For instance, they will converse about themselves and their lives and about everyday topics. They will simulate real-life situations (creating a travel brochure, making a short movie after reading a novel, or creating a CD with songs illustrating the main themes of the novel). The students will also learn to state their opinions about a given topic and participate in small debates. They will be proficient in analyzing short articles, short stories, and level-appropriate novels. They will write complete sentences, a standard paragraph, and short essays. The ultimate goal of this class is to transfer the student to mainstream English class as soon as the ESL teacher, in accordance with the regular English class teacher, deems the student ready.

### **French (Specific level enrollment based on French proficiency)**

#### **General Course Description**

French is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. Because French is spoken in many areas, cultural information has been interwoven throughout the activities to help students develop an appreciation for and understanding of the cultures of the francophone world. Students will read a variety of authentic materials including poems, magazine and newspaper articles, brochures, guidebooks, recipes, and literary sketches. They will continue to develop their listening, speaking, reading, and writing skills throughout all levels.

#### **Level 1**

French as a Second Language, Level 1, targets students who have never taken French before. The main goal is to help students develop the four communication skills required for learning a language (listening, speaking, writing, and reading). Due to the small number of students per class, the teacher is able to invite the students to express themselves every day for an extensive amount of time. The teacher creates real-life-situation skits for the students to utilize everyday vocabulary in context and practice their oral skills. Thus, by the end of the school year, students will be able to describe themselves, their family, and their home; order a meal at a restaurant; buy food at the market and at any store; and describe their day at school in very

simple and clear language. The teacher works toward a reasoned approach of the language through vocabulary and grammar. All of the essential grammar notions required to speak are presented in a simple, authentic, and clear way. Language will be studied throughout the year. The teacher will also expose the students to culture and promote social consciousness so that the students obtain broader knowledge of the language. Students will watch short documentaries on a given topic, always related to the material seen in class. They will also watch French movies in French with English subtitles to work on their listening and comprehension skills. Appropriate websites providing all sort of educational and fun exercises will be recommended to the students. Indeed, new technologies such as computers, smartphones, cameras, and recorders are used in the classroom to vary the learning experience. Cross-pollination with other subjects, sharing, and interchange of knowledge are strongly encouraged to promote enrichment.

## **Level 2**

This course is a continuation of Level 1 and follows the same structure. It continues the development of listening, speaking, reading, and writing skills, with increased emphasis on oral and written communication skills. Through images, short readings, and compositions, students are introduced to various aspects of culture. Supplements include games, online activities, songs, poems, and video clips. The grammar section of this course continues with the irregular verbs in present tense, reciprocal verbs, and an introduction of the Passé Composé and agreement of the Participe Passé. Main conversation topics include clothing, food, sports, daily routine, leisure, and travel and cultural aspects of the French-speaking world. In addition to the textbook and its accompanying videos, students view a few films with the objective of learning more about French and francophone culture, which we discuss in class. As students become increasingly familiar with the spoken language, they perform improvisation-based skits and conversations in class to make the language come alive.

## **Level 3**

This course is a continuation of Level 2 and is intended for students who have had at least two years of background in French. Students will review and expand their vocabulary to include additional topics, such as friendship and relationships, story-telling, environmental and social problems, vacations and leisure activities. The grammar section includes more complicated topics, such as future, imparfait, personal pronouns, and simple relative pronouns. This course builds on the grammar and skills acquired in French I and involves more complex grammatical forms such as object pronouns and practice of the basic skills of listening, speaking, reading and writing. Upon completion of this course, students should be able to comprehend and respond with increasing proficiency to spoken and written French and to demonstrate further cultural awareness. Students will read and demonstrate comprehension of material written for native speakers when the topic and vocabulary/grammatical structures are familiar.

## **Level 4**

In this course, students will continue to develop linguistic skills through the study of authentic supports and through communicative activities. Students will explore parallels between American cultures and the cultures of the French-speaking world and will explore historical, literary, and artistic manifestations of the francophone culture. Upon termination of this class, students will be able to:

- converse and write about themselves and topics such as school, technology, biodiversity and their future professions write and converse about past events using the “imparfait” and the “passé composé” tenses as well as discussing plans in the future or in the conditional tenses, refer to people or things using pronouns, give their opinions (in debates or in compositions) about a given topic, e.g. what they think about social medias, the dangers of technology, whether zoos should exist or not...
- give advice, express cause, goals and necessity, create a poll (given to all the 8th graders), write fiction short stories and summaries; write three book reviews (text or posters) on a French book picked at the library (authentic French books intended to the French section students).
- they will also be able to demonstrate reading and listening comprehension of the theme of short

articles in French, short French books/stories, French poetry, and short radio broadcasts.

### **Pre-Algebra**

This course extends concepts learned in previous grades and prepares students for more abstract concepts in algebra and geometry. The first semester will focus on fundamentals such as algebraic expressions, integers, decimal operations, fractions, exponents, ratios, percent, and solving equations. During semester 2, students will learn how to solve more advanced algebraic equations and inequalities and apply problem-solving skills. New concepts include solving two-step equations and inequalities, graphing, and applying transformations to geometric shapes. Students will also graph relations and functions on coordinate planes using tables of values and slope & y-intercept method. Throughout the curriculum, an emphasis will be given to mental math skills; real-world applications, communication, and higher-level thinking. Students will learn and be assessed on concepts and procedures, problem solving and reasoning, mathematical communication, and connections.

### **Life Science**

Life Science is an introductory course enabling students to explore basic biological concepts. Students focus on concepts shared by all living things such as cell structure, biochemical makeup, genetics, and inheritance. As students move into the second semester, the focus is on the diversity of life, classifying the many different species of living organisms into kingdoms and other classification categories. Students finish the year with a unit on the basics of human anatomy, including the various systems that allow the human body (and those of other mammals) to function and survive. As we transition through the science standards, students will have greater exposure to practices such as the following:

- Asking questions/identifying a problem
- Developing models or concept maps
- Planning/carrying out investigations
- Analyzing/interpreting data
- Using math and other computational thinking
- Developing explanations
- Arguing with evidence
- Obtaining, evaluating, and communicating information

Instruction is given in the form of lectures, demos, videos, labs, projects, and group discussions. Labs and projects are designed to help students develop their higher critical thinking skills through observation and inquiry. Students are expected to take notes from their reading and lectures. Successful students will cooperatively participate in class activities and discussions.

### **Classroom without Borders**

This course heightens students' awareness of issues in third-world countries, enabling students to conduct projects on child soldiers and famine in Africa as well as organize the school's food drive and toy drive for charity.

### **Medieval and Early Modern History**

This course begins with the development of the feudal society in Europe and ends with the Aztec, Mayan, and Incan societies. Between these units, we will cover Islam in medieval times, the cultures and kingdom of West Africa, Imperial China, and Japan during medieval times. In addition, we will do projects focused on a particular topic within each of these units. These projects will include creating a movie on the signing of the Magna Carta and reconstructing the Aztec calendar.

### **Computer Science**

This is a hands-on course focused on computer proficiency, covering the computer and its parts, operating systems, word processing, spreadsheets and database management, presentations, graphics, and the Internet. They will focus on Microsoft Word, Excel, and PowerPoint. Students will learn the concepts and skills required to work effectively with these tools and apply that knowledge by completing a series of projects. Finally, students will practice narration and presentation skills in their final presentation project.

### **Engineering/Technology**

The class will focus around the application areas of "Housing and Construction." We will deepen the analysis and design of the technical object, technical features and solutions thereto, the different constraints, representations, and modeling, the various materials and their properties, and channels of energy. We will initiate the development possibilities of the technical object as well as communication and information management. Sessions will be in small groups to promote teamwork and enhance accountability of each individual. Experiments will be proposed to use and become familiar with the measuring devices and other IT tools.

### **Music Appreciation**

In this experiential class, students develop their abilities to sing, read music, and play simple musical instruments. They will expand their repertoire of songs in English and French using one or more voices. Students also will learn basic music concepts using recorders and percussion instruments. Each student will enhance his musical ear and expand his knowledge base of music history. Seventh graders will also be part of a group project that involves all of the seventh grades classes: they will record a common song (vocals and instrument) and shoot the music video. They will learn how to record music and understand the software, and they will learn how to shoot a video, how a playback functions, and what tools are needed.

### **Art**

This class will cover the aesthetics and techniques (texture and form, aesthetics, one-point and two-point perspective, and color theory) of several genres and mediums of art, including still-life, portraits, and landscape. Students will learn about artists, art history, and the relevance and importance of different aesthetics throughout history. They will be taught to create using various modes of art production, such as drawing, painting, and sculpture, employing materials to include tempera and acrylic paint, graphite pencils, oil pastels, and watercolors, to name a few. Students will examine art from different historical perspectives and discuss the functions of art in respect to these cultures. They will gain firsthand exposure to original works of art during a field trip to a major metropolitan art museum.

### **Physical Education**

The goal of the Physical Education program is to provide students with opportunities to acquire the knowledge and skills necessary to become a physically educated person. Students will learn to appreciate and understand the value of Physical Education and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities as well as team and individual sports. All courses will emphasize the importance of safety, cooperation, and, sportsmanship. Sports included are: Kayaking, Table Tennis, Badminton, Football, Soccer, Basketball, Yoga, Volleyball, Track, Muscle Building, and Swimming.

## ***7TH GRADE ISP Electives***

### **Latin (Elective)**

This course focuses on the fundamentals of the Latin language. By comparing English and Latin grammar and vocabulary, students obtain a better understanding of the mechanics of both languages and make a

better use of their English vocabulary. Basic forms, syntax, and vocabulary are acquired through the reading of selected authentic texts by Pliny, Livy, and Cicero that relate to the beginnings of Rome as a city-state.

### **Greek (Elective)**

This course is designed as a solid introduction to the formal study of Ancient Greek. Students learn the language, culture, and history of Ancient Greece through the reading of authentic texts, such as those of Plutarch, Thucydides, and Plato. They concentrate on learning the basic elements of syntax and on the acquisition of vocabulary. Topics include the first two declensions as well as the main uses of cases, genders, and verbs in the present indicative active and passive. They translate Greek sentences into English and vice versa and, by the end of the year, they learn to read some Greek prose of moderate complexity.

### **Chinese Mandarin, Level I-A (Elective)**

This is a beginners' program designed for students starting the study of the language or for those who have had minimal exposure. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. The course is designed to establish a foundation in all language skills in relation to the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and to the fundamentals of character writing (pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and to the development of simple conversational skills. Focus is placed on introducing students to the culture, customs, and history of China. The course delivery is interactive and experiential, encouraging active participation.

### **Chinese Mandarin, Level I-B (Elective)**

This is a course for students who have successfully completed Chinese I-B or students who have had studied Chinese previously and passed the placement test conducted by teachers. The emphasis of the course is on acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is placed on the building of language-learning skills that can be applied in any future study of a world language. This course introduces students to more complex sentence structures and idiomatic expressions. In addition to the pinyin Romanization system, students work extensively on the four-tone Mandarin phonetic system. Classes are conducted in the target language, as appropriate to the students' level of proficiency, and are designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

### **Chinese Mandarin, Level I-C (Elective)**

This is a course for students who have successfully completed Chinese I-B or those who have had studied Chinese previously and passed the placement test conducted by teachers. Students will continue to grasp oral communication skills in various real-life situations. They will also learn about different aspects of Chinese history, culture, economics, and so forth so that they will be prepared for the next course level. The course delivery is interactive and experiential, encouraging active participation.

### **Drama (Elective)**

Middle School Drama Club is a theater production elective (in English). Interested students audition in the fall with a memorized comedic or dramatic monologue of their choice. The audition process is followed by callbacks for specific roles in two one-act plays. This year we are working on "Shakespeare's Inferno" (a parody mash-up of Shakespeare's tragic characters set in "Dante's Inferno") and "Gossip" (a social commentary on the infectious manipulation of a charming new student). Our first-semester rehearsals are primarily focused on staging, text work, and building ensemble through the imagined world of the play. Second-semester students start incorporating more technical elements, such as simple prop creations and costume design, with the help of their director and parents. Several students participate in the theater tech

booth to assist with lighting and sound. We have one full technical dress rehearsal day at Theatre Raymond Kabbaz before our two evening performances in the state-of-the-art proscenium 200-seat theater.

### **Choir (Elective)**

Le Lycée Français Choir consists of fourth to eighth grade students. Choir students meet once a week from 3:30 to 4:45 p.m. for rehearsal. No previous choir experience or audition is required. While developing their voice, the students learn vocal technique, teamwork, and stage presence and prepare for a variety of concerts on- and off- campus, all year long, between November and June. The choir also produces recording sessions, video shoots, and live videos during the year.

## ***8TH GRADE International School Program***

### **English**

This course covers several topics. In addition to grammar and vocabulary development, there is significant concentration on writing development. We will cover the writing of essays, poems, short stories, letters, and biographies. We also study several novels throughout the year, during which time we complete a project associated with a particular theme within that novel.

### **English Second Language (ESL)**

From sixth through twelfth grade, ESL is a student-oriented course designed for each student's particular needs. Because of the small number of students per ESL class, the teacher is able to differentiate the teaching methods used to meet each student's need. For example, a student struggling with writing would be given a modified version of the assignment, which would still be challenging but more appropriate for his current skill set. Learners will be introduced to structures and vocabulary through the linguistic skills of listening, speaking, reading, and writing. The teachers, along with the students, will explore the language through the study of authentic material and activities. By the end of the school year, English learners will be able to communicate in a variety of situations for different purposes. For instance, they will converse about themselves and their lives and about everyday topics. They will simulate real-life situations (creating a travel brochure, making a short movie after reading a novel, or creating a CD with songs illustrating the main themes of the novel). The students will also learn to state their opinions about a given topic and participate in small debates. They will be proficient in analyzing short articles, short stories, and level-appropriate novels. They will write complete sentences, a standard paragraph, and short essays. The ultimate goal of this class is to transfer the student to mainstream English class as soon as the ESL teacher, in accordance with the regular English class teacher, deems the student ready.

### **French (Specific level enrollment based on French proficiency)**

#### **General Course Description**

French is an integrated learning system designed to enhance the students' language skills. Because French is spoken in many areas, cultural information has been interwoven throughout the activities and presented in the tests to help students develop an appreciation for and understanding of the cultures of the francophone world. Students will read a variety of authentic materials, including poems, magazine and newspaper articles, brochures, guidebooks, recipes, and literary sketches. They will continue to develop their listening, speaking, reading, and writing skills throughout all levels.

#### **Level 1**

French as a Second Language, Level 1, targets students who have never taken French before. The main goal is to help students develop the four communication skills required for learning a language (listening,

speaking, writing, and reading). Due to the small number of students per class, the teacher is able to invite the students to express themselves every day for an extensive amount of time. The teacher creates real-life-situation skits for the students to utilize everyday vocabulary in context and practice their oral skills. Thus, by the end of the school year, students will be able to describe themselves, their family, and their home; order a meal at a restaurant; buy food at the market and at any store; and describe their day at school in very simple and clear language. The teacher works toward a reasoned approach of the language through vocabulary and grammar. All of the essential grammar notions required to speak are presented in a simple, authentic, and clear way. Language will be studied throughout the year. The teacher will also expose the students to culture and promote social consciousness so that the students obtain broader knowledge of the language. Students will watch short documentaries on a given topic, always related to the material seen in class. They will also watch French movies in French with English subtitles to work on their listening and comprehension skills. Appropriate websites providing all sort of educational and fun exercises will be recommended to the students. Indeed, new technologies such as computers, smartphones, cameras, and recorders are used in the classroom to vary the learning experience. Cross-pollination with other subjects, sharing, and interchange of knowledge are strongly encouraged to promote enrichment.

## **Level 2**

This course is a continuation of Level 1 and follows the same structure. It continues the development of listening, speaking, reading, and writing skills, with increased emphasis on oral and written communication skills. Through images, short readings, and compositions, students are introduced to various aspects of culture. Supplements include games, online activities, songs, poems, and video clips. The grammar section of this course continues with the irregular verbs in present tense, reciprocal verbs, and an introduction of the Passé Composé and agreement of the Participe Passé. Main conversation topics include travel by plane and train, sports and hobbies, daily routine and cultural aspects of the French-speaking world. In addition to the textbook and its accompanying videos, students view a few films with the objective of learning more about French and francophone culture, which we discuss in class. As students become increasingly familiar with the spoken language, they perform improvisation-based skits and conversations in class to make the language come alive.

## **Level 3**

This course is a continuation of Level 2 and is intended for students who have had at least two years of background in French. Students will review and expand their vocabulary to include additional topics, such as friendship and relationships, inventions, environmental and social problems, vacations and leisure activities. The grammar section includes more complicated topics, such as future, imparfait, personal pronouns, and simple relative pronouns. This course builds on the grammar and skills acquired in French I and involve more complex grammatical forms such as object pronouns and practice of the basic skills of listening, speaking, reading and writing. Upon completion of this course, students should be able to comprehend and respond with increasing proficiency to spoken and written French and to demonstrate further cultural awareness. Students will read and demonstrate comprehension of material written for native speakers when the topic and vocabulary/grammatical structures are familiar.

## **Level 4**

In this course, students will continue to develop linguistic skills through the study of authentic supports and through communicative activities. Students will explore parallels between American cultures and the cultures of the French-speaking world and will explore historical, literary, and artistic manifestations of the francophone culture. Upon termination of this class, students will be able to:

- converse and write about themselves and topics such as school, technology, biodiversity and their future professions
- write and converse about past events using the “imparfait” and the “passé composé” tenses as well as discussing plans in the future or in the conditional tenses, refer to people or things using pronouns
- give their opinions (in debates or in compositions) about a given topic, e.g. what they think about

social medias, the dangers of technology, whether zoos should exist or not

- give advice, express cause, goals and necessity
- create a poll (given to all the 8th graders), write fiction short stories and summaries; write three book reviews (text or posters) on a French book picked at the library (authentic French books intended to the French section students)
- they will also be able to demonstrate reading and listening comprehension of the theme of short articles in French, short French books/stories, French poetry, and short radio broadcasts

### **Algebra 1**

Students will be divided into two groups for this course according to their abilities and achievements in mathematics. Students will take an assessment test at the beginning of the year for the class placement, or will be placed at the recommendation of their teacher.

Algebra I students will learn how to solve multi-step equations, quadratic equations, radical equations and inequalities. Student will learn to apply these skills to solve practical real-life problems. Students will also build on their knowledge of graphing by learning different graphing techniques for linear equations and inequalities, along with new concepts such as quadratic equations, absolute value equations and radical equations. In addition, students will be exposed to simplifying exponents, polynomials, radicals, factoring and the Pythagorean Theorem. Algebra I Part 1, for those less strong in mathematics, moves at a slower pace and doesn't explore concepts with the same depth. The students in Algebra I Part 1 will continue the rest of the Algebra I course in 9th grade. Finally, throughout the curriculum an emphasis will be given to mental math skills, real-world applications, communication, and higher-level thinking. Students will learn and be assessed on concepts and procedures, problem solving and reasoning, mathematical communication, and connections.

### **Physical Science**

The eighth grade Physical Science curriculum focuses on topics that include forces and motion, the solar system, and chemistry. Basic math skills and equations will be used as part of data interpretation and analysis. Broader crosscutting concepts include cause and effect and identifying patterns. As we transition to next generation science standards, students will have greater exposure to practices such as the following:

- Asking questions/identifying a problem
- Developing models or concept maps
- Planning/carrying out investigations
- Analyzing/interpreting data
- Using math and other computational thinking
- Developing explanations
- Arguing with evidence
- Obtaining, evaluating, and communicating information

Instruction is given in the form of lectures, demos, videos, labs, projects, and group discussions. Labs and projects are designed to help students develop their higher critical thinking skills through observation and inquiry. Students are expected to take notes from their reading and lectures. Cooperative participation in class activities and discussions is expected to be a successful student.

### **US History-Geography**

This course focuses on the history of the United States. It begins with Colonial Heritage and concludes with the Civil War. Between these units, we will also cover the revolution in the colonies, forming a new nation, launching a new republic, and expanding the nation. Each unit will coincide with a project. In addition, the students will have a joint project with the French School Program, where they present a particular aspect of either the Revolutionary War or the French Revolution.



## **Computer Science**

This course introduces students to basic design skills on the computer. Such skills will involve exercises in the production of graphic design using Photoshop Elements (and other software), where they will develop the ability to use the tools provided by the software to achieve their design goals. Students, in a month-long project, will be expected to plan, design, and build a significant graphic design (such as a CD or DVD cover). The course continues with developing basic web design skills, where students can use the graphic designs they have created to produce web pages. In this they will learn to use HTML and CSS to achieve a set of web design goals. In the final month, they will complete a website building project.

## **Engineering/Technology**

The class will focus on the areas of application of the "comfort and home automation." The students will be sensitized on the indoor and outdoor equipment, the management of information and automation of technical elements that surround them daily. We will deepen and study the different stages conception of these elements. The sessions will be organized around specific technical studies of common objects: aspects of functions, constraints, technical solutions, schedules, materials choice, energies implemented will be integral parts of these studies. We will justify the possibility of changing the technical object as well as communication and information management. Sessions will be in small group to promote teamwork and enhance accountability of each individual. Experiments will be proposed to use and become familiar with the measuring devices and other IT tools.

## **Music Appreciation**

The classroom instruction is dedicated to developing students' ability to sing, read, play and understand music in its many forms:

Students learn a repertoire of songs with one or more voices.

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music; Students will play different scores with musical instrument.

The music class is also dedicated to listening activities:

- Learning the history of music for a better understanding of the historical contributions and cultural dimensions of Music; Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- Comparing the means used to create images or evoke feelings and emotions in musical works. Role of the movie composers, and soundtracks. Describing how music is composed and adapted for use in film, video, radio, and television.
- Each class of eighth graders will also make a music video project. They will record a song (vocals and/or instrument) and shoot the music video.

They will discover how to record music, understand the software and the tools/instruments needed, and learn the music recording technique. Students will be asked to use their creativity to write a synopsis, organize the shooting (place, decoration, costumes, etc.), and make the storyboard. They will also discover how to shoot a video, including the different filming angles and the tools/instruments needed. They will show their acting skills in adapting their storyboard and will learn how to edit a video to get the final version of the music video.

## **Art**

This course focuses on art criticism. Topics include painting or drawing (still life, portrait, and landscape), printmaking (embossment and silk-screening), sculpture (assemblage, plaster, and architectural), discussing, and writing about the elements and principles of art. This course also includes a distance-learning option (Cleveland Museum of Art) and visual journal topics including value and contrast exercises, exposure to machine project balance, and a review of the elements of art. The eighth grade art portfolio emphasizes fluency in art history, criticism, aesthetics, and production through painting and printmaking (still-life, portrait, and landscape), printmaking, sculpture (assemblage and plaster), ceramics (stacked forms or combination of building techniques), and Photoshop and/or Illustrator (collage or montage). During this

second year of middle school, the students will review the basics and the specificities of Arts Plastiques. They will create 2D and 3D projects, they will review basic techniques in the use of pencils, crayons, pastels, markers, collage, paint, and so on through themes using still life, various painting techniques, chromatic circle, composition and narration, design, texture, and surfaces. Upon completion, they will discuss their projects and share their ideas with others, also discovering art created by other students which are displayed in the classroom. They will discuss examples of masterpieces taken from the history of art related to the theme they just studied. Interdisciplinary projects and lessons are created, known as Histoire des Arts. A theme is selected every year, and the students work on it in every subject in preparation for the oral exam required in the ninth grade French system.

### **Physical Education**

The goal of the Physical Education program is to provide students with opportunities to acquire the knowledge and skills necessary to become a physically educated person. Students will learn to appreciate and understand the value of Physical Education and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities as well as team and individual sports. All courses will emphasize the importance of safety, cooperation and sportsmanship.

## *8TH GRADE ISP Electives*

### **Latin (Elective)**

This course continues the study of fundamentals that began in Latin in the 7th grade. Students cover all declensions and verb tenses in the indicative mood. Subjunctive is introduced in the present and imperfect tenses. Readings include texts by authors such as Livy, Cicero, Pliny, and Sallust that help students understand the social, political, and cultural context of the Roman Republic.

### **Greek (Elective)**

This course is a continuation of Greek that began in the seventh grade. After a review of the material learned the previous year, students approach the study of forms and structures that characterize complex Greek writing: 3rd declension; conjugation of thematic vowel and vowel-stem verbs at the imperfect, future and aorist tenses; active, middle and passive voices; participles, and subjunctive and optative moods. They translate authentic excerpts from Isocrates, Xenophon, Lysias, and Plato about the history and the daily life of Athens.

### **Chinese Mandarin, Level I-A (Elective)**

This is a beginners' program designed for students starting the study of the language or for those who have had minimal exposure. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. The course is designed to establish a foundation in all language skills in relation to the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and to the fundamentals of character writing (pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and to the development of simple conversational skills. Focus is placed on introducing students to the culture, customs, and history of China. The course delivery is interactive and experiential, encouraging active participation.

### **Chinese Mandarin, Level I-B (Elective)**

This is a course for students who have successfully completed Chinese I-B or students who have had studied Chinese previously and passed the placement test conducted by teachers. The emphasis of the course is on acquiring skills for character writing and learning basic sentence structures for daily

communication. The focus is placed on the building of language-learning skills that can be applied in any future study of a world language. This course introduces students to more complex sentence structures and idiomatic expressions. In addition to the pinyin Romanization system, students work extensively on the four-tone Mandarin phonetic system. Classes are conducted in the target language, as appropriate to the students' level of proficiency, and are designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

### **Chinese Mandarin, Level I-C (Elective)**

This is a course for students who have successfully completed Chinese I-B or those who have had studied Chinese previously and passed the placement test conducted by teachers. Students will continue to grasp oral communication skills in various real-life situations. They will also learn about different aspects of Chinese history, culture, economics, and so forth so that they will be prepared for the next course level. The course delivery is interactive and experiential, encouraging active participation.

### **Drama (Elective)**

Middle School Drama Club is a theater production elective (in English). Interested students audition in the fall with a memorized comedic or dramatic monologue of their choice. The audition process is followed by callbacks for specific roles in two one-act plays. This year we are working on "Shakespeare's Inferno" (a parody mash-up of Shakespeare's tragic characters set in "Dante's Inferno") and "Gossip" (a social commentary on the infectious manipulation of a charming new student). Our first-semester rehearsals are primarily focused on staging, text work, and building ensemble through the imagined world of the play. Second-semester students start incorporating more technical elements, such as simple prop creations and costume design, with the help of their director and parents. Several students participate in the theater tech booth to assist with lighting and sound. We have one full technical dress rehearsal day at Theatre Raymond Kabbaz before our two evening performances in the state-of-the-art proscenium 200-seat theater.

### **Choir (Elective)**

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