COGITO
ERGO SUM

EST. 1964

Le Lycée Français de Los Angeles

COURSE CATALOG

Jr. Preschool – Twelve

2025-2026



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

TABLE OF CONTENTS

Press CTRL + click on a link to activate.

SCHOOL MISSION 1-2

EARLY CHILDHOOD CURRICULUM 3
Introduction 4
Jr. Preschool Program 5
Preschool Program 6
Kindergarten 1 Program 7-8
Kindergarten 2 Program 8-9
1st Grade Program 9-11

INTERNATIONAL SCHOOL PROGRAM (ISP)
ELEMENTARY SCHOOL 12

2nd – 5th Grade ISP Curriculum and Extra-Curricular Activities 13
2nd Grade ISP Program 14-16
3rd Grade ISP Program 16-18
4th Grade ISP Program 18-21
5th Grade ISP Program 21-24

MIDDLE SCHOOL 25

Middle School ISP Curriculum and Extra-Curricular Activities 26
6th Grade ISP Program 27-32
    6th Grade ISP Electives 32-33
7th Grade ISP Program 33-38
    7th Grade ISP Electives 38-39
8th Grade ISP Program 40-45
    8th Grade ISP Electives 45-47

HIGH SCHOOL 48

9th & 10th Grade Curriculum 49
11th & 12th Grade Curriculum 50
9th Grade ISP Program 51-56
    9th Grade ISP Electives 56-58
10th Grade ISP Program 59-63
    10th Grade ISP AP Course List & Electives 63-66
11th Grade ISP Program 66-71
    11th Grade ISP AP Course List & Electives 71-74
12th Grade ISP Program 75-79
    12th Grade AP Course List & Electives 79-83

HIGH SCHOOL ADVANCED PLACEMENT COURSE INDEX: ISP AND FSP ... 84-91

FRENCH SCHOOL PROGRAM (FSP) 92
TPS Maternelle au CP / Jr. Preschool – 1st Grade .....93 (see pages 3-11)

PROGRAMME SCOLAIRE DU ÉLÉMENTAIRE / ELEMENTARY SCHOOL CURRICULUM
DESCRIPTION DES COURS / COURSE DESCRIPTIONS

CE1 – CM2 (2nd – 5th Grade) FSP Curriculum & Extra-Curricular Activities 93-94
CE1 (2nd Grade) FSP 94-97
CE2 (3rd Grade) FSP 97-100
CM1 (4th Grade) FSP 100-104
CM2 (5th Grade) FSP 104-109

PROGRAMME SCOLAIRE DU COLLÈGE / MIDDLE SCHOOL CURRICULUM 110
DESCRIPTION DES COURS / COURSE DESCRIPTIONS

6ème – 4ème (6th – 8th Grade) Curriculum and Extra-Curricular Activities 111-112
6ème (6th Grade) FSP Program 112-119
- 6ème Electives 119-120
- 5ème (7th Grade) FSP Program 125-127
- 5ème Electives 127-129

4ème (8th Grade) FSP Program 129-135
- 4ème Electives 135-137

PROGRAMME SCOLAIRE DU LYCÉE / HIGH SCHOOL CURRICULUM 138
DESCRIPTION DES COURS / COURSE DESCRIPTIONS

9ème & Seconde (9th & 10th Grade) FSP Curriculum 139
- Première (11th Grade) Classic Baccalaureate Curriculum 140

Terminale (12th Grade) Classic Baccalaureate Curriculum 141
- Première (11th Grade) Baccalauréat Français International (BFI) Curriculum 142

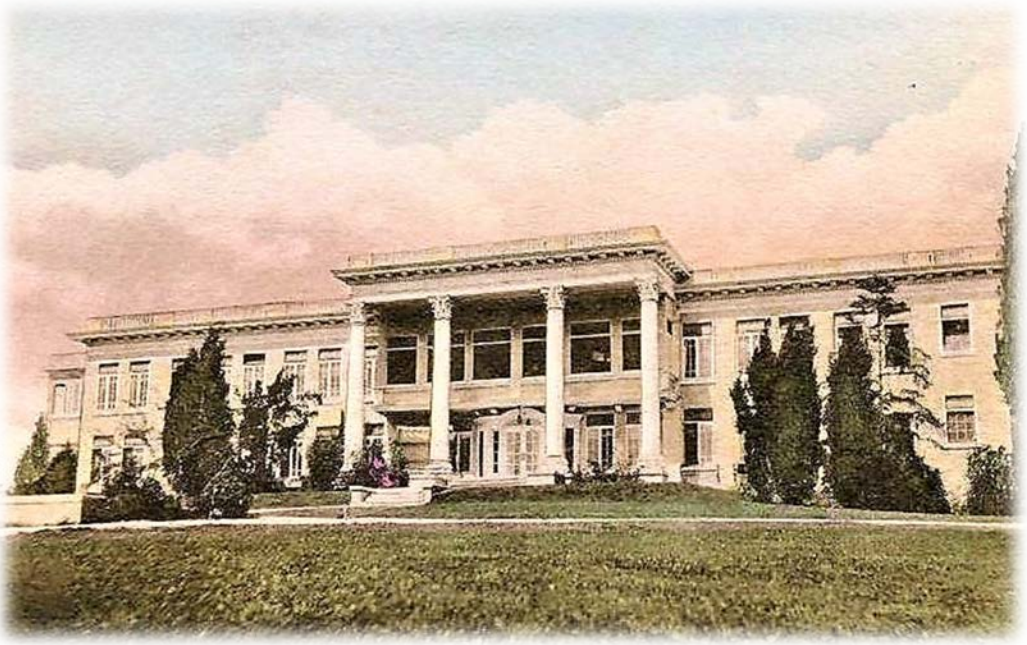
Terminale (12th Grade) Baccalauréat Français International (BFI) Curriculum 143
9ème (9th Grade) FSP Program 144-148
- 9ème Electives 148-150

Seconde (10th Grade) FSP Program 150-154
- Seconde Electives 154-157

Première (11th Grade) FSP Classic Baccalaureate 157-159
- AP Course List & Electives 160-162
- Specialties 162-164
- Math Tracks 164-165

Terminale (12th Grade) Classic Baccalaureate 165-168
AP Course List & Electives 168-171
Specialties 171-173
Math Tracks 173-174
Première (11th Grade) BFI 174-178
AP Course List & Electives 178-181
Specialties 181-182
Math Tracks 182-183
Terminale (12th Grade) BFI 184-187
AP Course List & Electives 187-190
Specialties 190-191
Math Tracks 191-193

<<< End of Catalog >>>



SCHOOL MISSION

Le Lycée Français de Los Angeles seeks to provide its students with the maximum 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 worldwide.

Our students develop their intellect to the highest possible level through our world-class French-European and English language programs and equally well-regarded North American approach to teaching and learning. The fruits of this union include student capacity for incisive, advanced analytical thought, heightened awareness, 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 equality among all peoples, regardless 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.

SCHOOL MISSION *(CONTINUED)*

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, German, or Chinese (or other languages)
   - Demonstrate knowledge of significant literary and cultural contributions associated with these language skills, etc.

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 a love of music, the arts, physical fitness, and good nutrition

Le Lycée Français de Los Angeles

EARLY CHILDHOOD CURRICULUM

Jr. Preschool, Preschool, Kindergarten 1, Kindergarten 2, and First Grade

Early Childhood Curriculum Jr. Preschool – First Grade Introduction

In the school's bilingual, accredited, early childhood curriculum, children benefit from two complete programs from the start.

ACCREDITED

At Le Lycée Français de Los Angeles, our early childhood program spans from Junior Preschool (2 years old) through 1st grade. All classes are bilingual and integrated, with no separate sections. Our curriculum is aligned with the French National Education standards for Cycle 1 (La Maternelle) while also reflecting key elements of the California Common Core State Standards.

Our experienced early childhood educators design learning experiences around the five core domains defined by the French Ministry of Education:

1. The development and structuring of oral and written language
2. The acquisition of early Mathematical Tools
3. Acting, expressing oneself, and understanding through physical activity
4. Acting, expressing oneself, and understanding through artistic activities
5. Exploring the world

Instruction is delivered in both French and English, creating a rich bilingual environment that supports language development while respecting each child's natural rhythm. Learning is rooted in structured play, hands-on exploration, and meaningful social interaction, allowing children to gradually develop independence, social skills, emotional regulation, and an early cognitive foundation.

Junior Preschool (TPS) → Ages 2-3

Preschool (PS) → Ages 3-4

K1 (Moyenne Section) → Ages 4-5

K2 (Grande Section) → Ages 5-6

1st grade → Ages 6-7

JUNIOR PRESCHOOL
TOUTE PETITE SECTION (TPS)

TPS or Jr. Preschool is the first introduction to peer participation. Children experience a warm, nurturing, and playful environment, ensuring a smooth transition from home to school. Daily activities support bilingual language development, social interaction, and early cognitive skills.

Children learn through play, manipulatives, exploration, and movement, developing curiosity, creativity, and communication skills while enjoying group activities.

DEVELOPMENT AND STRUCTURING OF ORAL AND WRITTEN LANGUAGE

This starts with daily exchanges with teachers and peers, along with rhymes, music, stories, and games. All expression is encouraged to develop listening skills, vocabulary, and phonics.

ACQUISITION OF EARLY MATHEMATICAL TOOLS

They learn logic, reasoning, and structure through fun manipulation, sorting, and playing with shapes, objects, and quantities. These are concrete, real-life experiences.

ACTING, EXPRESSING ONESELF, AND UNDERSTANDING THROUGH PHYSICAL ACTIVITY

Dance, obstacle courses, outdoor games, and movement develop coordination, balance, confidence, joy in movement, and general motor skills.

ACTING, EXPRESSING ONESELF, AND UNDERSTANDING THROUGH ARTISTIC ACTIVITIES

Children engage in dramatic play, musical instruments and sounds, painting, working with clay and playdough, puzzles, construction, and other exciting manipulatives. These awaken their imagination, creativity, alternate expression, and sensory art discovery.

EXPLORING OUR WORLD

They observe nature, gain an understanding of their everyday tools and their functions, and learn from animals, flora, and fauna. This leads to a connection with time and space, as well as to the development of their innate connection to their surroundings.

TPS is a playful, stimulating introduction to school that fosters confidence, curiosity, and a love for learning.

PRESCHOOL (PS) – PETITE SECTION

In PS, learning becomes more structured and intentional, with clear progression in each domain, while remaining grounded in play and inquiry. Students grow in curiosity and independence.

Children strengthen their social skills by learning to play in groups, listen to others, share, and cooperate. They also learn routines by understanding the flow of the day and following simple classroom rules, which helps them develop autonomy and active participation in daily activities.

DEVELOPMENT AND STRUCTURING OF ORAL AND WRITTEN LANGUAGE

- Children participate in short conversations, tell simple stories, and listen attentively to others.
- They begin to notice print in the environment (book titles, labels) and understand that symbols carry meaning.
- Develop language further by telling stories, asking questions, and expanding vocabulary.
- Experiment with drawing, scribbling, and making marks as a way to express ideas.
- Begin to hold crayons, markers, or pencils with increasing control.
- Explore letters and shapes through guided tracing or play activities.

ACQUISITION OF EARLY MATHEMATICAL TOOLS

- Children compare quantities ("more," "less"), explore shapes and patterns, and start connecting spoken number words with sets of objects.
- Playing with patterns, sorting, and simple counting games develops early mathematical thinking.

ACTING, EXPRESSING ONESELF THROUGH PHYSICAL ACTIVITY

- Physical activities are more varied: running, balancing, climbing, and coordination games refine motor control and confidence.
- Enhanced motor skills through hands-on activities and physical play to build coordination and strength.

ACTING, EXPRESSING ONESELF THROUGH ARTISTIC ACTIVITIES

- Children work with drawing, painting, music, dance, and storytelling to express ideas and emotions more deliberately.
- Artistic activities stimulate imagination and help children articulate what they feel and see.

EXPLORING THE WORLD

- Children explore time, space, objects, and living things more deliberately, asking questions and observing changes.
- Discover the world by exploring materials, colors, sounds, and nature.

PS is a year where children gain confidence, discover their abilities, and learn with joy.

KINDERGARTEN 1 (K1)
MOYENNE SECTION

In K1, children make more explicit progress toward school readiness, especially in oral language, early mathematical thinking, and social-emotional skills, still anchored in playful exploration and social interaction.

Children strengthen their social skills by cooperating with peers in group activities, sharing, and negotiating. They also learn routines and follow classroom structures independently, which supports their sense of responsibility, confidence, and autonomy in preparation for the final year of kindergarten.

DEVELOPMENT AND STRUCTURING OF ORAL AND WRITTEN LANGUAGE

- Children express longer ideas in group discussions, recount experiences, and begin to make connections between spoken language and early writing gestures (drawing letter-like shapes).
- Activities focus on phonological awareness (listening to and playing with sounds) as preparation for reading.
- Develop language further by telling stories, asking questions, and expanding vocabulary.
- Begin drawing letter-like shapes and attempt writing familiar letters or their name.
- Develop fine motor control through tracing, drawing, and simple writing exercises.

ACQUISITION OF EARLY MATHEMATICAL TOOLS

- Children structure counting sequences, recognize and continue patterns, compare ordered sets, and explore spatial relationships through guided tasks and games.
- They begin to estimate, sort, and describe quantities and shapes with increasing precision.
- Early problem-solving and logical thinking are practiced through play and classroom activities.

ACTING, EXPRESSING ONESELF THROUGH PHYSICAL ACTIVITY

- Coordinated challenges help children refine balance, precise movements, and awareness of their own bodies in space.
- Children enhance motor skills through structured physical games and movement activities.

ACTING, EXPRESSING ONESELF THROUGH ARTISTIC ACTIVITIES

- Children undertake more complex artistic projects (collage, multi-step creative tasks) and explore sound, rhythm, and movement with intention.
- Creative expression supports imagination, emotional expression, and confidence.

EXPLORING THE WORLD

- Observation and inquiry become more systematic: children ask questions, make comparisons (e.g., materials, plant growth), and begin to explain phenomena with teacher guidance.
- Discover the world by exploring living things, objects, materials, and changes in their environment.

K1 is a year where children grow in independence, curiosity, and confidence, preparing them for more structured learning in K2.

KINDERGARTEN 2 (K2)
GRANDE SECTION

K2 prepares children to enter 1st grade (CP) confidently, consolidating language, literacy awareness, mathematical thinking, motor skills, creativity, and scientific curiosity.

DEVELOPMENT AND STRUCTURING OF ORAL AND WRITTEN LANGUAGE

- Children engage in extended discussions, retell stories with detail, and practice early reading and writing tasks (recognizing simple words, using letter-sound relationships).
- Spoken language becomes structured, precise, and purposeful.
- Develop language further by asking complex questions, expressing ideas clearly, and summarizing experiences.
- Begin writing their name and familiar words using appropriate letter formation.
- With support from the teacher, they use writing to communicate ideas, stories, and observations, linking spoken and written language.

ACQUISITION OF EARLY MATHEMATICAL TOOLS

- Children work with numbers up to 10 and beyond, compare quantities, recognize and describe shapes, and solve simple problems involving logical reasoning.
- They use mathematical language to describe position, size, sequence, and patterns.
- Children begin to make connections between numbers, operations, and real-world contexts.

ACTING, EXPRESSING ONESELF THROUGH PHYSICAL ACTIVITY

- Movement activities support teamwork, advanced coordination, and refined spatial awareness.
- Children enhance motor skills through complex games, obstacle courses, and cooperative physical challenges.

ACTING, EXPRESSING ONESELF THROUGH ARTISTIC ACTIVITIES

- Artistic exploration includes elaborate creations, sound and movement projects, and reflection on artistic choices.
- Children express ideas, emotions, and creativity in more nuanced ways.

EXPLORING THE WORLD

- Children observe, question, investigate, and describe living organisms, materials, and environmental changes.
- They develop early scientific reasoning and curiosity, making predictions and comparing results.

Children strengthen their social skills through collaborative projects, teamwork, and problem-solving with their peers. They also learn routines and classroom rules independently, which helps develop their autonomy and readiness for elementary school (CP/ 1st grade).

The K2 year consolidates all domains so that children enter elementary school confident, curious, and equipped with foundational skills for literacy, mathematics, social interaction, and exploration of the world.

First Grade
Cours Préparatoire (CP)

First grade is an important year. It marks the beginning of Cycle 2, the "cycle of fundamental learning," where students build strong foundations in language, literacy, writing, and number sense.

Reading

In CP, learning to read is a major milestone. Students practice reading aloud in both English and French. This helps them gain confidence, improve accuracy, and develop expression. Teachers regularly monitor reading fluency to ensure that word recognition becomes increasingly automatic. Strong emphasis is placed on understanding what is read. Students are taught how to make sense of a text, ask questions, and think about meaning. They also listen to their teacher read longer and more complex texts to enrich vocabulary and foster a love of literature.

Writing

Writing and reading develop together. As students learn to read, they also learn to write.
It includes:

- Handwriting: Students learn cursive lowercase letters, focusing on correct formation and fluency.
- Copying: They practice copying carefully and accurately while learning useful transcription strategies.
- Dictation: Short dictations help students strengthen the connection between sounds and letters and support spelling development.
- Writing their own texts: With teacher guidance, students begin writing short, simple texts. They learn to plan, draft, and improve their work step by step.

Oral Language

Oral language is practiced daily across all subjects. Students learn to:

- Listen attentively and understand instructions or stories
- Speak clearly using complete sentences
- Participate in discussions, take turns, and respond appropriately

Developing oral language strengthens reading, writing, and overall confidence.

VOCABULARY

A rich vocabulary is essential for understanding texts and expressing ideas clearly.
Vocabulary instruction in CP is structured and progressive. Students regularly learn new words across all subjects. They explore connections between words and begin to understand how word parts help clarify meaning.
Students are encouraged to reuse new vocabulary in speaking and writing so that words become part of their active language.

GRAMMAR AND SPELLING

Students learn to recognize basic sentence structure, including the subject and the verb. They identify common word classes such as nouns, verbs, determiners, adjectives, and subject pronouns.
They also begin applying simple spelling rules, including:

- Agreement in gender and number within noun groups
- Subject-verb agreement
- Conjugation of high-frequency verbs in the present tense

MATHEMATICS

Mathematics at this stage focuses on solid number sense and early arithmetic. Students work with numbers, learn addition and subtraction strategies, and solve basic problems that require reasoning and logical thinking. They also explore patterns, measurement, shapes, and spatial relationships. The curriculum promotes progressive understanding of mathematical ideas, from concrete experiences to symbolic representations.

EXPLORING THE WORLD

Children build curiosity about the world through observation, investigation, and guided inquiry. They learn about living things, materials, objects, time, and space. Activities encourage them to ask questions, make predictions, and describe what they notice, laying the foundations for scientific thinking and understanding of their environment.

PHYSICAL EDUCATION AND MOTOR SKILLS

Movement and physical activity continue to be important. Structured activities help children develop coordination, balance, and agility, while cooperative games strengthen teamwork and social interaction.

ARTS AND CREATIVE EXPRESSION

Art, music, drama, and creative projects allow children to express ideas and emotions, explore artistic techniques, and develop confidence in their creative voice.

CP students build social skills through collaborative work, shared tasks, and problem-solving with classmates. They learn to follow routines independently, take responsibility for their materials, and manage transitions smoothly, supporting autonomy, resilience, and readiness for future learning.

MORAL AND CIVIC EDUCATION (EMC)

The CP Moral and Civic Education (EMC) program focuses on empathy, respect for rules, and living together. Students learn to manage emotions, resolve conflicts peacefully, and understand the values of the Republic. Through discussions and real-life situations, they develop responsibility and respect for others and the environment.

Le Lycée Français de Los Angeles

INTERNATIONAL SCHOOL PROGRAM

Elementary School:
2nd – 5th Grades

Le Lycée Français de Los Angeles

Elementary School Curriculum
International School Program

2nd Grade	3rd Grade	4th Grade	5th Grade
English	English	English	English
French	French	French	French
-	Chinese-Mandarin	Chinese-Mandarin	Chinese-Mandarin
Math	Math	Math	Math
American Civilization	American Civilization	American Civilization	American Civilization
Science	Science	Science	Science
Citizenship	Citizenship	Citizenship	Citizenship
Computer Science	Computer Science	Computer Science	Computer Science
Art **in French**	Art **in French**	Art **in French**	Art **in French**
Music **in French**	Music **in French**	Music **in French**	Music **in French**
Drama	Drama	Drama	Drama
Physical Education **in French**	Physical Education **in French**	Physical Education **in French**	Physical Education **in French**
Mindfulness	Mindfulness	Mindfulness	Mindfulness

Extra-Curricular Activities	
Classes	**Athletics**
Art	Ballet
Drama Club*	Little League Basketball
Extra Help "*Soutien*" French	Contemporary Dance
Extra Help "*Soutien*" Math	Fencing
Piano (including music theory)	Martial Arts
Study Hall	Soccer
	Swimming
	Tennis

*The Drama Club is included in tuition and is available beginning in the 4th grade (CM1).
Note: The Drama Club is different from Drama *class* in that it provides additional instruction *after* school, does not receive a grade, and auditions are required.

SECOND GRADE ISP

FRENCH

Students will develop French language skills throughout the year through reading, writing, listening, and speaking. Students practice their skills through reading stories. Through consistent reading, the students will learn to read and understand short, simple texts by the end of the year. Students also develop their speaking skills; they will engage in limited conversations about the text, discuss daily life topics, and ask and answer questions. Listening is also a large component, as students must understand a short dialogue and/or story. Students will also practice writing poetry to increase their confidence in language learning. They will learn the basic rules of French grammar. They will also start the "Reader's Diary" project during the second part of the year, motivating them to read more.

ENGLISH

Second-grade students develop their language skills in daily discussions, shared experiences, oral presentations, and dramatic play. As spoken vocabulary grows, so does vocabulary in reading and writing. Regular read-aloud sessions enhance language skills and appreciation for literature and encourage thoughtful responses. Additional goals include enabling students to select appropriately challenging books from the class and school library, identify their reading interests, and read various authors and types of books. Children write daily. Students write clearly and focused, whether composing an original story, collecting thoughts and experiences in a journal, composing a letter, or completing a research project. Children practice legible penmanship and standard spelling. Eventually, children learn to proofread and revise selected drafts, preparing them for "publication." Students demonstrate an understanding of sentence structure, including various parts of speech, appropriate capitalization, and paragraph organization. Students learn to work with information in new contexts. Engaging projects help students retain knowledge and hone their critical thinking skills.

MATH

This course focuses on building a strong number sense to perform calculations mentally. The curriculum uses the Singapore methodology, emphasizing learning math reasoning and logical thinking, visualizing problems, and developing their mental math capabilities. The teaching works from the concrete to the pictorial to the abstract. Students study, compare, and count numbers within 1,000, including place value (units, tens, hundreds), order, and spelling. Students develop addition and subtraction strategies, learn standard and metric length, multiplication and division (2, 3, 4, 5, and 10), learn about money, fractions, time, tables, and graphs, and learn geometry. Students will understand the relationship between numbers. Students will develop efficient mental math strategies to set up a problem and justify their reasoning. Students will learn to be neat and precise in their work. Students solve word problems using addition, subtraction, multiplication, division, and various strategies.

SCIENCE

This course covers three different branches of science: life science, earth science, and physical science. It complies with the California Standards as adopted by the state of California. Life science includes the life cycles of mammals, insects, and plants; inherited traits versus learned behavior; and plants and animals in their environment - an introduction to biology. Earth science includes studying rocks, soil, fossils, and dinosaurs - an introduction to geology. Physical Science includes forces and motion, light and sound energy, simple machines, and an introduction to physics. The class consists of many hands-on activities that follow the scientific method of observation, hypothesis, test, and record. Some of the hands-on projects include, but are not limited to, conducting a sink-or-float experiment based on scientific methods; observing the growth and transformation of a caterpillar into an adult and a seed

into a plant; examining living, once-living, and nonliving materials of soil; using a rock- sorting table; planting a drought-tolerant garden, and creating a fossil.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Students explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The students also study contemporary people who supply goods and services, which aids in understanding the complex interdependence in our free-market system. Students understand the concept of communities and the importance of individual action and character. Formal and informal assessments are completed in various forms, including writing, reading comprehension, class discussions, verbal evaluations, small group exercises, and workbook exercises. At-home research projects are assigned periodically.

CITIZENSHIP

This course is intended to teach students how to build character to become positive and respectful citizens in society. Students understand that their decisions and actions in real-world situations should be made with respect for individual responsibility, other citizens, and the rules we all must follow. During the school year, students become familiar with the following character traits: respect, responsibility, compassion, fairness, self-discipline, perseverance, honesty, trustworthiness, integrity, and citizenship. Students learn to display these character traits at home, in school, and in the real world.

COMPUTER SCIENCE

- Presentation of hardware terminology
- Presentation of software terminology
- Presentation of educational software
- Presentation of the SmartBoard
- Proper use of hardware
- Introduction to desktop management
- Learning basic word processing skills
- Proper touch-typing keyboard technique
- Use of the Internet for various purposes (research, online activities)

ART

Students learn techniques for using materials such as paper, cardboard, and clay for 3-D works. They also explore other materials used in 2-D work, such as paints, oil pastels, crayons, markers, and colored pencils. The subjects are varied and foster individual creativity, autonomy, and integration within a workgroup. In second grade, students learn about the following: calligraphy and writing around the world, self-portraits, art influences and connections, still-life painting, the pop art movement, communication in art, the warm and the cool, world masks, and animals in art. Artists studied are Van Gogh, Picasso, Warhol, Matisse, Lichtenstein, Munch, Haring, Kahlo, and Rousseau.

DRAMA

Students who participate in drama learn to process, analyze, and respond to sensory information using the language and skills unique to theater. They learn the vocabulary of theater, such as character, setting, conflict, audience, motivation, and props, and how to comprehend and analyze the elements of theater, such as who, what, where, when, and why in a theatrical performance. Students apply what

they learn in theater across various subject areas. They develop competencies and creative skills in problem-solving, communication, and time management.

MUSIC

The 2nd Grade program is an introduction to Music Appreciation. It explores the music elements (duration, height, dynamics, and tone) and the instruments' classification (winds, percussion, and strings). It focuses on discovering orchestral music and introduces significant works from composers (Mozart, Vivaldi, Britten, Purcell, Dukas, Ravel, Tchaikovsky, Prokofiev, Haydn, and Strauss) to the students. Students will start learning to sing correctly, both alone and in groups. They will begin learning the basics of instrumental practice.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by helping students better understand their body mechanics, safety rules, and controlled risks. It teaches responsibility and autonomy, providing students with access to moral and social values, such as respect for rules and for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow students sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

THIRD GRADE ISP

ENGLISH

The third-grade English course covers reading, reading comprehension, writing applications, written and oral language, listening, and speaking skills. Emphasis is placed on word analysis, fluency, vocabulary development, and reading comprehension. Students begin by reading short stories in the first semester, including novels and chapter books. Writing strategies teach students to write clear and coherent sentences and paragraphs that develop a central idea. Third-grade written and oral language conventions require that students write and speak with a command of Standard English conventions appropriate to this grade level. Third grade spelling involves mastering blends, contractions, compounds, and orthographic patterns and arranging words alphabetically. In third grade, listening and speaking strategies require that students listen critically and respond appropriately to oral communication, guiding the listener to understand the main ideas by using proper phrasing, pitch, and modulation. Student speaking demonstrates a command of standard American English.

CHINESE-MANDARIN

Third-grade Chinese is a beginner's program designed for students who are starting to study the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to any future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is placed on learning to differentiate tones, the subtleties of Chinese pronunciation, and the fundamentals of character writing. Language is presented through songs, short stories, language games, and instructional activities. In a structured and supported learning environment, students will learn to comprehend, imitate, and use memorized words and phrases to form short, simple sentences. The focus will be on listening and speaking at the beginner level.

MATH

This course begins by acquainting students with estimation, place value, and rounding for numbers of up to six digits. Students will then review and build on existing skills for addition and subtraction (learning some mental math strategies for both). A significant portion of the course will be devoted to multiplication and division. Students will be introduced to multiplication, memorize multiplication tables, and ultimately learn to multiply and divide by numbers of several digits. The course will also include an introduction to geometry, fractions, and decimals.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Third-grade students learn more about our connections to the past and how local, regional, and national government and traditions have developed and left their marks on current society, providing shared memories. Emphasis is on California's physical and cultural landscape, including the study of American Indians, the subsequent arrival of immigrants, and the impact both have had in forming the character of our contemporary society. Students study where and how communities are formed in relation to natural resources. Map skills and vocabulary are also important aspects of the class.

CITIZENSHIP

Citizenship is designed to study ways responsible citizens can contribute to their community's betterment, either in school or the neighborhood, by participating in activities and taking an interest in that community's welfare. This includes understanding that responsible citizens who consider their environment's well-being and natural resources can positively change the school or neighborhood community. The course introduces character education that reinforces traits such as caring, fairness, respect, responsibility, trustworthiness, and leadership skills development based on those character traits. The courses use several methods to accomplish the goals of this course. First, it identifies problems, formulates action plans, weighs alternatives to solve problems, and finally addresses the issue. These civic participation habits are practiced daily to reflect the values of the students' classroom and the school community. The course covers the importance of law, order, and rules regarding any society or group of individuals, and the importance of respecting others' rights, obeying laws, voting, volunteering, paying taxes, etc. The course content describes how our government is structured to ultimately carry out the decision-making process for the citizens' protection and benefit, and ensure shared authority, fairness, and equality.

SCIENCE

Science at the elementary level focuses on the scientific thinking process. Students will collaborate to collect and share information, conduct simple investigations to test a hypothesis, and record results. Students will then begin to predict probable outcomes and use facts to support conclusions. The curriculum in third grade covers life, physical, and earth sciences. Life Science includes understanding the stages of development of living organisms. Physical Science includes understanding the three states of matter. Earth Science studies the solar system, light and shadows, and day and night. Students will also develop sensitivity toward environmental and ecological issues.

COMPUTER SCIENCE

- Introduction to the server
- Use of various types of computer software (e.g., content-based, musical, drawing, and painting)
- Intermediate desktop management
- Correct utilization of menus
- Creation and editing of a word-processing document, adding graphics to a document

- Demonstration of the ability to create, save, and print a document created with a word processor
- Demonstration of knowledge and utilization of other computer-related technology (e.g., USB flash drives, CD/DVD-ROM)
- Use of the Internet for various purposes (research, online activities)

ART

The children learn step-by-step techniques for drawing animals and cartoon characters, creating a sense of perspective and the illusion of depth or 3-D space. Students are introduced to the techniques and paintings of Vincent Van Gogh (which they use as a basis for individualized reproductions). They explore various media, including pencils, colored pencils, oil pastels, paint, and collage. Students are further invited to explore connections between art and math by creating pictures using geometric solids. Drawing allows them to express aspects of their personal lives and experiences. Students will be exposed to prehistoric art, Aboriginal art, Egyptian sarcophagi with cartouches, Greek amphoras, stained glass art, Indian miniatures, comic books, communication in the arts, and architecture.

MUSIC

The third-grade program covers musical forms from the Middle Ages and traditional music from Europe, Africa, and Asia. It focuses on how music evolves by incorporating elements from other cultures. It's a journey in time and worldwide (France, England, Mali, Burundi, Gabon, Senegal, Japan, China, Australia, and India). Students will consolidate their singing techniques and start singing in polyphonic contexts. They will learn that musical practice is crucial for understanding music's language (basics of theory and musical code).

DRAMA

This course introduces students to performance art through dramatic play, emphasizing individual creativity. Students write and perform monologues and theatre games, encouraging communication, spatial perception, sensory awareness, and personal creativity.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, physical safety rules, and controlled risks. It teaches responsibility and autonomy, providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

FOURTH GRADE ISP

ENGLISH

Students strengthen their reading development through word analysis, fluency, and vocabulary development. They read various literature genres—fiction and nonfiction—increasing their reading comprehension through multiple strategies. Students are introduced to new vocabulary, synonyms, and antonyms from weekly reading selections. They respond to literature in organized writing essays and narratives of multiple paragraphs. Reading, writing, listening, and speaking help students articulate

their voices and form their thoughts into complete, meaningful sentences. Students reinforce and broaden their understanding of grammar, punctuation, and spelling through weekly exercises.

FRENCH

Every language session is based on activities meaningful to students, calling for their active participation and favoring interaction within the group. Comprehension and expression activities are still the priorities, but students also work on written comprehension through the grammatical structure, main tenses, and a large bank of vocabulary. Poetry, stories, and novels are a large part of teaching French as a second language.

CHINESE-MANDARIN

Fourth-grade Chinese is designed for students who have completed the previous year's Chinese course. Emphasis is placed on building language-learning skills applicable to any future study of a world language. Language is presented through target phrases and structures with short stories to make the learning meaningful and exciting. Students are taught to apply the language skills acquired in real life. They will continue to work on their comprehension ability and use memorized words and phrases to form simple sentences in a structured and supported learning environment. The focus will be on developing their listening and speaking proficiency with limited and basic literacy skills. Emphasis is also placed on exploring and understanding Chinese culture and history through various activities, such as songs, short stories, movies, and themed independent research.

MATH

The fourth grade Math curriculum is based on understanding place value, adding and subtracting whole numbers and money, multiplication and division facts, multiplying by one-digit numbers, multiplying by two-digit numbers, dividing by one-digit divisors, fraction concepts, and probability, adding and subtracting fractions and mixed numbers, decimals, data and graphs, geometry, measurement, perimeter, and area. By the end of fourth grade, students understand large numbers and know how to perform addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of—and the relationships between—geometric plane figures. They collect, represent, and analyze data to answer questions.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Students study California's home state, beginning with a look at California's diverse geography, resources, regions, and stories of immigration. Students also learn about California's history, from the first Californians to the early colonial European explorers and Mission settlers to the ranchos and pueblos. In addition to the specific treatment of milestones in California's history and the state's rapid economic growth, students examine California in the context of the rest of the nation. Formal and informal assessments are completed in various forms, including writing, reading comprehension, class discussions, verbal evaluations, small group exercises, and workbook exercises. At-home research projects are assigned periodically.

CITIZENSHIP

Citizenship is character education and teaches students to understand, care about, and act upon core ethical values. This is achieved by building a caring classroom community, having class discussions, and having explicit character traits and values in instruction.

SCIENCE

Students study the Earth's land and its natural resources. They will also investigate present-day problems with trash and how we can help solve them. Students will research different ways of recycling and conserving our resources, examining populations and ecosystems, learning about different types of ecosystems, the various cycles in the ecosystem, and the variety of species found there. Finally, students will examine the Earth's structure and explore magnetism and electricity.

COMPUTER SCIENCE

- Understand the proper use of the web to research various curriculum areas.
- Demonstrate incorporating computer technology into language arts, mathematics, science, and social studies.
- Introduction to software media representing different subject areas.
- Develop critical thinking skills through simulations, problem-solving, and drawing conclusions.
- Demonstrate knowledge and utilization of computer equipment (e.g., how to operate efficiently, use correct terminology, troubleshoot, etc.)
- Demonstrate knowledge and utilization of Internet resources.

ART

Fourth-grade art class develops the aptitude for exploring art and stimulates children's creativity. Students are guided to reach their artistic potential through weekly study, inspiration, and hands-on activities. In the visual arts, developing literacy occurs as a result of engaging in an authentic creative process through the use of traditional and nontraditional materials, applying the formal elements of art and principles of design, knowing a craft language to describe art, and discovering the expressive qualities of art to be able to reflect, critique, and connect personal experience to art. This class develops the aptitude for exploring art and stimulating children's creativity. The four artistic processes of the visual arts (creating, presenting, responding, and connecting) are addressed. Students will generate and conceptualize artistic work and ideas. Students learn about art history, including the major works of famous artists who expressed a new vision of art for their time. They become familiar with different art movements such as impressionism, surrealism, abstract, and modern art. Students experiment with various techniques and mediums to produce their creations, utilizing and understanding the elements of art.

MUSIC

The Fourth-grade program presents classical music. It covers the three significant periods (Baroque, Classical, and Romantic music). It embraces a comparative method regarding the specific form of Opera by comparing it side by side with the Musical's contemporary form. This program aims to give a broader culture and a time representation of the great Western composers (Bach, Vivaldi, Monteverdi, Lully, Marais, Pachelbel, Mozart, Haydn, Beethoven, Schubert, Chopin, Mendelssohn, Liszt, Paganini, Handel, Tchaïkovsky, Ravel, Debussy, etc.) Students will explore their singing techniques in a broader and more complex approach (canon, three-voice polyphonic contexts). They will start playing in small ensembles and learn how to follow and write a simple musical representation.

DRAMA

Students build on their skills by preparing for auditions and participating in ensemble activities. They will begin to compare and contrast performance forms and analyze and explain personal preferences. Students will write a play for their peers to perform and work as a group on costumes, props, direction, and technical aspects of theatre production. They begin to develop competencies and creative skills in problem-solving, communication, and time management.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

FIFTH GRADE ISP

ENGLISH

Fifth-grade English students read daily from various genres of literature and informational texts. They develop reading comprehension strategies and skills with short fiction and nonfiction texts. Strategies such as inquiry, making inferences, critical analysis, and summarizing details are just a few techniques students use to build understanding and independent thinking. Book selections are chosen to give the students a chance to enjoy reading. Students read fiction and historical fiction from Lois Sachar, Pam Muñoz Ryan, Lois Lowry, and Jeanne Birdsall. They explore themes and central ideas across texts during class discussions and writing. Reading aloud and listening to text is central to understanding a literary work. Students practice reading aloud to sharpen fluency, intonation, articulation, and self-expression. Independent reading is encouraged every two weeks with library studies.

The study of novels helps strengthen creative writing as we bridge the two by studying characters, conflict, writers' craft, elements of a story, and theme. Creative writing is a significant component of writing expression. Students also learn how to write with an analytical purpose, whether it is research, a literature response, a book study, or persuasive writing. They learn how to analyze a short text and include textual evidence in their writing. They understand the purpose of writing and how to organize their thoughts with a topic sentence, thesis, supportive evidence, and conclusion. In a two-week writing workshop, students complete larger writing projects. Students meet with teachers during the writing workshops for their writing conference. The objective is to support students' authentic expression and ideas while also creating independence in their revisions and editing. Students are encouraged to articulate their voices into meaningful concepts and points of view through a blend of critical thinking, reading, writing, listening, and speaking.

Students expand their vocabulary, reading comprehension, and expression through the practice of writing as they "write to learn" in stages. New vocabulary words are introduced from both reading selections and word families, prefixes, suffixes, and word roots. Bilingual students also use cognates to understand meaning. Vocabulary strategies and concepts are taught in the passage, as well as students' experiences in reading. Creative arts are also used to learn vocabulary. Students use conversation, acting, games, and charades to build an accurate understanding. They pictorially represent meanings through visual and graphic art projects. Students also develop verbal reasoning skills in analogical, categorical, and logical reasoning.

FRENCH

Verbs and grammar are extensively studied to support accurate speaking, writing, and understanding of written and oral French. Students will learn to use the appropriate tense and acquire all the structural basics, from the simple to the most complex. Different teaching aids (extracts from literature, news reports, ads, and movies) are used to master expression and comprehension. Students will become acquainted with many elements of French culture, from literature and painting to pop culture. Some geographical and historical elements (of France and French-speaking countries) will be introduced to provide a broader understanding of the language.

CHINESE-MANDARIN

Fifth-grade Chinese is designed for students who have completed the previous year's Chinese course. Emphasis is placed on building language-learning skills applicable to any future study of a world language. Language is presented through target phrases and structures with short stories to make the learning meaningful and exciting. Students are taught to apply the language skills they acquired in real-life situations. They will continue to work on their comprehension ability and use memorized words and phrases to form simple sentences in a structured and supported learning environment. The focus will be on developing their listening and speaking proficiency with limited and basic literacy skills. Emphasis is also placed on exploring and understanding Chinese culture and history through various activities, such as songs, short stories, movies, and themed independent research.

MATH

The four basic operations are applied to fractions, decimals, and positive/negative numbers. Grids, tables, graphs, and charts to record and analyze data. Standard measuring units and formulas determine the length, area, and volume of simple geometric figures. Students develop the knowledge of mathematics as a language and, throughout the year, are explicitly taught the specialized mathematics vocabulary as differentiated instruction.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Fifth graders study the nation's development up to 1850, emphasizing the people already here, when and from where others arrived, and why they came. This course focuses on creating a new nation populated by immigrants from around the world and governed by foundations influenced by several religions, the ideals of the Enlightenment, and English traditions of self-government. With the implementation of critical thinking, events are viewed through the eyes of historical groups such as explorers, American Indians, colonists, free blacks, and enslaved men, women, children, and pioneers. Class and small group discussions reflect the experiences of different races, religions, ethnicities, and both genders. Students also continue to develop the civic and economic skills they will need as citizens. They examine the United States' human and physical geography by studying its present-day maps and memorizing all 50 states and their capitals. At-home projects are assigned periodically as differentiated assessments.

CITIZENSHIP

This class focuses on understanding character traits and habits that students will encounter in and out of school in real-life situations. Students will explore one trait weekly with various assignments, including writing, discussions, and acting. The program aims to help students develop habits that will guide them toward becoming sensible citizens and better decision-makers equipped with the social-emotional skills, personal habits, and values needed to succeed.

SCIENCE

Students study physical, life, and earth science with small group hands-on investigations and class experimentations. The various topics are organized into these three groups:

- Physical sciences: atoms and molecules; chemical compounds, mixtures, and reactions; energy; and motion.
- Life sciences: adaptations of plants and animals and processes of living things.
- Earth sciences: Earth's water, weather, and the solar system. Differentiation in investigation and experimentation could include at-home research projects, one-on-one guidance, or group pairings.

COMPUTER SCIENCE

- Creation of a multimedia project
- Understanding of how computer technology is used in our society
- Understanding and compliance with ethical issues as they relate to computer technology
- Introduction to spreadsheet programs
- Knowledge and utilization of electronic communication
- Introduction to multitasking
- Introduction to coding

ART

This class develops the aptitude for exploring art and stimulating children's creativity. Fifth grade art students learn about art history, including the major works of famous artists who expressed a new vision of art in their time. Students analyze paintings or sculptures of those artists and express their feelings while viewing those works of art. They experiment with different techniques to gain their vision of the world. They learn about the rules of perspective and discover and explore other cultures, such as during a project on African masks. Students create 3D objects linked to what they are studying at that time in history. They will explore artists like Monet, Picasso, Klimt, Vermeer, Van Gogh, Giacometti, Hokusai, and Seurat, examining and learning from different paintings. They will create still-life paintings and sculptures, using what they learn about perspective and employing various materials such as clay, cardboard, paper, paint, fabric, foil tray, or wood. This class is embodied by graphic and verbal expression; art complements the academic subjects. Students use various drawing techniques to create 2D projects, transforming existing art and discussing their creation, chosen steps, and the final result. They also study artists like Cezanne or Warhol and become familiar with impressionism, cubism, abstract art, and symbolism. Students analyze and respond to works of art, objects in nature, events, and the environment.

MUSIC

The Fifth-grade program explores the relationship between music and social movements. It reveals how the emergent global society and the prominence of the Internet and new technology make musical forms more accessible worldwide. It presents modern traditions, including gospel, jazz, soul, blues, rock and roll, and hip-hop. It also approaches how creativity sometimes derives from experiments (John Cage, Stravinsky, Björk, Dagger). The program also introduces how modernity associates music with images. We will learn how music became a fundamental element of cinema and commercials. By the end of the 5th grade, students will know how to sing in pitch, choose the right intonation, breathe correctly, and sing alone and in groups in different contexts. They will be able to play simple pieces of music in small groups with various instruments.

DRAMA

Students who participate in drama learn to process, analyze, and respond to sensory information using the language and skills unique to theater. They learn the vocabulary of theater, such as character, setting, conflict, audience, motivation, and props, and how to comprehend and analyze the elements of theater, such as who, what, where, when, and why for a theatrical performance. Students apply what they learn in theater across various subject areas. They demonstrate competencies and creative skills in problem-solving, communication, and time management.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

Le Lycée Français de Los Angeles

INTERNATIONAL SCHOOL PROGRAM

Middle School: 6th – 8th Grades

MIDDLE SCHOOL ISP CURRICULUM

6TH GRADE	7TH GRADE	8TH GRADE
English	English	English
French	French	French
Fundamental Math *Singapore Math*	Pre-Algebra *Singapore Math*	Algebra 1- Part 1 or Algebra 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/Coding	Computer Science/Coding	Computer Science/Coding
Engineering	Engineering	Engineering
Music Appreciation	Music Appreciation	Music Appreciation
Art	Art	Art
Physical Education	Physical Education	Physical Education
Introduction to Latin	---	---
MANDATORY WORKSHOPS		
Career Exploration/Path		
Citizenship/Mentoring Program		
ELECTIVES		
Chinese-Mandarin	Chinese-Mandarin	Chinese-Mandarin
---	Greek	Greek
---	Latin	Latin
Extra help in English, French, and/or Math, or upon the teacher's recommendation		
International School Students take an additional language course of German, Spanish, or Mandarin in 9th grade.		

EXTRA-CURRICULAR ACTIVITIES		
CLASSES/ CLUBS		**ATHLETICS**
Art Club**	Mural Painting	Ballet
Book Club**	Music & News Podcast	Basketball*
Choir	Piano (incl. music theory)	Contemporary/Jazz Dance
Cinéma	Pen & Paper (Writing Club)**	Fencing
Coding Club	Rock Band	Hip-Hop
Découverte couture/crochet	Speech and Debate Club	Karate
Drama/Theater Performance (in English)	Student Council**	Self-Defense
Gaming Club**	Study Hall (Étude)	Soccer*
Introduction to Robotics	Yoga & Mindfulness	Table-Tennis*
Le Petit Journal/Newspaper (The Cub)	Yearbook Club**	Tennis
		Volleyball*
*Foundation of Interscholastic Youth Athletics (FIYA) **At lunchtime *"Pendant le temps du déjeuner."*		

SIXTH GRADE ISP PROGRAM

ENGLISH

Students in 6th grade English learn how to think. They study basic literary terms, story structure, and genres, including mythology, short fiction, drama, poetry, novels, graphic novels, and memoirs. They learn to do research projects and make 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 use the Common Lit online resource of short readings to enhance reading comprehension and to establish a uniform grammar/vocabulary program for middle school. To emphasize critical thinking, the curriculum is built around essential thematic questions students ask as they encounter each new text: How has our perception of The Hero changed over time? (D'Aulaires' Book of Greek Myths, Refugee, and Freewater). How do racism and prejudice limit human potential? (They Called Us Enemy). Why do people migrate from one country to another? (The Arrival; Refugee). Which is more important, safety or freedom? (The Giver). How can young minds grapple with big questions? (Big Thinkers: An Introduction to Eastern and Western Philosophy for Kids) Why are mortals so foolish in love? (A Midsummer Night's Dream.)

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 choices, figurative language, imagery, and rhythm in their writing. They become comfortable with expository, descriptive, narrative, and persuasive writing. They also study how to grow beyond the five-paragraph essay, applying this basic structure across the curriculum but viewing it as a set of training wheels to be discarded as they rise in stature and experience. Students write creatively on many topics in many genres (comic strips, ad campaigns, restaurant reviews, short stories, social justice speeches, and a book of poems) while also learning the fundamentals of essay writing in response to the novel Essays on The Giver, Freewater, and Refugee. In 6th grade, students will contribute to Pen & Paper, the literary arts section of the school paper. Also, students will post their creative work on Padlet, where others can read and comment on their peers' writing. Sixth graders are still discovering their most effective learning styles, so this class's approach is to vary the instruction and activities throughout the year. The Greek mythology unit 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 virtual 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, a modern take on an ancient work. They also look at representations of scenes from mythology in sculpture, painting, and graphic novels and create their own interpretations 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 reading The Giver. Independent learners are challenged through book reviews, poet reports, philosophy "treatises," and literary response essays. We also spend time teaching them how to 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, flashcards, journaling, mnemonics, and note-taking for solitary learners. With the inexhaustible resources available online, we train students to sift through all their options and find reliable sources to augment their learning. By the end of 6th 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)

English as a Second Language (ESL) is a student-oriented course designed to meet the needs of sixth through eighth-grade students. With small class sizes, teachers can employ differentiated teaching methods tailored to each student. For example, students who struggle with writing will receive modified assignments that remain challenging while being more suitable for their current skill level. The curriculum focuses on developing listening, speaking, reading, and writing skills, introducing learners to various grammatical structures and vocabulary. Both teachers and students will explore the language by studying authentic materials and engaging in activities. By the end of the school year, English learners can communicate effectively in various situations and for different purposes.

This includes engaging in conversations about personal experiences and daily topics. Additionally, students will learn to express their opinions on given topics and actively participate in small debates. They will develop proficiency in analyzing short articles, stories, and novels suitable for their language level. Students will also practice writing complete sentences, standard paragraphs, and short essays. This class aims to prepare students for the transition into mainstream English classes. The decision to transfer a student to a mainstream English class is made by the ESL teacher in consultation with the regular English class teacher once the student is deemed ready.

FRENCH - GENERAL COURSE DESCRIPTION (SPECIFIC LEVEL ENROLLMENT BASED ON FRENCH PROFICIENCY)

The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

French 1 is an introductory course to the French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. This course is intended for students with no prior knowledge of French. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects, and group activities. This class will focus on real-life language use and integrating French and Francophone culture and language. The primary language used in the class is French. Grammar, vocabulary, culture, and conversation will be covered daily.

FRENCH LEVEL 2 – INTERMEDIATE (PREREQUISITE: AT LEAST ONE YEAR OF FRENCH)

This course is a continuation of French 1 and is designed for students with some background in French. It aims to further develop all language skills, with an increased emphasis on speaking, reading, and writing. The grammar section introduces new concepts, including the study of past tenses. Students 'vocabulary will be expanded, enabling them to handle more complex situations and engage in class discussions. The course includes authentic materials intended for native speakers, such as texts, audio recordings, and video materials. It also explores French and Francophone culture and civilization through various media and class discussions. The coursework includes written tests and oral presentations.

FUNDAMENTAL MATH (SINGAPORE MATH)

(Singapore Math is a program with a unique framework focusing on building problem-solving skills and an in-depth understanding of essential math skills.) In Grade 6 Math, content includes building strong number concepts and algebraic thinking, emphasizing mathematical practices through the four operations, including integers, ratios, proportions, algebraic expressions, and equations. Instructional time will focus on connecting ratio and rate, whole number multiplication and division, and ratio and rate concepts to solve problems. Students will study the division of fractions and the extended notion of numbers to the system of rational numbers, including negative numbers, writing, interpreting, using expressions and equations, and developing an understanding of statistical thinking. The first semester covers positive and negative numbers, multiplying and dividing fractions and decimals, ratios, rates, percentages, and algebraic expressions. The second semester covers equations and inequalities, the coordinate plane, the area of polygons, the circumference, and the area of a circle.

EARTH SCIENCE

This Earth Science course is designed to introduce students to the different processes encompassing the Earth and explaining the universe. Students mastering the material of this class will be able to do the following: (1) understand and explain how earth science concepts relate to the world that we view around us; (2) describe the different systems and interactions found on Earth; (3) critically evaluate presented information and data using scientific principles and concepts and (4) use an investigative and inquiry-based approach for experiments, data collection, and testable explanations for the observed natural phenomena observed around us.

ENVIRONMENTAL STUDIES

"One touch of nature makes the whole world kin." William Shakespeare circa 1580

Environmental Studies' objective is to instill an awareness of the natural world, ecological history, and human practices while encouraging solutions and developing environmental literacy in the context of California's landscape, biodiversity, and history. Environmental literacy can contextualize an environmental problem and enable analysis, synthesis, evaluation, and informed decision-making at the citizen's level. By analyzing ecological history and practices, students are exposed to the complexities of environmental problems, both natural and human-made. Exposure to history and techniques allows students to evaluate risks, alternative solutions, and prevention. Ideally, environmentally literate students will have the knowledge, tools, and sensitivity to address environmental problems adequately and routinely include the environment in their daily living and decision-making. Students will explore and investigate the interrelationships of the natural world by working with the following themes:

- Environmental Principles from EEI Curriculum-Education and the Environment Initiative
- Natural Landscape and History (Hydrological Landscape such as Aqueducts, Rivers, Oceans, as well as California Native Plants, Birds, and Wildlife)
- Biography Study (John Muir, Jacques Cousteau, Henry Thoreau, Rachel Carson, Sylvia Earle)
- General Science of Our Planet: Environmental Issues and Solutions (Earth Matters and EEI Curriculum)
- Appreciation, Respect, Love of Nature (Quotations, Photography, Artistic Expression)
- Independent Research and Projects (Native Bird Art, Native Garden Project via hand-written art, or PowerPoint and Design software)

WORLD HISTORY AND GEOGRAPHY OF ANCIENT CIVILIZATIONS

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

COMPUTER SCIENCE

This hands-on course focused on computer proficiency, covering the computer and its parts, operating systems, word processing, spreadsheets, 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. An introduction to robotics and coding will be made using *Scratch* and *mBlock*.

ENGINEERING

This course will allow the student to understand the study and conception of technical objects at their comprehension level and the necessity of an environmental approach. The class will focus on the topic of "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 movement, guidance, and speed.

ART

This course is designed to give students of every level creative, perceptual, and vocabulary tools. Each assignment discovers new ways to answer each art project: it is a riddle with as many answers as students in a class. There is no wrong answer when 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 visual art, create a strong portfolio, and increase their knowledge about artists' pieces taken from every creative field and era of art history. On occasion, and related to the current art shows, students will go on field trips to discover various exhibitions and galleries. Through this curriculum, the students will develop a sense of visual sensibility, creative expression, historical background, and critical thinking. Interdisciplinary projects are created for the 6th, 7th, and 8th grades for both ISP and FSP. According to the curriculum's duration, and as often as possible, similar projects are given at the same level, so all students have a sense of creative, positive unity on the same level, regardless of their section.

PHYSICAL EDUCATION

The Physical Education program aims to provide students with opportunities to acquire the knowledge and skills necessary to become physically educated people. Students will learn to appreciate and understand Physical Education's value and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities and team and individual sports. All courses will emphasize the importance of safety, cooperation, and sportsmanship. The class focuses on developing the following:

- Motor skills and physical expression
- Sports practice methods and strategies
- Community rules, roles, and responsibilities

- Creating a physical and artistic sporting culture and community
- Maintaining health through regular physical activity

Students will also learn how to produce optimal performance, measurable at a given deadline, adapt their course to various environments, express themselves in front of others through an artistic and/or acrobatic performance, and lead and master a collective or individual encounter. In sixth grade, students will focus on the following activities: Dance, Fitness, Swimming, Volleyball, Basketball, and Orienteering Courses.

INTRODUCTION TO LATIN

This exploratory course exposes students to the history and culture of the Romans and the ancient Mediterranean world. After learning about Roman culture and history using Latin and English, students can make modern-day connections to Roman culture. As this is an exploratory course that meets once a week, students will primarily use English to express complex thoughts. Still, they will learn how to introduce themselves to another person, converse with their peers, and read simple stories in Latin. Students will be expected to read, write, and listen to some Latin as they progress through middle school Latin courses.

MUSIC APPRECIATION

This class comprises three interrelated activities and themes: practice, culture/history, and creation. First, students develop their singing abilities by using one or more voices and expanding their repertoire of songs in English. They also learn to play simple musical instruments such as percussion and ukulele. Sometimes, they use these instruments to accompany a song or create small groups. This instrumental practice helps them develop skills in following tempo, respectfully listening to each other, and learning specific gestures associated with each instrument. Additionally, sixth graders participate in a project involving all sixth-grade classes, preparing a singing show during the last week of the school year. The study of music history is an essential part of the curriculum. It allows students to broaden their musical culture by listening to various musical styles. They enhance their musical ear and learn how to listen attentively. They also study specific vocabulary, basic musical notation, and the main concepts of musical composition, which provide a better understanding of musical material. Furthermore, listening sessions are contextualized in terms of history and culture. As part of their first year at the Middle School, students also have the opportunity to explore their family's musical heritage through a personal oral presentation. Class creation activities include rhythmical or vocal improvisation, songwriting, and exploring musical software. Students frequently engage in interdisciplinary projects and are tasked with creating music for them.

CAREER EXPLORATION/PATH

The Career Exploration Path program offers a comprehensive curriculum for students in grades 6 to 12, enabling them to develop essential skills and knowledge for a successful career. By actively engaging in the program, students will understand the economic and professional landscape, explore diverse career options and training pathways, cultivate their initiative and involvement, and create a well-defined educational and professional roadmap.

Objectives:

- Enhanced comprehension of the economic and professional world, including various careers and training opportunities.
- Robust support system for students throughout their career exploration journey.
- Fostered ambition in both professional and social realms, providing a solid foundation for students' educational pursuits and future qualifications.

- Increased academic motivation through realizing a purposeful and consciously chosen career path.
- Genuine flexibility in students' decision-making processes, allowing for informed and reversible choices.

In the sixth grade, the program focuses on the following main goals:

- Self-discovery and understanding oneself and others.
- Reflection on the purpose of learning and its significance.
- Analysis of technological advancements in everyday life and their impact on the learning process.

CITIZENSHIP/MENTORING PROGRAM

The Lycée Français de Los Angeles Middle School is pleased to have on staff a Mentor whose mission is to help students navigate through their academic journey and personal growth. Our Mentor provides guidance, support, and encouragement. She also acts as a bridge between students, teachers, administration, and parents and guardians by facilitating efficient communication and collaboration. The Middle School Mentor's task is also to inspire students to develop critical academic and social skills like organization, time management, and conflict resolution. She regularly visits all Middle School classrooms to lead grade-specific workshops on maintaining happy and healthy relationships, problem-solving, and ensuring students feel heard, valued, and understood. They exchange views on developing tools to overcome obstacles and reach their potential, but also remember to be kind to each other. In addition to classroom workshops, our Mentor is always available to students throughout the year to meet one-on-one or in small groups to provide a listening ear and encouragement to inspire them to become confident, compassionate, and successful young adults.

SIXTH GRADE ISP ELECTIVES

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-D (ELECTIVE)

This course is for students who have completed Chinese I-C or have previously studied Chinese and passed the placement test conducted by teachers. Building on the skills acquired in Chinese I-C, this course introduces students to more complex sentence structures and idiomatic expressions. In addition to emphasizing oral communication skills, approximately 500 additional simplified characters are introduced for reading and writing. Cultural awareness continues with various supplemental materials, including cultural credits from the text. Short compositions are an integral part of the course in preparation for the next level of study.

SEVENTH GRADE ISP

ENGLISH

This course focuses on developing, strengthening, and broadening the student's understanding and use of language in its many forms: reading, writing, oral communication, vocabulary, and grammatical concepts. Students will read and respond to several novels and selected short stories, poems, drama, and nonfiction. Students will utilize CommonLit for short stories and nonfiction essays. Students' responses will center on literary analysis and appreciation, expressed through organized writing, projects, and oral presentations. Collaborative group work, visual presentations, and reader response journals are used as reading assessments and written exams. Students-created and student-led reading groups choose books and spend 3–4 weeks on discussion and visual and written assignments in the spring. Students will refine their writing skills through expository and creative writing lessons, including autobiographical narratives, persuasive essays, literary analysis 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. The CommonLit 360 Curriculum will provide additional support in grammar and vocabulary development.

ENGLISH SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a student-oriented course designed to meet the needs of sixth through eighth-grade students. With small class sizes, teachers can employ differentiated teaching methods tailored to each student. For example, students who struggle with writing will receive modified assignments that remain challenging while being more suitable for their current skill level. The curriculum focuses on developing listening, speaking, reading, and writing skills, introducing learners to various grammatical structures and vocabulary. Both teachers and students will explore the language by studying authentic materials and engaging in activities. By the end of the school year, English learners can communicate effectively in various situations and for different purposes. This includes engaging in conversations about personal experiences and daily topics. Additionally, students will learn to express their opinions on given topics and actively participate in small debates. They will

develop proficiency in analyzing short articles, stories, and novels suitable for their language level. Students will also practice writing complete sentences, standard paragraphs, and short essays. This class aims to prepare students for the transition into mainstream English classes. The decision to transfer a student to a mainstream English class is made by the ESL teacher in consultation with the regular English class teacher once the student is deemed ready.

FRENCH - GENERAL COURSE DESCRIPTION (SPECIFIC LEVEL ENROLLMENT BASED ON FRENCH PROFICIENCY)

The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

French 1 is an introductory course to the French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. This course is intended for students with no prior knowledge of French. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects, and group activities. This class will focus on real-life language use and integrating French and Francophone culture and language. The primary language used in the class is French. Grammar, vocabulary, culture, and conversation will be covered daily.

FRENCH LEVEL 2 – INTERMEDIATE I

(Prerequisite: Successful completion of French 1 / Placement Test for New Students)
This course is a continuation of French 1 and is designed for students with some background in French. It aims to further develop all language skills, with an increased emphasis on speaking, reading, and writing. The grammar section introduces new concepts, including the study of past tenses. Students' vocabulary will be expanded, enabling them to handle more complex situations and engage in class discussions. The course includes authentic materials intended for native speakers, such as texts, audio recordings, and video materials. It also explores French and Francophone culture and civilization through various media and class discussions. The coursework includes written tests and oral presentations.

FRENCH LEVEL 3 – INTERMEDIATE II

(Prerequisite: Successful completion of French 2 / Placement Test for New Students)
This course focuses on further developing listening, speaking, reading, and writing skills, with an increased emphasis on reading and writing practice. Students will explore additional topics such as travel, the environment, and the hazards of social media. Building upon the grammar and skills acquired in the previous level, this course introduces more complex grammatical forms like "*le passé composé"* with *avoir* and *être* and the comparative. Students will learn to initiate and maintain conversations in familiar and brief communicative situations using a limited vocabulary. They will demonstrate their ability to engage in short discussions on simple topics encountered in everyday situations.

Additionally, students will write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures. They will be able to comprehensively express ideas in the present and past tense. Regarding reading comprehension, students will understand material intended

for native French speakers, such as short articles, French literature, poetry, and radio broadcasts. This comprehension will be achieved when the topics, vocabulary, and grammatical structures are primarily familiar. Furthermore, students will gain a deeper understanding of the cultures of French-speaking countries.

FRENCH LEVEL 4 – ADVANCED

(Prerequisite: Successful completion of French 3 / Placement test for new students)
In this course, students will continue to develop their linguistic skills by studying authentic materials and engaging in communicative activities. They will explore the connections between American culture(s) and the diverse cultures of the French-speaking world, gaining a deeper understanding of relevant historical facts, artistic expressions, and literary traditions.

By the end of this class, students will have the ability to:

- Engage in conversations and written expression about personal experiences and familiar topics, such as school and technology.
- Write and converse about past and future events using appropriate verb conjugation.
- Express their opinions on specific topics provided.
- Read a reasonably lengthy, authentic French book.
- Demonstrate comprehension in listening and reading various authentic materials, including short newspaper articles, poems, and radio broadcasts.

PRE-ALGEBRA

Pre-Algebra emphasizes conceptual understanding, skill development, problem-solving strategies, and metacognition. Instructional time will focus on understanding proportional relationships, operations with rational number expressions, solving problems involving scale drawings and informal geometric constructions, and working with two-dimensional shapes. Emphasis will be placed on mental math skills, real-world applications, and higher-level thinking throughout the curriculum. Students will learn and be assessed on concepts and procedures, problem-solving, and mathematical connections. The first semester covers the real number system, rational number operations, algebraic expressions, algebraic equations and inequalities, and direct variation. The second semester covers angle properties, geometric constructions, volume and surface area of solids, statistics, and probability.

LIFE SCIENCE

Life Science is an introductory course that allows students to explore fundamental biological concepts. Students mastering the material of this class will be able to do the following: (1) understand and explain how biological concepts such as cell biology, reproduction, evolution, and living systems work together to create the world around us; (2) critically evaluate presented information and data using scientific principles and concepts; and (3) use an investigative and inquiry-based approach for experiments, data collection, and testable explanations for the observed natural phenomena observed around us. Laboratory experiments are designed to help students develop their higher critical thinking skills through observation and inquiry.

CLASSROOM WITHOUT BORDERS

This course heightens students' awareness of global issues and forces them to analyze and develop methods to help change these issues. The issues that we focus on change with current events, and the focus is student-led. In the past, topics included child soldiers in Africa. The students researched why children are forced to fight in wars and presented to their peers to bring awareness to this atrocity.

They also hosted a clothing drive for expectant mothers in Kenya who do not have access to prenatal care and clothing for their newborn babies because of health care issues. Additionally, each class is assigned a pen pal with a seventh-grade class from around the world. We have corresponded with students in Kazakhstan, Argentina, Russia, Belgium, Brazil, and Canada. The students compose handwritten letters and send items specific to life in Los Angeles, while their counterparts do the same. It has proven to be an excellent experience for our students to see how students of the same age live and learn worldwide.

MEDIEVAL AND EARLY MODERN HISTORY

This course begins with the development of the European feudal society and ends with the Aztec, Mayan, and Incan societies. Between these units, we will cover Islam in medieval times and the cultures and kingdoms 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 include creating a movie on signing the Magna Carta and reconstructing the Aztec calendar.

COMPUTER SCIENCE

This hands-on course focused on computer proficiency, covering the computer and its parts, operating systems, word processing, spreadsheets, 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

The class will focus on the application areas of "Housing and Construction." We will deepen the technical object's analysis and design, technical features and solutions, the different constraints, representations, modeling, various materials and properties, and energy channels. We will initiate the development possibilities of the technical object, communication, and information management. Sessions will be held in small groups to promote teamwork and enhance everyone's accountability. Experiments will be proposed to use and familiarize with the measuring devices and other IT tools.

MUSIC APPRECIATION

This class comprises three interrelated activities and themes: practice, culture/history, and creation. First, students develop their singing abilities by using one or more voices and expanding their repertoire of songs in English. They also learn to play simple musical instruments such as percussion and ukulele. Sometimes, they use these instruments to accompany a song or create small groups. This instrumental practice helps them develop skills in following tempo, respectfully listening to each other, and learning specific gestures associated with each instrument. Additionally, sixth graders participate in a project involving all sixth-grade classes, preparing a singing show during the last week of the school year. The study of music history is an essential part of the curriculum. It allows students to broaden their musical culture by listening to various musical styles. They enhance their musical ear and learn how to listen attentively.

They also study specific vocabulary, basic musical notation, and the main concepts of musical composition, which provide a better understanding of musical material. Furthermore, listening sessions are contextualized in terms of history and culture. As part of their first year at the Middle School, students also have the opportunity to explore their family's musical heritage through a personal oral presentation.

Class creation activities include rhythmical or vocal improvisation, songwriting, and exploring musical software. Students frequently engage in interdisciplinary projects and are tasked with creating music for them.

ART

This class will cover the aesthetics and techniques (texture and form, aesthetics, one-point, two-point perspective, and color theory) of several genres and mediums of art, including still-life, portraits, and landscapes. Students will learn about artists, art history, and the relevance and importance of different aesthetics throughout history. They will be taught to create various modes of art production, such as drawing, painting, and sculpture, employing tempera and acrylic paint, graphite pencils, oil pastels, and watercolors. Students will examine art from different historical perspectives and discuss art's functions concerning 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 Physical Education program aims to provide students with opportunities to acquire the knowledge and skills necessary to become physically educated people. Students will learn to appreciate and understand Physical Education's value and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities and team and individual sports. All courses will emphasize the importance of safety, cooperation, and sportsmanship. The class focuses on developing the following:

- Motor skills and Physical expression
- Sports practice methods and strategies
- Community rules, roles, and responsibilities
- Creating a physical and artistic sporting culture and community
- Maintaining Health through regular physical activity

Students will also learn how to produce optimal performance, measurable at a given deadline, adapt their course to various environments, express themselves in front of others through an artistic and/or acrobatic performance, and lead and master a collective or individual encounter. In seventh grade, students will focus on the following activities: Table Tennis, Soccer, Swimming, Badminton, Fitness, and Yoga.

CAREER EXPLORATION/PATH

The Career Exploration Path program offers a comprehensive curriculum for students in grades 6 to 12, enabling them to develop essential skills and knowledge for a successful career. By actively engaging in the program, students will understand the economic and professional landscape, explore diverse career options and training pathways, cultivate their initiative and involvement, and create a well-defined educational and professional roadmap.

Objectives:

- Enhanced comprehension of the economic and professional world, including various careers and training opportunities.
- Robust support system for students throughout their career exploration journey.
- Fostered ambition in both professional and social realms, providing a solid foundation for students' educational pursuits and future qualifications.
- Increased academic motivation by realizing a purposeful and consciously chosen career path.

- Genuine flexibility in students' decision-making processes, allowing for informed and reversible choices.

Primary Objectives: Career Exploration and Discovery. In this stage, the main focus is on helping students find a profession and explore various career options. The following goals will guide their journey:

Research and Information Gathering: Students will actively seek information through digital resources and interviews with professionals to gain insights into different professions. This process will empower them with knowledge about various career paths and their requirements.

Exploration: Students will engage in activities that encourage them to explore different career options, expand their horizons, and consider fields they may not have previously considered. This exploration will expose them to new knowledge and provide a broader perspective on potential career paths.

Challenging Stereotypes: Students will challenge preconceived notions and stereotypes associated with specific professions through career exploration. This will allow them to develop a more nuanced understanding of different careers, fostering open-mindedness and dispelling misconceptions.

By pursuing these goals, students will gain valuable insights into potential professions, enabling them to make informed decisions about their future career paths.

CITIZENSHIP/MENTORING PROGRAM
The Lycée Français de Los Angeles Middle School is pleased to have on staff a Mentor whose mission is to help students navigate through their academic journey and personal growth. Our Mentor provides guidance, support, and encouragement. She also acts as a bridge between students, teachers, administration, and parents and guardians by facilitating efficient communication and collaboration. The Middle School Mentor's task is also to inspire students to develop critical academic and social skills like organization, time management, and conflict resolution. She regularly visits all Middle School classrooms to lead grade-specific workshops on maintaining happy and healthy relationships, problem-solving, and ensuring students feel heard, valued, and understood. They exchange views on developing tools to overcome obstacles and reach their potential, but also remember to be kind to each other. In addition to classroom workshops, our Mentor is always available to students throughout the year to meet one-on-one or in small groups to provide a listening ear and encouragement to inspire them to become confident, compassionate, and successful young adults.

SEVENTH GRADE ISP ELECTIVES

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-D (ELECTIVE)

This course is for students who have completed Chinese I-C or have previously studied Chinese and passed the placement test conducted by teachers. Building on the skills acquired in Chinese I-C, this course introduces students to more complex sentence structures and idiomatic expressions. In addition to emphasizing oral communication skills, approximately 500 additional simplified characters are introduced for reading and writing. Cultural awareness continues with various supplemental materials, including cultural credits from the text. Short compositions are an integral part of the course in preparation for the next level of study.

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 by reading authentic texts, such as Plutarch, Thucydides, and Plato. They concentrate on learning the essential elements of syntax and on the acquisition of vocabulary. Topics include the first two declensions and the primary 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.

LATIN (ELECTIVE)

Students who take Latin will see the impact of the Roman world everywhere! In this year of Latin, students will be introduced to Roman daily life and the culture of Pompeii. In addition, students will have a better understanding of how Latin works. With this understanding, students will learn more about Latin and other languages, mainly English. In this Latin class, students will learn the basics of Latin to build a foundation for reading and improve their reading abilities through learning Latin vocabulary. After completing this course, students will have expanded their English vocabulary and gained skills for improving standardized test scores.

EIGHTH GRADE ISP

ENGLISH

In eighth-grade English, students build upon critical thinking and reading skills. They analytically and creatively respond to several novels, plays, short stories, poetry, and non-fiction pieces centered around identity, prejudice, and power. Character, voice, symbolism, and other literary elements are highlighted to help students understand the author's choices and intent. CommonLit will be utilized for short stories and nonfiction essays. Significant concentration is placed on writing development. Students produce expository, narrative, and persuasive essays that refine their language to be more precise and sophisticated as they analyze and reflect on the texts studied. Students also explore their creative voices by authoring poetry, short stories, and other personal pieces, connecting themes with their lives and the world around them. The joy of reading is promoted through independent reading projects and collaborative work, including literary circles. Speaking skills are honed through grade-appropriate presentations. Grammar and vocabulary exercises are drawn from the literature and other sources to support and enhance students' reading and writing skills. Works studied may include *Animal Farm* by George Orwell, *The House on Mango Street* by Sandra Cisneros, and Shakespeare's *Julius Caesar*. CommonLit's 360 Curriculum will help support grammar and vocabulary instruction.

ENGLISH SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a student-oriented course designed to meet the needs of sixth through eighth-grade students. With small class sizes, teachers can employ differentiated teaching methods tailored to each student. For example, students who struggle with writing will receive modified assignments that remain challenging while being more suitable for their current skill level. The curriculum focuses on developing listening, speaking, reading, and writing skills, introducing learners to various grammatical structures and vocabulary. Both teachers and students will explore the language by studying authentic materials and engaging in activities. By the end of the school year, English learners can communicate effectively in various situations and for different purposes. This includes engaging in conversations about personal experiences and daily topics. Additionally, students will learn to express their opinions on given topics and actively participate in small debates. They will develop proficiency in analyzing short articles, stories, and novels suitable for their language level. Students will also practice writing complete sentences, standard paragraphs, and short essays. This class aims to prepare students for the transition into mainstream English classes. The decision to transfer a student to a mainstream English class is made by the ESL teacher in consultation with the regular English class teacher once the student is deemed ready.

FRENCH - GENERAL COURSE DESCRIPTION (SPECIFIC LEVEL ENROLLMENT BASED ON FRENCH PROFICIENCY)

The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

French 1 is an introductory course to the French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. This course is intended for students with no prior knowledge

of French. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects, and group activities. This class will focus on real-life language use and integrating French and Francophone culture and language. The primary language used in the class is French. Grammar, vocabulary, culture, and conversation will be covered daily.

FRENCH LEVEL 2 – INTERMEDIATE I

(Prerequisite: Successful completion of French 1 / Placement test for new students)

This course is a continuation of French 1 and is designed for students with some background in French. It aims to further develop all language skills, with an increased emphasis on speaking, reading, and writing. The grammar section introduces new concepts, including the study of past tenses. Students ′vocabulary will be expanded, enabling them to handle more complex situations and engage in class discussions. The course includes authentic materials intended for native speakers, such as texts, audio recordings, and video materials. It also explores French and Francophone culture and civilization through various media and class discussions. The coursework includes written tests and oral presentations.

FRENCH LEVEL 3 – INTERMEDIATE II

(Prerequisite: Successful completion of French 2 / Placement test for new students)

This course focuses on further developing listening, speaking, reading, and writing skills, with an increased emphasis on reading and writing practice. Students will explore additional topics such as travel, the environment, and the hazards of social media. Building upon the grammar and skills acquired in the previous level, this course introduces more complex grammatical forms like le *passé composé* with *avoir* and *être* and the comparative. Students will learn to initiate and maintain conversations in familiar and brief communicative situations using a limited vocabulary. They will demonstrate their ability to engage in short discussions on simple topics encountered in everyday situations. Additionally, students will write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures. They will be able to comprehensively express ideas in the present and past tense. Regarding reading comprehension, students will understand material intended for native French speakers, such as short articles, French literature, poetry, and radio broadcasts. This comprehension will be achieved when the topics, vocabulary, and grammatical structures are primarily familiar. Furthermore, students will gain a deeper understanding of the cultures of French-speaking countries.

FRENCH LEVEL 4: ADVANCED

(Prerequisite: Successful completion of French 3 / Placement test for new students)

In this course, students will continue to develop their linguistic skills by studying authentic materials and engaging in communicative activities. They will explore the connections between American culture(s) and the diverse cultures of the French-speaking world, gaining a deeper understanding of relevant historical facts, artistic expressions, and literary traditions.

By the end of this class, students will have the ability to:

- Engage in conversations and written expression about personal experiences and familiar topics, such as school and technology.
- Write and converse about past and future events using appropriate verb conjugation.
- Express their opinions on specific topics provided.
- Read a reasonably lengthy, authentic French book.
- Demonstrate comprehension in listening and reading various authentic materials, including short newspaper articles, poems, and radio broadcasts.

ALGEBRA I

Students will study functions in depth in the first semester of Algebra I. By studying linear functions, students will see the structure of linear functions, make generalizations about linear functions, and describe the uniqueness of linear functions. Students will work with various types of real numbers, from rational and radicals to irrational. Students will apply properties of numbers and equality within functions to see the applicability of mathematics to describe and model a wide range of real-life events. The focus on transforming functions will help students build connections between algebraic and graphical representations of linear functions. The second semester covers quadratic equations solved by factoring, completing the square graphically, or applying the quadratic formula. The course also includes the study of monomial and polynomial expressions, exponents and exponential functions, and statistics, where students learn to represent data using various displays. Algebraic skills are applied in a wide variety of problem-solving situations.

ALGEBRA I PART 1

Students in Algebra I Part 1 will study functions in depth. By studying linear functions, students will see the structure of linear functions, make generalizations about linear functions, and describe the uniqueness of linear functions. Students will work with various types of real numbers, from rational and radicals to irrational. Students will apply properties of numbers and equality within functions to see the applicability of mathematics to describe and model a wide range of real-life events. The focus on transforming functions will help students build connections between algebraic and graphical representations of linear functions.

PHYSICAL SCIENCE

The eighth-grade Physical Science curriculum focuses on forces and motion, the solar system, and chemistry. Basic math skills and equations will be used for 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 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 are expected of a successful student.

US HISTORY-GEOGRAPHY

Eighth-grade History 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 Revolution in the Colonies, Forming a New Nation, Launching a New Republic, and Expanding the Nation. Each unit will have a project that will coincide with that particular unit.

COMPUTER SCIENCE

This course focuses on computer proficiency, operating systems, word processing, spreadsheets, database management, presentations, graphics, and the Internet. They will improve their Microsoft Word, Excel, and PowerPoint skills to follow their previous class (in 6th and 7th grades). Students will learn the concepts and skills required to work effectively with these tools and apply that knowledge by completing a series of projects. Also, students will discover 3-D basic design skills on the computer using "SketchUp." Students will use their PowerPoint knowledge for project presentations and practice narration and oral presentation skills. Finally, coding and robotics will also be part of the course. Robot Challenges and tournaments will take place in class between students.

ENGINEERING

The class will focus on the areas of application of "comfort and home automation." The students will be sensitized to indoor and outdoor equipment, the management of information, and the automation of technical elements that surround them daily. We will deepen and study the different stages of conception of these elements. The sessions will be organized around specific technical studies of everyday objects: aspects of functions, constraints, technical solutions, schedules, materials choice, and energies implemented will be integral. We will justify the possibility of changing the technological object and communication and information management. Students will work on creating blueprints using the "home I/O" software. Sessions will be held in small groups to promote teamwork and enhance each individual's accountability. Experiments will be proposed to use and familiarize with the measuring devices and other IT tools.

MUSIC APPRECIATION

The classroom instruction in this in-depth music class is dedicated to developing students' abilities to sing, read, play, and understand music in various forms. Students learn a repertoire of songs using one or more voices. They also use music terminology to read, notate, listen to, analyze, and describe music. Additionally, students have the opportunity to play different musical scores with instruments.

In this third year of Middle School music classes, a significant focus is placed on listening activities. Students learn the history of music to gain a better understanding of its historical contributions and cultural dimensions. They analyze the role of music in past and present cultures worldwide, taking note of the cultural diversity associated with music, musicians, and composers. They also develop knowledge of the chronology of Western music history (primarily classical and romantic periods). Furthermore, students compare the techniques used to create images or evoke emotions in musical works. They explore American styles from the twentieth century, such as Spirituals, Blues, Jazz, Musical Theatre, Rhythm and Blues, and other popular music styles. Additionally, each eighth-grade class will undertake a group music recording project.

Students will create and record a song utilizing vocals and/or instruments. They will learn how to use musical hardware, mix the project themselves, and gain an understanding of music recording techniques. Throughout this project, they will discover how to record music, understand the necessary software and tools/instruments, and develop proficiency in music recording techniques. 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 by adapting their storyboard and learning how to edit a video to get the final version of the music video.

VISUAL ART

This course focuses on art criticism. Topics include painting or drawing (still life, portrait, and landscape), sculpture (assemblage, plaster, and architectural), and discussing the elements and principles of art. The eighth-grade art portfolio emphasizes fluency in art history, criticism, aesthetics, and production through painting, sculpture, ceramics (stacked forms or a combination of building techniques), Photoshop, and/or Illustrator (collage or montage). During this second year of middle school, the students will review the basics and Arts Plastiques' specificities. They will create 2D and 3D projects, and they will review basic techniques in the use of pencils, crayons, pastels, markers, collages, paint, and so on through themes using still life, various painting techniques, chromatic circles, composition and narration, design, texture, and surfaces. Upon completion, they will discuss their projects and share their ideas with others.

They will discuss examples of masterpieces taken from the history of art related to their just-studied theme. Interdisciplinary projects are created for the 6th, 7th, and 8th grades for both ISP and FSP. According to the curriculum's duration, and as often as possible, similar projects are given to the same level, so all the students have a sense of positive, creative unity on the same level, regardless of their section. Likewise, when a field trip is offered, it is not for just one class but all levels, mixing the two sections for the same purpose: art functions as multiple expression methods.

PHYSICAL EDUCATION

The Physical Education program aims to provide students with opportunities to acquire the knowledge and skills necessary to become physically educated people. Students will learn to appreciate and understand Physical Education's value and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities and team and individual sports. All courses will emphasize the importance of safety, cooperation, and sportsmanship. This class focuses on developing the following:

- Motor skills and Physical expression
- Sports practice methods and strategies
- Community rules, roles, and responsibilities
- Creating a physical and artistic sporting culture and community
- Maintaining Health through regular physical activity

Students will also learn how to produce optimal performance, measurable at a given deadline, adapt their course to various environments, express themselves in front of others through an artistic and/or acrobatic performance, and lead and master a collective or individual encounter. In 8th grade, students will focus on the following activities: Soccer, Badminton, Swimming, Track and Field, Volleyball, and Fitness.

CAREER EXPLORATION/PATH

The Career Exploration Path program offers a comprehensive curriculum for students in grades 6 to 12, enabling them to develop essential skills and knowledge for a successful career. By actively engaging in the program, students will understand the economic and professional landscape, explore diverse career options and training pathways, cultivate their initiative and involvement, and create a well-defined educational and professional roadmap.

Objectives:

- Enhanced comprehension of the economic and professional world, including various careers and training opportunities.
- Robust support system for students throughout their career exploration journey.
- Fostered ambition in both professional and social realms, providing a solid foundation for students' educational pursuits and future qualifications.
- Increased academic motivation by realizing a purposeful and consciously chosen career path.
- Genuine flexibility in students' decision-making processes, allowing for informed and reversible choices.

Eighth-Grade Objectives: Observing and Discovering Career Paths. During the eighth grade, the program focuses on key goals to enhance students' understanding of career paths. These objectives include:

Internship Exploration: Students will be challenged to actively seek internship opportunities in various companies. This hands-on experience will provide valuable insights into real-world work environments, enabling them to make informed decisions about their future career paths.
Networking Proficiency: Students will develop an understanding of networking and its importance in professional settings. They will learn strategies to build connections, expand their professional network, and leverage these relationships for future career opportunities.
Data Organization and Analysis: Students will acquire skills to organize and analyze data related to career paths effectively. This includes filtering and comparing information to identify patterns, trends, and relevant insights. These analytical skills will empower students to make informed decisions and set realistic career goals.

By focusing on these goals, students will gain practical exposure to the professional world, develop valuable networking skills, and acquire essential data analysis strategies. These experiences will contribute to their career exploration and help shape their future educational and professional endeavors.

CITIZENSHIP-MENTORING PROGRAM The Lycée Français de Los Angeles Middle School is pleased to have on staff a Mentor whose mission is to help students navigate through their academic journey and personal growth. Our Mentor provides guidance, support, and encouragement. She also acts as a bridge between students, teachers, administration, and parents and guardians by facilitating efficient communication and collaboration. The Middle School Mentor's task is also to inspire students to develop critical academic and social skills like organization, time management, and conflict resolution. She regularly visits all Middle School classrooms to lead grade-specific workshops on maintaining happy and healthy relationships, problem-solving, and ensuring students feel heard, valued, and understood. They exchange views on developing tools to overcome obstacles and reach their potential, but also remember to be kind to each other. In addition to classroom workshops, our Mentor is always available to students throughout the year to meet one-on-one or in small groups to provide a listening ear and encouragement to inspire them to become confident, compassionate, and successful young adults.

EIGHTH GRADE ISP ELECTIVES

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-D (ELECTIVE)

This course is for students who have completed Chinese I-C or have previously studied Chinese and passed the placement test conducted by teachers. Building on the skills acquired in Chinese I-C, this course introduces students to more complex sentence structures and idiomatic expressions. In addition to emphasizing oral communication skills, approximately 500 additional simplified characters are introduced for reading and writing. Cultural awareness continues with various supplemental materials, including cultural credits from the text. Short compositions are an integral part of the course in preparation for the next level of study.

GREEK (ELECTIVE)

This course serves as a continuation of Greek studies that began in the seventh grade. After reviewing the material covered in the previous year, students delve into the analysis of forms and structures that characterize complex Greek writing. This includes exploring topics such as the 3rd declension, conjugation of thematic vowel and vowel-stem verbs in the imperfect, future, and aorist tenses, as well as the understanding of participles in active, middle, and passive voices, and the subjunctive and optative moods. Students will also translate excerpts from prominent Greek authors such as Isocrates, Xenophon, Lysias, and Plato, focusing on Athens's history and daily life.

LATIN (ELECTIVE)

In this year of Latin, students will "witness" the eruption of Mount Vesuvius and see the effects of Rome's expansion. Latin in 8th grade focuses on mastery of basic grammatical concepts, morphology, and vocabulary introduced in seventh grade. Students delve deeper into the world of Ancient Rome by researching the influence of the Olympian gods, religious beliefs, and secular mores of the Roman Empire; they consider how these aspects have affected the development of Western Civilization. After completing this course, students will have expanded their English vocabulary and gained skills for improving standardized test scores.



Le Lycée Français de Los Angeles

INTERNATIONAL SCHOOL PROGRAM

THE RAYMOND & ESTHER KABBAZ HIGH SCHOOL

9th – 12th Grades

HIGH SCHOOL ISP CURRICULUM

9TH GRADE	10TH GRADE
Algebra IA-IB **or** Geometry IA-IB Art Biology I Computer Literacy English IA-IB French *(according to level)* Integrated Arts – Music Appreciation & Literature Physical Education Spanish IA-IB **or** German IA-IB **or** Chinese IA-IB World History/Geography I Writing Workshop* AP African American Studies *(Elective)* Advanced Music Chinese IA *(Elective)* Cinema I *(Elective)* ** Drama/ Theater (English) *(Elective)* Greek IA-IB *(Elective)* Latin IA-IB *(Elective)* Rock Band *(Elective) with special permission* English & French & Math Extra Help* *(Elective)*	Algebra IIA-IIB/Trigonometry **or** Algebra IIA-IIB **or** Geometry/Algebra II Art Chemistry I English IIA-IIB French *(according to level)* Physical Education Spanish IIA-IIB **or** German IIA-IIB **or** Chinese IIA-IIB World History/Geography II AP African American Studies *(Elective)* AP Art History *(Elective)* AP Human Geography *(Elective)* AP Seminar *(Elective)* AP Studio Art Drawing *(Elective)* Chinese IB *(Elective)* Cinema I *(Elective)* ** Drama/ Theater (English) *(Elective)* Greek IIA-IIB *(Elective)* Latin IIA-IIB *(Elective)* Rock Band *(Elective) with special permission* Theater (French) *(Elective)* SAT Math & English Prep* *(Elective)* English & French & Math Extra Help* *(Elective)*
**No grade issued.*	*** = Upon the student's request and schedule availability*

HIGH SCHOOL ISP CURRICULUM

11TH GRADE	12TH GRADE
AP Calculus AB or BC **or** Pre-Calculus **or** Pre-Calculus (H) **or** Algebra IIA-IIB/Trigonometry English IIIA-IIIB or AP English Language and Composition French *(according to level)* or AP French Language *(if applicable)* Philosophy Physical Education US History **or** AP US History Independent Study* AP Art History *(Elective)* AP Chemistry *(Elective)* AP Chinese Language *(Elective)* AP Comparative Government and Politics *(Elective)* AP Environmental Science *(Elective)* AP Latin *(Elective)* AP Microeconomics/AP Macroeconomics *(Elective) (Every other year)* AP Research *(Elective) (only if passed AP Seminar exam)* AP Spanish Language and Culture *(Elective)* AP Studio Art *(Elective)* AP US History **or** US History Chinese Adv. IA-IB *(Elective)* ** Chinese IC *(Elective)* ** Drama/ Theater (English) *(Elective)* German Adv. IA-IB *(Elective)* ** Greek Adv. IA-IB *(Elective)* Latin Adv. IA-IB *(Elective)* Rock Band *(Elective) with special permission* Spanish Adv. IA-IB *(Elective)* ** Theater (French) *(Elective)* English & French Extra Help* *(Elective)* SAT English Prep* *(Elective)*	AP Calculus AB or BC **or** AP Statistics **or** Statistics College Essay Preparation* English IVA-IVB **or** AP English Literature and Composition French *(according to level)* **or** AP French Language *(if applicable)* Physical Education US Government **or** AP US Government Independent Study* AP Art History *(Elective)* AP Biology *(Elective)* AP Chinese *Language (Elective)* AP Comparative Government and Politics *(Elective)* AP Environmental Science *(Elective)* AP Latin *(Elective)* AP Microeconomics/AP Macroeconomics *(Elective) (Every other year)* AP Physics C: Mechanics *(Elective)* AP Spanish Language and Culture *(Elective)* AP Statistics *(Elective)* AP Studio Art *(Elective)* AP US Government **or** US Government Chinese Adv. IIA-IIB (H) *(Elective)* ** Drama/ Theater (English) *(Elective)* German Adv. IIA-IIB (H) *(Elective)* ** Greek Adv. IIA-IIB *(Elective)* Latin Adv. IIA-IIB *(Elective)* Physics *(Elective)* Rock Band *(Elective) with special permission* Spanish Adv. IIA-IIB (H) *(Elective)* ** Theater (French) *(Elective)* English & French Extra Help* *(Elective)* Physics Extra Help * *(Elective)*
**No grade issued.*	*** = Upon the student's request and schedule availability*

NINTH GRADE ISP

ALGEBRA IA-IB OR GEOMETRY IA-IB

Through an assessment, students will be placed into either Algebra I or Geometry I. Prerequisite Skills necessary to enter this grade are successful completion of Algebra I, and students should know how to do the following:

- Simplify numerical expressions
- Solve equations
- Simplify algebraic expressions
- Find lengths and areas
- Solve inequalities
- Solve proportions
- Solve real-world problems

ALGEBRA IA-IB

This Algebra I course is the completion of Algebra I (Part 2). Students will learn to solve multi-step, quadratic, radical, and inequalities. Students 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 and new concepts such as quadratic equations, absolute value equations, and radical equations. Students will also be exposed to simplifying exponents, polynomials, radicals, factoring, and the Pythagorean Theorem. Finally, throughout the curriculum, 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.

GEOMETRY IA-IB

In Geometry, students will develop reasoning and problem-solving skills as they study topics such as congruence and similarity and apply properties of lines, triangles, quadrilaterals, and circles. Students will also develop problem-solving skills using the quadratic formula, multi-step equations, and trigonometric ratios to solve real-world problems.

ART

This course focuses on experiences encompassing art history, art criticism, aesthetics, and production, culminating in creating a portfolio of quality works. Areas covered include art history, art criticism, and art production. Students will search for meaning, significance, and direction in 2D and 3D works of art and artifacts through an in-depth historical study and analysis of artwork from various cultures and periods in art history. In the art criticism portion of the course, students will be expected to critically examine current works and artistic trends and explore the art critic's role in society while simultaneously identifying their strengths and limitations as art students. As a final component of the course, students will produce works of art for their portfolios using various 3D media.

BIOLOGY I

In this first-year Biology course, students will explore the natural world's diversity from simple to more complex and then examine the interaction of life within various ecosystems. Students will gain a strong understanding of a variety of biological topics, some of which are mentioned below:

- The basic anatomy and physiology of organisms
- The role of homeostasis in cells, organisms, and/or populations
- The interrelationships of populations, ecosystems, and the environment
- The taxonomy and classification of life within the natural world

This course will also include a virtual dissection lab, enabling students to discover various organisms' complex internal body systems while maintaining an ecologically sound learning environment.

COMPUTER LITERACY

This course is project-oriented; students will learn document design skills that they will use with Office software, such as Microsoft Office, in conjunction with the Internet. They will also learn how to evaluate the accuracy and reliability of information online. They will then use these skills to produce a presentation with an accompanying document set on a collage of their choice. Students will learn more advanced design and data skills in the second semester as they work on a case study, such as the stock market. In this endeavor, they will research, collect, create, and organize data to produce and deliver a presentation with appropriate data, graphs, and charts.

ENGLISH IA-IB

This class consists of writing, public speaking, and reading. Students will write and revise several literary, persuasive, and reflective essays during the writing portion. Students will learn to edit essays focusing on paragraph formation, transitions, employing quotations, and grammar issues such as sentence structure and proper punctuation. Readings cover a large portion of literary history. They include *Romeo and Juliet* by William Shakespeare, *A Catcher in the Rye* by J.D. Salinger, *Siddhartha* by Herman Hesse, and *1984* by George Orwell, among other renowned texts. Class discussion plays a crucial role in the prewriting stages of the student's writing. Students will also memorize poetry, act out Shakespeare, and work on other, less traditional assessments.

FRENCH - GENERAL COURSE DESCRIPTION

(Specific level enrollment based on French proficiency)
The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

This course introduces the French language's fundamental elements within a cultural context, emphasizing the active use of the language. This course develops listening, speaking, reading, and writing skills. Surveys, online research, and presentations will help build these skills. The grammar section includes the following essential topics: present tense, gender, the number of nouns, adjective-noun agreement in the nominal group, basic verbs (*avoir, être*, "-er" verbs, some basic irregular verbs, etc.) The vocabulary section includes some fundamental topics of everyday life (family, friends, home, school, etc.) This course introduces the cultural background of France and the Francophone world through exposure to French multimedia material such as movies, comic books, and games. Upon completion, students should comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

FRENCH LEVEL 2 – INTERMEDIATE I

(Prerequisite: Successful completion of French 1 / Placement Test for New Students)
This course is a continuation of Level 1 and follows a similar structure. It aims to develop further listening, speaking, reading, and writing skills, emphasizing reading and writing more. The grammar section of this course introduces topics such as the *Passé Composé*, auxiliary verbs, reciprocal verbs, and agreement of the *Participe Passé*. Students 'vocabulary will be expanded, enabling them to engage in more complex class discussions and conversations. The course explores the culture and civilization of France and the francophone world through videos, films, and in-class discussions. The coursework includes written tests and oral presentations. Students will practice initiating and sustaining conversations using a limited vocabulary in short, familiar communicative situations. They will also demonstrate the ability to engage in brief discussions on simple topics in everyday situations. Additionally, students will learn to write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures, and express present and past ideas comprehensively. Reading comprehension exercises may include short stories.

FRENCH LEVEL 3: INTERMEDIATE II

(Prerequisite: Successful completion of French 2 / Placement test for new students)
This course focuses on further developing listening, speaking, reading, and writing skills, with an increased emphasis on reading and writing practice. Students will explore additional topics such as the house, health, and technology. Building upon the grammar and skills acquired in the previous level, this course introduces more complex grammatical forms like *le passé composé* with *avoir* and *être*, the *imparfait*, the *future,* and the *conditionnel présent*. Students will learn to initiate and maintain conversations in familiar and brief communicative situations using a limited vocabulary. They will demonstrate their ability to engage in short discussions on simple topics encountered in everyday situations. Additionally, students will write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures. They will be able to comprehensively express ideas in the present and past tense. Regarding reading comprehension, students can understand material intended for native French speakers, such as short articles, French literature, poetry, and radio broadcasts. This comprehension will be achieved when the topics, vocabulary, and grammatical structures are primarily familiar. Furthermore, students will gain a deeper understanding of the cultures of French-speaking countries.

FRENCH LEVEL 4: INTERMEDIATE III

(Prerequisite: Successful completion of French 3 / Placement test for new students)
This course is designed for intermediate/higher-intermediate-level students who have attained a reasonable level of fluency in French. The curriculum includes a comprehensive review of grammatical structures covered in previous grades and introduces more advanced concepts like the *subjonctif* or *conditionnel* moods. Students will demonstrate their reading and listening comprehension skills by engaging with French articles, literature, poetry, and original radio broadcasts. They will also enhance their writing abilities by creating fictional short stories and summaries. Furthermore, students will actively participate in debates on advanced topics such as the media, politics, immigration, justice, generation gaps, and artificial intelligence, allowing them to express their opinions confidently. In addition, the course continues to encourage students to explore the connections between American culture and the cultures of French-speaking countries. They will analyze the historical, literary, and artistic aspects of Francophone cultures through more engaging discussions, movies, articles, and documentaries.

FRENCH LEVEL 5: ADVANCED

(Prerequisite: Successful completion of French 4 / Placement test for new students)
Students in French 5 will improve their conversational, presentational, and written communication skills through listening, reading, class discussions, writing, and presentations. Some literature excerpts,

digital media, and films will serve as vehicles for a more in-depth exploration of contemporary and historical issues in the French-speaking world. Thematic units will include a comprehensive grammar review, encompassing all moods and tenses, pronouns, complex subordinate clauses, and vocabulary acquisition. The class will be conducted entirely in French, allowing students to develop their language skills to prepare for the AP French Examination. Those who pass the entrance test can continue to the AP French class the following semester. Current event articles from Francophone magazines, short stories from the French-speaking world, poems representing various themes, places, times, and voices, and full-length films related to current events or relevant to thematic units will be carefully selected. A strong emphasis will be placed on oral practice, particularly in argumentative discourse.

INTEGRATED ARTS – MUSIC / LITERATURE

This course aims to provide the students with a panoramic vision of the world's artists and their creations. This class considers three angles: Visual Arts, Great Books, and Music. Students will have considerably widened their general knowledge at the end of the year, which will be crucial throughout their lives. The world's best painters, writers, and musicians will have no secrets for them!

INTEGRATED ARTS – MUSIC

This project concludes the four years of the "Music Appreciation Class" that the school offers. It is a reinforcement of a part of what students learned in previous years and focuses on Western music history:

- Identify and analyze the musical elements (such as pitch, dynamics, texture, and style)
- Identify and describe music over different periods (Renaissance, Baroque, Classical, Romantic, Impressionism, Early Modern)
- Students are taught to compare classical pieces. They can find similarities and differences between the different periods and identify the elements of music that brought about the different periods
- They will learn the origins of musical instruments and the different types of orchestras and identify the various forms of music (sonata, concerto, opera, symphony, etc.)

This class focuses only on the Great Composers' music and their connections with the visual arts: literature, paintings, sculpture, and architecture. Indeed, every listening (about 45 during the year) is contextualized to give students the best chance to acquire a good overview of the art world. By the end of the school year, the students must recognize and associate these works with their composers.

INTEGRATED ARTS – LITERATURE

This course aims to allow the students to discover the world's most famous artworks and writers who will withstand the test of time. The students will study paintings, sculptures, and different types of architecture in detail. They will also produce a presentation of 40 great writers, artists, thinkers, and philosophers to research and share, upon which they will be graded.

PHYSICAL EDUCATION

The Physical Education program aims to provide students with opportunities to acquire the knowledge and skills necessary to become physically educated people. Students will learn to appreciate and understand Physical Education's value and its relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities

and team and individual sports. All courses will emphasize the importance of safety, cooperation, and sportsmanship.

LANGUAGE OPTIONS

CHINESE **OR** GERMAN **OR** SPANISH

CHINESE-MANDARIN IA-IB

This beginner's course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. Emphasis is placed on building language-learning skills that can be applied in any future study of a world language, with particular attention placed on learning to differentiate tones, the subtleties of Chinese pronunciation, and the fundamentals of character writing. The course introduces students to basic practical vocabulary and idiomatic expressions and the development of simple conversational skills. The focus is on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

GERMAN IA-IB

Basic practical German is taught through a situational and functional approach with vocabulary covering topics of interest to 9th graders, such as introductions, hobbies, school life, food and cooking, life at home, life in the city/life in the countryside, vacations, tourism, and more. Basic grammatical constructs, the declension concept, conjugation in the present, perfect tenses, modal verbs, completive clauses, infinitive clauses, subordinate clauses, etc., are critical parts of the language with immediate applications. General progression is organized in units within the situational and functional framework. Some aspects of German culture are introduced. The general cultural framework is based on the theme of Modernity and Traditions. Audiovisual German material is frequently used. Upon completing the course, the students should be able to communicate situations such as Greetings, Asking for information, Expressing your interest in something, Expressing your opinion, Talking about yourself, Talking about your activities, etc.

SPANISH IA-IB

This course incorporates four principal components: grammar, lexical and thematic orientation, oral and written comprehension, and oral and written expression. In grammar, students will study the principal tenses and will be able to express themselves in the present, past, and future. They will learn the principal elements that compose a sentence (articles, nouns, adjectives, verbs, adverbs, etc.) and their relation in sentence structure. Regarding linguistic and thematic orientation, students will learn vocabulary classified by themes and be able to use those words in their own sentences. Students will comprehend brief, simple interventions and micro texts in this course's oral and written comprehension section. Finally, in this course's oral and written expression portion, students will learn how to engage in fluid conversations and write sentences using all of the vocabulary and grammar rules previously learned. This college preparatory course is the first in a series of Spanish classes at Le Lycée Français de Los Angeles. It emphasizes developing basic language and comprehension skills in listening, reading, writing, and speaking Spanish. Students will study both the vocabulary and grammar structures of the language and the cultures of Spanish-speaking people worldwide.

WORLD HISTORY I

World History at the ninth-grade level is a survey course that allows students to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. Applying the themes of geography

and analyzing the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations worldwide. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation for students to acquire this knowledge, which will be used in European and United States History.

WRITING WORKSHOP* (*NO GRADE ISSUED.)

The writing workshop is an intensive course designed to supplement the regular English class. This course aims to reinforce students' abilities to edit essays, focusing on paragraph formation, transitions, integrating quotations, and addressing grammar issues such as sentence structure and proper punctuation. By the end of the course, students will have a strong command of essay structure and analytical writing skills.

NINTH-GRADE ISP ELECTIVES

AP AFRICAN-AMERICAN STUDIES (ELECTIVE)

AP African-American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, emphasizing historical, literary, visual, and data analysis skills. This course foregrounds a survey of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

ADVANCED MUSIC (OPEN TO FSP & ISP)

Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Théâtre Raymond Kabbaz in mid-May, when students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the

study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CINEMA ISP (ELECTIVE) (GRADES 9 AND 10)

Film and audiovisual studies in High School involve students discovering film and audiovisual practices and culture. They will learn about this field's contemporary and heritage dimensions and the highlights of cinema's expressive and creative processes concerning an audience and the professions it covers. Based on a project-based approach, this class enables students to discover the analysis of writing in images and sound, learn about their production, and appreciate their artistic and cultural specificity. Students acquire knowledge (aesthetic, cultural, historical, technical) and develop skills (reflective, analytical, methodological, artistic, critical) to help them assert their judgment and practice, individually or collectively. These skills can be achieved through the following approaches:

- Understand the overall meaning of a cinematographic or audiovisual work concerning some significant elements of its context (production, professions, audience).
- Determine and implement the choices involved in a simple artistic project.
- Analyze the main significant elements of a cinematographic or audiovisual shot or sequence of shots.
- Analyze the main significant elements of a cinematographic or audiovisual shot or sequence of shots.
- Mobilize analytical and reflective skills in the service of one's own film and audiovisual writing practice.
- Know a few writing techniques and landmarks in the history of cinema and the audiovisual industry. Use their knowledge to enrich their viewing experience and artistic practice.
- Be aware of the values inherent in their responsibility as spectators and creators.
- Present and defend a simple artistic project and the choices on which it is based.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK IA-IB (ELECTIVE)

The language skills developed in middle school are further extended and applied to original readings by authors such as Lysias, Xenophon, and Herodotus. Students will delve into these texts, gaining insights into Ancient Greece's history and a comprehensive understanding of daily life and beliefs in major Hellenistic cities. Additionally, there will be a thorough review and mastery of basic grammar and paradigms.

LATIN IA-IB (ELECTIVE)

The language skills developed in middle school are extended and applied to selected readings by Sallust, Tacitus, Pliny, and Ovid, authors who comment on the last days of the Roman Republic and the Empire's events. The study of grammar and English derivatives from Latin roots continues. Students get acquainted with complex sentences using the subjunctive mood. By the end of this course, students will know about 900 Latin vocabulary words among the most frequently found texts.

ROCK BAND (ELECTIVE) (GRADES 9 TO 12) FOR ADVANCED MUSIC STUDENTS ONLY - SPECIAL PERMISSION REQUIRED.

Band class is a specialized ensemble course for students interested in playing, rehearsing, and performing with a rock band. In this class, students gain firsthand experience of what it's like to perform together as a cohesive group. They must play their parts proficiently while actively listening to and supporting other band members. They also learn about various peripheral aspects of being in a band, such as equipment setup and settings, stage presence, teamwork, responsibility, and more. Rock band class welcomes students who play any instrument. Students can audition to be part of a band, whether proficient or have minimal skills on their device. Le Lycée provides rehearsal space and instruments for the band, but students are also encouraged to bring their own if they prefer. Under the guidance of the faculty members at Le Lycée, each band rehearses several songs. The culmination of the rock band class is an exciting concert held at the high school campus. This concert occurs before the high school community, including students, teachers, and staff. Additionally, there is another concert at Théâtre Raymond Kabbaz in mid-May specifically for parents. This concert is part of the Spring Musical Afternoon program and is a highly anticipated event that consistently sells out.

TUTORING AT SCHOOL – EXTRA HELP* (NO GRADE ISSUED)

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

French Tutoring* (Elective) (Grade 9) *No grade issued.

Math Tutoring* (Elective) (Grade 9) *No grade issued.

TENTH GRADE ISP

CHOOSE ONE: ALGEBRA IIA-IIB OR ALGEBRA IIA-IIB/TRIGONOMETRY OR GEOMETRY/ALGEBRA II

ALGEBRA IIA-IIB

Students learn about families of functions: linear, quadratic, polynomial, exponential, logarithmic, radical, and rational functions. Students learn to represent functions in multiple ways, such as verbal descriptions, equations, tables, and graphs. Also, they learn how to use matrices to solve a system of linear equations. They also learn about complex numbers, probability, data analysis, and sequences. Finally, throughout the curriculum, emphasis will be given to graphing calculator usage, real-world applications, communication, and higher-level thinking. Students will learn and be assessed on the following:

- Concepts and procedures
- Problem-solving and reasoning
- Mathematical communication
- *Connections 11*

ALGEBRA IIA-IIB/TRIGONOMETRY

Students learn about families of functions: linear, quadratic, polynomial, exponential, logarithmic, radical, and rational functions. Students learn to represent functions in multiple ways, such as verbal descriptions, equations, tables, and graphs. Also, they learn how to use matrices to solve a system of linear equations. They also learn about complex numbers, probability, data analysis, sequences, and series. We will start learning trigonometry in April. Students learn about trigonometric functions, graphing, solving trigonometric equations, and proving trigonometric identities. By the end of the year, students know how to use a calculator to graph functions, find the intersection points of two graphs, and solve equations.

GEOMETRY/ALGEBRA II

The first two chapters establish the tools of geometry, methods of reasoning, construction, the coordinate plane, and types of measurement. Subsequent chapters focus on properties and applications: lines, triangles, quadrilaterals, similarity, right triangles, trigonometry, circles, transformations, and 3D solids (volume and surface area).

ART

This course introduces studio art and the fundamental principles of design. Projects, lectures, readings, class discussions, and critiques will examine 2D, 3D, and time-based design elements. Historical and contemporary approaches are considered the evolution of technology and the continuum of visual expression. Emphasis is placed on developing the practical and critical thinking skills required in artmaking. The development of technology, new media theory, contemporary art discourse, and visual culture are explored through lectures, readings, discussions, and assignments.

CHEMISTRY I

This course will cover the chemical world and how it impacts our daily lives. Laboratory work will be done to complement the material learned in class. We will begin with matter and change, followed by scientific measurement, atomic structure, and electrons in atoms. The different aspects of the periodic table will also be addressed. We will also examine the various bonds that form compounds, including

ionic and metallic bonding and covalent bonding. Chemical names and formulas will also be presented. Finally, we will cover the states of matter, the behavior of gases, and water's role in aqueous systems.

ENGLISH IIA-IIB

This course is a continuation of ninth-grade English. Students will read significant literary works, including, but not limited to, *Cat's Cradle* by Kurt Vonnegut, *Much Ado About Nothing* by William Shakespeare, *Travels with Charley* by John Steinbeck, and *The Old Man and the Sea* by Ernest Hemingway. Works will be analyzed for appropriate and effective literary devices, such as plot, theme, character, conflict, foreshadowing, symbolism, allusion, personification, and motif. Concentration will also be given to the standard five-paragraph essay, specifically the persuasive and analytical. Students will identify their audience and their purpose for writing, developing compelling writing within a standard framework. The standards for writing will become more stringent as students progress through the course. Students will be assigned rigorous vocabulary weekly and develop strategies for taking standardized tests, such as the SAT and ACT. Outside reading will be encouraged, and grammar issues will be addressed as they arise.

FRENCH - GENERAL COURSE DESCRIPTION (SPECIFIC LEVEL ENROLLMENT BASED ON FRENCH PROFICIENCY)

The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

This course introduces the French language's fundamental elements within a cultural context, emphasizing the active use of the language. This course develops listening, speaking, reading, and writing skills. Surveys, online research, and presentations will help build these skills. The grammar section includes the following essential topics: present tense, gender, the number of nouns, adjective-noun agreement in the nominal group, basic verbs (*avoir, être*, "-er" verbs, some basic irregular verbs, etc.) The vocabulary section includes some fundamental topics of everyday life (family, friends, home, school, etc.) This course introduces the cultural background of France and the Francophone world through exposure to French multimedia material such as movies, comic books, and games. Upon completion, students should comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

FRENCH LEVEL 2 – INTERMEDIATE I

(Prerequisite: Successful completion of French 1 / Placement Test for New Students)
This course is a continuation of Level 1 and follows a similar structure. It aims to develop further listening, speaking, reading, and writing skills, emphasizing reading and writing more. The grammar section of this course introduces topics such as the *Passé Composé*, auxiliary verbs, reciprocal verbs, and agreement of the *Participe Passé*. Students 'vocabulary will be expanded, enabling them to engage in more complex class discussions and conversations. The course explores the culture and civilization of France and the francophone world through videos, films, and in-class discussions. The coursework includes written tests and oral presentations. Students will practice initiating and sustaining conversations using a limited vocabulary in short, familiar communicative situations. They will also demonstrate the ability to engage in brief discussions on simple topics in everyday situations.

Additionally, students will learn to write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures, and express present and past ideas comprehensively. Reading comprehension exercises may include short stories.

FRENCH LEVEL 3: INTERMEDIATE II

(Prerequisite: Successful completion of French 2 / Placement test for new students)
This course focuses on further developing listening, speaking, reading, and writing skills, with an increased emphasis on reading and writing practice. Students will explore additional topics such as the house, health, and technology. Building upon the grammar and skills acquired in the previous level, this course introduces more complex grammatical forms like *le passé composé* with *avoir* and *être*, the *imparfait*, the *future,* and the *conditionnel présent*. Students will learn to initiate and maintain conversations in familiar and brief communicative situations using a limited vocabulary. They will demonstrate their ability to engage in short discussions on simple topics encountered in everyday situations. Additionally, students will write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures. They will be able to comprehensively express ideas in the present and past tense. Regarding reading comprehension, students can understand material intended for native French speakers, such as short articles, French literature, poetry, and radio broadcasts. This comprehension will be achieved when the topics, vocabulary, and grammatical structures are primarily familiar. Furthermore, students will gain a deeper understanding of the cultures of French-speaking countries.

FRENCH LEVEL 4: INTERMEDIATE III

(Prerequisite: Successful completion of French 3 / Placement test for new students)
This course is designed for intermediate/higher-intermediate-level students who have attained a reasonable level of fluency in French. The curriculum includes a comprehensive review of grammatical structures covered in previous grades and introduces more advanced concepts like the *subjonctif* or *conditionnel* moods. Students will demonstrate their reading and listening comprehension skills by engaging with French articles, literature, poetry, and original radio broadcasts. They will also enhance their writing abilities by creating fictional short stories and summaries. Furthermore, students will actively participate in debates on advanced topics such as the media, politics, immigration, justice, generation gaps, and artificial intelligence, allowing them to express their opinions confidently. In addition, the course continues to encourage students to explore the connections between American culture and the cultures of French-speaking countries. They will analyze the historical, literary, and artistic aspects of Francophone cultures through more engaging discussions, movies, articles, and documentaries.

FRENCH LEVEL 5: ADVANCED

(Prerequisite: Successful completion of French 4 / Placement test for new students)
Students in French 5 will improve their conversational, presentational, and written communication skills through listening, reading, class discussions, writing, and presentations. Some literature excerpts, digital media, and films will serve as vehicles for a more in-depth exploration of contemporary and historical issues in the French-speaking world. Thematic units will include a comprehensive grammar review, encompassing all moods and tenses, pronouns, complex subordinate clauses, and vocabulary acquisition. The class will be conducted entirely in French, allowing students to develop their language skills to prepare for the AP French Examination. Those who pass the entrance test can continue to the AP French class the following semester. Current event articles from Francophone magazines, short stories from the French-speaking world, poems representing various themes, places, times, and voices, and full-length films related to current events or relevant to thematic units will be carefully selected. A strong emphasis will be placed on oral practice, particularly in argumentative discourse.

PHYSICAL EDUCATION

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

WORLD HISTORY/GEOGRAPHY II

This course meets the content standards for the tenth grade History curriculum. This course begins with the French Revolution and covers European and world history through World War II, independence movements, and the Cold War. The course will end with the War on Terror and the United States' new role as the world's sole superpower.

LANGUAGE OPTIONS

CHINESE **OR** GERMAN **OR** SPANISH

CHINESE IIA-IIB

This course is designed to reinforce the foundation of all language skills concerning the study of Mandarin Chinese, previously acquired last year. Emphasis will be placed on daily activity dialogues and the reading and writing of Chinese characters. The spoken language remains the focus, but students will also further expand their vocabulary and foundation in reading and writing characters, with particular attention paid to learning common radicals. At the end of the course, students can use essential spoken and written forms of the Chinese language to clearly and effectively communicate their ideas, such as daily life, hobbies, leisure, and weather. Critical components of Chinese culture will continue to be emphasized. The course delivery is interactive and experiential and encourages active participation.

GERMAN IIA-IIB

Simple everyday German is taught through a situational approach of vocabulary covering topics of interest to 10th graders, such as German students with their friends, German students at school, Life at home, An interview, and Tourism in German-speaking countries. Grammar is taught as a tool necessary to expand the student's performance level, and items such as the subordinate clauses, declension of the adjective, conjugation in the preterite tense, and subjunctive mode are developed in a practical context with immediate applications. General progression is organized in units within a situational and functional framework. Audiovisual German material is frequently used. The curriculum includes "All German" immersion sequences with selected German movies. The general cultural framework is based on the theme Here and elsewhere. Upon completing the course, students should master functional linguistic topics such as Interviewing someone, Reporting about a specific event, Giving advice, Expressing feelings, Describing activities, Expressing opinions, Making plans, Making suggestions, etc.

SPANISH IIA-IIB

This course is a continuation of Spanish I. The linguistic goal for this year consists of helping the students to master oral and written communication. Students will study the present, past, and future tenses and will be able to use simple and complex sentences. Students will participate in more complex conversations and write paragraphs using all the vocabulary and the grammatical rules previously learned. Students will also learn vocabulary by studying different written and/or visual documents, including texts, paintings, pictures, advertisements, comics, and movie extracts. They will learn the

elements that compose a sentence (articles, nouns, adjectives, verbs, adverbs, and so on) and their relation to sentence structure. Finally, students will be introduced to the culture and civilization of Spanish-speaking countries. Students will study Spain and other Spanish-speaking countries and their geographical and cultural specificities. This college preparatory course continues the skills learned in Academic Spanish 1–2 P. Language skills and content will be expanded and refined through communicative activities in the target language. This course emphasizes meaningful communication in Spanish, and students continue to study the language's vocabulary and grammar structures. To meet this goal, readings become progressively longer, and more time is allocated to written composition.

TENTH GRADE ISP AP COURSE LIST

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.

- AP African-American Studies (Elective)
- AP Human Geography (Elective)
- AP (Capstone) Seminar (Elective)
- AP Studio Art (Elective)

TENTH GRADE ISP ELECTIVES

AP AFRICAN-AMERICAN STUDIES (ELECTIVE)

AP African-American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, emphasizing historical, literary, visual, and data analysis skills. This course foregrounds a survey of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CINEMA I ISP (ELECTIVE) (GRADES 9 AND 10)

Film and audiovisual studies in High School involve students discovering film and audiovisual practices and culture. They will learn about this field's contemporary and heritage dimensions and the highlights of cinema's expressive and creative processes with an audience and the professions it covers. Based on a project-based approach, this class enables students to discover the analysis of writing in images and sound, learn about their production, and appreciate their artistic and cultural specificity. Students acquire knowledge (aesthetic, cultural, historical, technical) and develop skills (reflective, analytical, methodological, artistic, critical) to help them assert their judgment and practice, individually or collectively. These skills can be achieved through the following approaches:

- Understand the overall meaning of a cinematographic or audiovisual work in relation to some significant elements of its context (production, professions, audience).
- Determine and implement the choices involved in a simple artistic project.
- Analyze the main significant elements of a cinematographic or audiovisual shot or sequence of shots.
- Analyze the main significant elements of a cinematographic or audiovisual shot or sequence of shots.
- Mobilize analytical and reflective skills in the service of one's own film and audiovisual writing practice.
- Know a few writing techniques and landmarks in the history of cinema and the audiovisual industry. Use their knowledge to enrich their viewing experience and artistic practice.
- Be aware of the values inherent in their responsibility as spectators and creators.
- Present and defend a simple artistic project and the choices on which it is based.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK IIA-IIB (ELECTIVE)

This course serves as a continuation and completion of acquiring grammar fundamentals while also introducing students to the appreciation of literary style. Students will read selected texts that encompass three main objects of study: the Greek man (including topics such as citizenship, economy, and religious practice), the Greek world (ethnography), and heroes and mythology

(focusing on the Labdacides, Achilles, and Herakles). Throughout the course, students will read and interpret texts by prominent Greek authors such as Aristotle, Homer, Sophocles, and Aristophanes.

LATIN IIA-IIB (ELECTIVE)

Latin II centers on developing a student's knowledge of the Latin language by giving a thorough and systematic presentation of the whole of Latin morphology and syntax. The course begins with a brief review of grammar, the study of declensions learned in Latin I, and the structure of Latin sentences. By learning the Latin language and exploring various Roman cultural themes throughout the year, students will also deepen their appreciation for the Roman people's values, customs, and institutions. English is the language of instruction. Throughout this course, there will be a concerted effort to improve students 'English language abilities by exploring derivatives, language development, and comparisons between Latin, Greek, English, and French in the use of syntax. Through various enrichment activities, such as presentations, debates, and dialogues, students will explore aspects of life in the ancient world, such as trade, commerce, education, entertainment, and social customs, while improving their native or non-native linguistic skills.

ROCK BAND (GRADES 9 TO 12) FOR ADVANCED MUSIC STUDENTS ONLY - SPECIAL PERMISSION REQUIRED.

Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*

- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

SAT Math & English Prep* (Elective) *No grade issued.

In this elective class, students will begin to master the content of the SAT and ACT standardized tests and learn how to use proven standardized test prep techniques to increase their scores. This class will help students who struggle with multiple-choice tests and those seeking the best possible scores. Content will include arithmetic, algebra, geometry, algebra II, reading comprehension, vocabulary, grammar, and the essay. Students will also determine whether they prefer the ACT or the SAT, allowing them to plan their busy eleventh grade year better. Students will find this an excellent foundation for the PSAT and any other future test preparation.

Tutoring at School – Extra Help* (No credit issued)

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- French Tutoring* (Elective) (Grade 10) *No grade issued.
- Math Tutoring* (Elective) (Grade 10) *No grade issued.

Eleventh Grade ISP

AP Calculus AB (Grade 11/12)

Students will study all topics associated with functions, graphs, and limits; derivatives; integrals; differential equations and mathematical modeling; application of definite integrals and polynomial approximations; and series. They will learn how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (Grade 11/12)

Students learn mathematical concepts and the practical value of calculus. This approach involves learning calculus algebraically, numerically, graphically, and verbally. Students study the theory of calculus and its use as a powerful tool for analyzing real-world problems. Applications include science, economics, statistics, and engineering. Students take the AP exam in May. Prerequisite Skills Necessary to Enter the Grade: successful completion of pre-calculus with a grade of A or B.

Pre-Calculus

The course expands on concepts that students learned from Algebra II, such as linear equations, inequalities, systems of equations, and functions. Students will also review trigonometric functions, which lead to piecewise-defined functions. Through an advanced study and a more in-depth

understanding of polynomials, rational functions, exponential, logarithmic functions, matrices, and vectors, students will be better prepared for SAT Math 2 Calculus.

PRE-CALCULUS (H)

This course is designed for students who want to be better prepared for Calculus or Advanced Placement courses in the 12th grade. The standard pre-calculus course has been enhanced with additional materials and teaching tips that promote a deeper mathematical understanding of previously learned topics and present new topics included in the SAT Math 2.

ALGEBRA IIA-IIB/TRIGONOMETRY

This continues the Algebra II course described for the 10th grade above. Students learn about families of functions: linear, quadratic, polynomial, exponential, logarithmic, radical, and rational functions. Students learn to represent functions in multiple ways, such as verbal descriptions, equations, tables, and graphs. Also, they learn how to use matrices to solve a system of linear equations. They also learn about complex numbers, probability, data analysis, sequences, and series.

- Functions and their graphs
- Polynomial, exponential, logarithmic
- End-behavior of functions
- Conics and trigonometry
- Series sequences
- Probability
- Real-life applications using current real data
- Algebra of calculus: algebraic methods used in calculus

CHOOSE ONE: English IIIA-IIIB OR AP English Language and Composition

ENGLISH IIIA-IIIB

The focus of this class is to aid students in becoming more effective critical readers and writers. The writing curriculum will emphasize logic, analysis of textual evidence, critical thinking, close style analysis, grammar, mechanics, and MLA format. Students will write analytical and argumentative essays and more creative pieces, and engage in debate and peer response. Students will collaborate to present lesson concepts and opinions to their classmates and work on other projects, such as creating their utopias. They will be expected to be active and informed participants in class discussions. The reading will focus on *Student Voices* and other essays and texts, such as *Into the Wild, In Cold Blood, The Fire This Time*, and *A Tale of Two Planets.*

AP ENGLISH LANGUAGE AND COMPOSITION

This advanced critical reading and composition course actively guides students as they evolve into both accomplished nonfiction readers who can identify the writer's rhetorical strategies and purpose and accomplished writers who can produce essays in various formats and on different topics. This will be accomplished and measured in multiple ways. Students will read various nonfiction pieces, from essays to scientific writing to literary criticism and more, to aid them in learning how to consider rhetorical context—purpose, audience, and strategies. In addition, students will study the textual meanings of graphics and visual images and how they connect to written texts. They will also write analytical, synthesis, and argumentative essays; they will write formal and informal pieces weekly; they will engage in debate and peer response. Students will collaborate to present lesson concepts and opinions to their classmates and on other projects. They will be expected to be active and informed participants in class

discussions. This course also prepares students for the Advanced Placement English Language and Composition Exam administered each May.

FRENCH - GENERAL COURSE DESCRIPTION (SPECIFIC LEVEL ENROLLMENT BASED ON FRENCH PROFICIENCY)

The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

This course introduces the French language's fundamental elements within a cultural context, emphasizing the active use of the language. This course develops listening, speaking, reading, and writing skills. Surveys, online research, and presentations will help build these skills. The grammar section includes the following essential topics: present tense, gender, the number of nouns, adjective-noun agreement in the nominal group, basic verbs (*avoir, être*, "-er" verbs, some basic irregular verbs, etc.) The vocabulary section includes some fundamental topics of everyday life (family, friends, home, school, etc.) This course introduces the cultural background of France and the Francophone world through exposure to French multimedia material such as movies, comic books, and games. Upon completion, students should comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

FRENCH LEVEL 2 – INTERMEDIATE I

(Prerequisite: Successful completion of French 1 / Placement Test for New Students)

This course is a continuation of Level 1 and follows a similar structure. It aims to develop further listening, speaking, reading, and writing skills, emphasizing reading and writing more. The grammar section of this course introduces topics such as the *Passé Composé*, auxiliary verbs, reciprocal verbs, and agreement of the *Participe Passé*. Students 'vocabulary will be expanded, enabling them to engage in more complex class discussions and conversations. The course explores the culture and civilization of France and the francophone world through videos, films, and in-class discussions. The coursework includes written tests and oral presentations. Students will practice initiating and sustaining conversations using a limited vocabulary in short, familiar communicative situations. They will also demonstrate the ability to engage in brief discussions on simple topics in everyday situations. Additionally, students will learn to write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures, and express present and past ideas comprehensively. Reading comprehension exercises may include short stories.

FRENCH LEVEL 3: INTERMEDIATE II

(Prerequisite: Successful completion of French 2 / Placement test for new students)

This course focuses on further developing listening, speaking, reading, and writing skills, with an increased emphasis on reading and writing practice. Students will explore additional topics such as the house, health, and technology. Building upon the grammar and skills acquired in the previous level, this course introduces more complex grammatical forms like *le passé composé* with *avoir* and *être*, the *imparfait*, the *future,* and the *conditionnel présent*. Students will learn to initiate and maintain conversations in familiar and brief communicative situations using a limited vocabulary. They will demonstrate their ability to engage in short discussions on simple topics encountered in everyday situations. Additionally, students will write simple notes, letters, and short reports using appropriate vocabulary and commonly

encountered structures. They will be able to comprehensively express ideas in the present and past tense. Regarding reading comprehension, students can understand material intended for native French speakers, such as short articles, French literature, poetry, and radio broadcasts. This comprehension will be achieved when the topics, vocabulary, and grammatical structures are primarily familiar. Furthermore, students will gain a deeper understanding of the cultures of French-speaking countries.

FRENCH LEVEL 4: INTERMEDIATE III

(Prerequisite: Successful completion of French 3 / Placement test for new students)
This course is designed for intermediate/higher-intermediate-level students who have attained a reasonable level of fluency in French. The curriculum includes a comprehensive review of grammatical structures covered in previous levels and introduces more advanced concepts like the *subjonctif* or *conditionnel* moods. Students will demonstrate their reading and listening comprehension skills by engaging with French articles, literature, poetry, and authentic radio broadcasts. They will also enhance their writing abilities by creating fictional short stories and summaries. Furthermore, students will actively participate in debates on advanced topics such as the media, politics, immigration, justice, generation gaps, and artificial intelligence, allowing them to express their opinions confidently. In addition, the course continues to encourage students to explore the connections between American culture and the cultures of French-speaking countries. They will analyze the historical, literary, and artistic aspects of Francophone cultures through more engaging discussions, movies, articles, and documentaries.

FRENCH LEVEL 5: ADVANCED

(Prerequisite: Successful completion of French 4 / Placement test for new students)
Students in French 5 will improve their conversational, presentational, and written communication skills through listening, reading, class discussions, writing, and presentations. Some literature excerpts, digital media, and films will serve as vehicles for a more in-depth exploration of contemporary and historical issues in the French-speaking world. Thematic units will include a comprehensive grammar review, encompassing all moods and tenses, pronouns, complex subordinate clauses, and vocabulary acquisition. The class will be conducted entirely in French, allowing students to develop their language skills to prepare for the AP French Examination. Those who pass the entrance test can continue to the AP French class the following semester. Current event articles from Francophone magazines, short stories from the French-speaking world, poems representing various themes, places, times, and voices, and full-length films related to current events or relevant to thematic units will be carefully selected. A strong emphasis will be placed on oral practice, particularly in argumentative discourse.

AP FRENCH LANGUAGE & CULTURE

(Prerequisites: Successful completion of French 5 + Entrance test + Teacher's Recommendation)
This course prepares students for the FRENCH LANGUAGE AND CULTURE Advanced Placement examination. Students must already possess a mastery of all French morphology and syntax, as language acquisition is not a primary focus in this course. Therefore, there will be no systematic grammar review as part of the course content. Instead, the focus will be on exploring French society and the Francophone world to provide students with an appreciation of diverse French-speaking countries.

The course develops around six cultural themes:

1. Global Challenges
2. Science and Technology
3. Contemporary Life
4. Personal and Public Identities
5. Families and Communities

6. Beauty and Aesthetics

These themes are designed to involve students in real-life situations, both formal and informal, within various contexts through authentic material such as literature, films, news broadcasts from French television, the internet, podcasts, French radio, newspaper articles, and popular songs. Students are encouraged to connect to other disciplines and compare aspects of the target culture with their own. Active learning strategies are incorporated into every component of the course design. For example, short partner discussions are encouraged (such as comparing/contrasting immigration policies in France and the U.S.) Research projects are part of the curriculum (such as sorting the French colonization legacy in West African countries). Students exercise critical thinking and logical reasoning skills through debates by presenting competing views that they are assigned to defend, individually or in pairs (such as debating the pertinence of the new French law proposal allowing medically assisted end-of-life).

PHILOSOPHY

Learning philosophy is one of the greatest traditions of the French School Program's high school curriculum. Mandatory for decades, it is meant to develop a strong humanist and critical culture by scrutinizing general notions such as morality, subjectivity, aesthetics, politics, and epistemology through Western authors' study (Descartes, Sartre, Locke, Plato, Aristotle, Hobbes, etc.) A substantial amount of reading and writing will be required throughout the year for students to succeed during the notoriously demanding French Baccalaureate exam. Extending this tradition to the International School Program contributes to Le Lycée Français de Los Angeles's multicultural approach. This philosophy course is an excellent opportunity for our students to explore different philosophies and debates. Similarly, our students will deepen their intellectual views by composing essay topics and commenting on texts.

PHYSICAL EDUCATION

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

INDEPENDENT STUDY* *No grade issued.

Students can use this time as a U.S. History and APUSH study period.

CHOOSE ONE: US HISTORY OR AP US HISTORY:

US HISTORY

This class meets for five periods per week. Its curriculum covers US history from the end of World War I to the present day. It is taught in a lecture-discussion format. Homework is assigned in preparation for each class meeting. Appropriate educational videos may be shown as time permits to supplement the text and enhance the class discussion. Students must do the assigned reading, be familiar with critical terms, and answer the assigned questions from the text for each chapter covered. Students will also be expected to write one- to two-page academic essays once or twice monthly on the instructor's historical topics. Assessment is accomplished through chapter quizzes and unit tests. Students will also review U.S. and world geography during both semesters by identifying the names, capitals, and locations of all 50 states and nations. This knowledge will be assessed through periodic map quizzes.

AP US History

This comprehensive course begins with the colonization of the United States and analyzes the nation's intellectual, cultural, political, diplomatic, social, and economic history up to the present. Among the many topics studied are the New World's discovery and settlement, the colonies' role in the British Empire, the precursors of the American Revolution, the Revolutionary War, the Constitution, the Jeffersonian Age, and US expansion. Also covered are the Industrial North and the Agrarian South, slavery, the Age of Jackson, Manifest Destiny, philosophical and religious movements such as Transcendentalism, religious revivals, education reform, utopian experiments, and women's suffrage. Students also study the Civil War, Reconstruction, Industrialization, urbanization, the Progressive Era, World War I, the Depression, the New Deal, World War II, the Cold War, the New Frontier, and the Great Society in contemporary America. Students who take this course are expected to take the AP exam.

Eleventh Grade ISP AP Course List

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.

AP Calculus AB BC (Elective)
AP Chemistry (Elective)
AP Chinese (Elective)
AP Comparative Government and Politics
AP English Language
AP Environmental Science (Elective)
AP French Language and Culture (Elective)
AP Macroeconomics (Elective) or AP Microeconomics (Elective) (Grade 11/12. Alternating years.)
AP (Capstone) Research (Elective)
AP Spanish Language & Culture (Elective)
AP Studio Art (Elective)
AP United States History

Eleventh Grade ISP Electives

Chinese Mandarin, Level I-A (Elective)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINESE-MANDARIN ADVANCED IA-IB (ELECTIVE) (Specific level enrollment based on Chinese proficiency)

This elective course is contingent upon the student's request and the teacher's availability.
This course is designed for students who have successfully completed Chinese IA-IB and IIA-IIB and are willing to continue studying Chinese. It introduces students to more advanced grammatical structures and idiomatic expressions while systematically reviewing previously studied materials. Oral proficiency continues to be stressed through situational dialogues and oral presentations. Cultural awareness is further developed through reading and discussing Chinese proverbs, adapted stories, and newspaper articles. Written compositions, such as pen pal letters, picture descriptions, and short essays, are integral to this course. The level expected upon class completion is Stage Three, according to the California Framework for Foreign Languages.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GERMAN ADVANCED IA-IB (ELECTIVE)

This elective course is contingent upon the student's request and the teacher's availability.
Everyday German is taught through a situational approach of vocabulary covering topics such as cultural exchanges, sports, feelings, media, etc. Grammar is taught as a tool necessary to expand the students' level of performance, and items such as the subordinate clauses, declension of the article and adjective, conjugation in the present, future, "Perfekt" and preterit tenses, as well as the subjunctive mode, are developed in a practical context with immediate applications. General progression is organized in units with a situational and functional framework. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies. Upon completing the course, students should master practical linguistic topics such as making a report about an event, writing a letter, writing a resume, writing a journal, and

expressing their feelings and opinions.

GREEK ADVANCED IA-IB (ELECTIVE)

This course assumes a complete familiarity with the Greek language. Emphasis is placed on translation, appreciation, and critical analysis of original texts in three genres: rhetoric, theatre, and poetry. Students will be introduced to influential Greek orators, including Lysias, Isocrates, and Demosthenes. They will also study examples of Ancient Greek tragedy and comedy by Sophocles, Euripides, Aeschylus, and Aristophanes. In the spring term, the focus will be on reading poetry, including epic and love poetry, from Homer's Iliad and Odyssey, as well as works by Sappho and Theocritus.

LATIN ADVANCED IA-IB (ELECTIVE)

This course assumes a complete familiarity with Latin and concentrates on Latin literature. It focuses on four literary genres: rhetoric, historical and fictional narrative, epic and elegiac poetry, and tragic and comic theatre. Throughout the course, students will review examples from each category by closely reading works by prominent authors such as Cicero, Tacitus, Petronius, Ovid, Catullus, Seneca, and Plautus. The study of literary devices serves as a means for literary analysis.

ROCK BAND (GRADES 9 TO 12) FOR ADVANCED MUSIC STUDENTS ONLY - SPECIAL PERMISSION REQUIRED.

Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

SPANISH ADVANCED IA-IB (ELECTIVE)

This elective course is contingent upon the student's request and the teacher's availability.
Everyday Spanish is taught through a situational approach of vocabulary covering topics such as cultural exchanges, sports, feelings, media, and more. Grammar is taught as a necessary tool to expand the student's level of performance, and items such as the subordinate clauses, declension of the article and adjective, conjugation in the present, future, and preterit tenses, as well as the subjunctive mode, are developed in a practical context with immediate applications. General progression is organized in units with a situational and functional framework. Audiovisual Spanish material is frequently used. The curriculum includes all-Spanish immersion sequences with selected Spanish movies. Upon completing the course, students should master practical linguistic topics such as making a report about an event, writing a letter, writing a resume, writing a journal, and expressing their feelings and opinions. The level expected upon class completion is Stage Three, according to the California Framework for Foreign Languages.

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

SAT PREP* (ELECTIVE) *NO GRADE ISSUED. (GRADE 11) (OPEN TO FSP & ISP)

In this elective class, students will begin to master the content of the SAT and ACT standardized tests and learn how to use proven standardized test prep techniques to increase their scores. This class will help students who struggle with multiple-choice tests and those seeking the best possible scores. Content will include arithmetic, algebra, geometry, algebra II, reading comprehension, vocabulary, grammar, and the essay. Students will also determine whether they prefer the ACT or the SAT, allowing them to better plan their busy eleventh-grade year. Students will find this an excellent foundation for the PSAT and any other future test preparation.

TUTORING AT SCHOOL

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- French Tutoring* (Elective) (Grade 11) *No grade issued.

TWELFTH GRADE ISP

CHOOSE ONE: AP CALCULUS AB, AP CALCULUS BC, AP STATISTICS, OR STATISTICS

AP CALCULUS AB (GRADE 11/12)

Students will study all topics associated with functions, graphs, and limits; derivatives; integrals; differential equations and mathematical modeling; application of definite integrals and polynomial approximations; and series. They will learn how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS BC (GRADE 11/12)

Students learn the mathematical concepts and practical value of calculus. This approach involves learning calculus algebraically, numerically, graphically, and verbally. Students study the theory of calculus and its use as a powerful tool for analyzing real-world problems. Applications include science, economics, statistics, and engineering. Students take the AP exam in May. Prerequisite Skills Necessary to Enter the Grade: successful completion of pre-calculus with a grade of A or B.

AP STATISTICS (GRADE 12)

AP Statistics is a year-long introductory course to Statistics for students who have completed Algebra 2. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use Probability and Statistical Inferences to develop an appropriate model for collected data. Upon completion, students will learn proper statistical techniques and various ways to communicate them in statistical activities and projects. They will develop into competent interpreters and users of statistical data and information. Prerequisite Skills Necessary to Enter the Grade: Successful completion of Algebra 2 or Pre-Calculus with a grade of A or B.

STATISTICS

In this course, students will learn the basic rules and principles of probability and their applications. They will develop the skills and understanding of summarizing, representing, and interpreting data on a single count or measurement variable. They will also learn to summarize, represent, and interpret data on two categorical and quantitative variables, interpret linear models, understand and evaluate random processes underlying statistical experiments, and make inferences and justify conclusions from sample surveys, experiments, and observational studies. Additionally, they will comprehend independence and conditional probability, use them to interpret data, and learn how to use the rules of probability to compute probabilities of compound events in a uniform probability model, calculate expected values, and use them to solve problems and evaluate outcomes of decisions.

COLLEGE ESSAY PREPARATION* *NO GRADE ISSUED.

Students discuss the various personal statements and essays required for their college applications. Samples are examined, and brainstorming exercises may aid students in developing their ideas and writing. (One semester.)

CHOOSE ONE: ENGLISH IVA-IVB OR AP ENGLISH LITERATURE AND COMPOSITION

ENGLISH IVA-IVB

This course is grounded in contemporary literature and the continued development and practice of student writing. Students read six to seven novels and various poetry over the year, focusing on thematic and literary analysis. Student analysis is shared through oral discussions, student presentations, and essays. Writing is an essential component of this course, emphasizing organization, style, coherence, a well-supported thesis, rhetorical devices, and more creative pieces. Students are expected to participate actively in the class through oral participation, student projects, and an ongoing interest in their educational goals.

AP ENGLISH LITERATURE AND COMPOSITION

This advanced literature course engages students in challenging literary works from various genres, including novels, short stories, poetry, and dramas. The course is intended to provide students with an academic experience parallel to a college-level literature course. Students are expected to be active readers of literature, uncovering a text's various meanings by interpreting poetic and prose devices and looking at the time and place the work represents. These objectives will be accomplished and measured in various ways. Students will be active and informed participants in class discussions. They will write formal, analytical essays that may look at a work's meaning through various devices or provide literary and social criticism. Students will participate in oral exercises, including poetry presentations, contribute to active debates in class, and share creative pieces such as poem parodies. They will work in collaborative groups to present thematic ideas to their classmates. This course also prepares students for the Advanced Placement Literature and Composition Exam administered each May.

FRENCH - GENERAL COURSE DESCRIPTION

(Specific level enrollment based on French proficiency)

The French language program is an integrated learning system designed to enhance the second-language skills of students with non-French backgrounds. As French is spoken in many regions, the program incorporates cultural information into the activities to help students develop an appreciation for and understanding of Francophone cultures worldwide. Throughout the course, students will actively engage with various authentic materials. Emphasis is placed on the continual development of all levels of listening, speaking, reading, and writing skills.

FRENCH LEVEL 1 – BEGINNERS (NO PREREQUISITES)

This course introduces the French language's fundamental elements within a cultural context, emphasizing the active use of the language. This course develops listening, speaking, reading, and writing skills. Surveys, online research, and presentations will help build these skills. The grammar section includes the following essential topics: present tense, gender, the number of nouns, adjective-noun agreement in the nominal group, basic verbs (*avoir, être*, "-er" verbs, some basic irregular verbs, etc.) The vocabulary section includes some fundamental topics of everyday life (family, friends, home, school, etc.) This course introduces the cultural background of France and the Francophone world through exposure to French multimedia material such as movies, comic books, and games. Upon completion, students should comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

FRENCH LEVEL 2 – INTERMEDIATE I

(Prerequisite: Successful completion of French 1 / Placement Test for New Students)
This course is a continuation of Level 1 and follows a similar structure. It aims to develop further listening, speaking, reading, and writing skills, emphasizing reading and writing more. The grammar section of this course introduces topics such as the *Passé Composé*, auxiliary verbs, reciprocal verbs, and agreement of the *Participe Passé*. Students 'vocabulary will be expanded, enabling them to engage in more complex class discussions and conversations. The course explores the culture and civilization of France and the francophone world through videos, films, and in-class discussions. The coursework includes written tests and oral presentations. Students will practice initiating and sustaining conversations using a limited vocabulary in short, familiar communicative situations. They will also demonstrate the ability to engage in brief discussions on simple topics in everyday situations. Additionally, students will learn to write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures, and express present and past ideas comprehensively. Reading comprehension exercises may include short stories.

FRENCH LEVEL 3: INTERMEDIATE II

(Prerequisite: Successful completion of French 2 / Placement test for new students)
This course focuses on further developing listening, speaking, reading, and writing skills, with an increased emphasis on reading and writing practice. Students will explore additional topics such as the house, health, and technology. Building upon the grammar and skills acquired in the previous level, this course introduces more complex grammatical forms like *le passé composé* with *avoir* and *être*, the *imparfait*, the *future,* and the *conditionnel présent*. Students will learn to initiate and maintain conversations in familiar and brief communicative situations using a limited vocabulary. They will demonstrate their ability to engage in short discussions on simple topics encountered in everyday situations. Additionally, students will write simple notes, letters, and short reports using appropriate vocabulary and commonly encountered structures. They will be able to comprehensively express ideas in the present and past tense. Regarding reading comprehension, students can understand material intended for native French speakers, such as short articles, French literature, poetry, and radio broadcasts. This comprehension will be achieved when the topics, vocabulary, and grammatical structures are primarily familiar. Furthermore, students will gain a deeper understanding of the cultures of French-speaking countries.

FRENCH LEVEL 4: INTERMEDIATE III

(Prerequisite: Successful completion of French 3 / Placement test for new students)
This course is designed for intermediate/higher-intermediate-level students who have attained a reasonable level of fluency in French. The curriculum includes a comprehensive review of grammatical structures covered in previous levels and introduces more advanced concepts like the *subjonctif* or *conditionnel* moods. Students will demonstrate their reading and listening comprehension skills by engaging with French articles, literature, poetry, and authentic radio broadcasts. They will also enhance their writing abilities by creating fictional short stories and summaries. Furthermore, students will actively participate in debates on advanced topics such as the media, politics, immigration, justice, generation gaps, and artificial intelligence, allowing them to express their opinions confidently. In addition, the course continues to encourage students to explore the connections between American culture and the cultures of French-speaking countries. They will analyze the historical, literary, and artistic aspects of Francophone cultures through more engaging discussions, movies, articles, and documentaries.

FRENCH LEVEL 5: ADVANCED

(Prerequisite: Successful completion of French 4 / Placement test for new students)
Students in French 5 will improve their conversational, presentational, and written communication skills through listening, reading, class discussions, writing, and presentations. Some literature excerpts,

digital media, and films will serve as vehicles for a more in-depth exploration of contemporary and historical issues in the French-speaking world. Thematic units will include a comprehensive grammar review, encompassing all moods and tenses, pronouns, complex subordinate clauses, and vocabulary acquisition. The class will be conducted entirely in French, allowing students to develop their language skills to prepare for the AP French Examination. Those who pass the entrance test can continue to the AP French class the following semester. Current event articles from Francophone magazines, short stories from the French-speaking world, poems representing various themes, places, times, and voices, and full-length films related to current events or relevant to thematic units will be carefully selected. A strong emphasis will be placed on oral practice, particularly in argumentative discourse.

AP FRENCH LANGUAGE & CULTURE

(Prerequisites: Successful completion of French 5 + Entrance test + Teacher's recommendation)
This course prepares students for the FRENCH LANGUAGE AND CULTURE Advanced Placement examination. Students must already possess a mastery of all French morphology and syntax, as language acquisition is not a primary focus in this course. Therefore, there will be no systematic grammar review as part of the course content. Instead, the focus will be on exploring French society and the Francophone world to provide students with an appreciation of diverse French-speaking countries.

The course develops around six cultural themes:

1. Global Challenges
2. Science and Technology
3. Contemporary Life
4. Personal and Public Identities
5. Families and Communities
6. Beauty and Aesthetics

These themes are designed to involve students in real-life situations, both formal and informal, within various contexts through authentic material such as literature, films, news broadcasts from French television, the internet, podcasts, French radio, newspaper articles, and popular songs. Students are encouraged to connect to other disciplines and compare aspects of the target culture with their own. Active learning strategies are incorporated into every component of the course design. For example, short partner discussions are encouraged (such as comparing/contrasting immigration policies in France and the U.S.) Research projects are part of the curriculum (such as sorting the French colonization legacy in West African countries). Students exercise critical thinking and logical reasoning skills through debates by presenting competing views that they are assigned to defend, individually or in pairs (such as debating the pertinence of the new French law proposal allowing medically assisted end-of-life).

PHYSICAL EDUCATION

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

US GOVERNMENT OR AP US GOVERNMENT

US GOVERNMENT

The curriculum's five units cover the legislative, executive, and judicial branches, including the Bill of Rights, comparative political and economic systems, and state and local government. The class is taught in a lecture-discussion format. As time permits, appropriate educational videos may be shown to enhance the discussion. Homework is assigned in preparation for each class meeting. Students are expected to do the assigned reading, be familiar with critical terms, and answer the assigned questions from the text for each chapter covered. Students must also write one- to two-page essays once or twice monthly on the instructor's relevant topics. Assessment is accomplished through chapter quizzes, unit tests, and evaluation of the written essays.

AP US GOVERNMENT

This is an intense college-level class covering government in America, its people, politics, and policy. The class meets four periods per week and examines the following areas: the Constitution; federalism; civil liberties and public policy; civil rights and public policy; public opinion and political action; mass media and political agenda; political parties; nominations and campaigns; elections and voting behavior; interest groups; congress; the presidency; the politics of taxing and spending; the federal bureaucracy; the federal courts; economic policymaking; social welfare policymaking; policymaking for health care, the environment, and energy; national security policymaking; and state and local government. Students are regularly assessed based on their participation in class discussions and short-answer and multiple-choice questions.

INDEPENDENT STUDY* *NO GRADE ISSUED.

Students can use this time as a U.S. History and APUSH study period.

TWELFTH GRADE ISP AP COURSE LIST

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.

AP Biology (Elective)
AP Chinese (Elective)
AP Comparative Government and Politics
AP English Literature
AP Environmental Science (Elective)
AP French Language and Culture (Elective)
AP Latin (Elective)
AP Macroeconomics (Elective) or AP Microeconomics (Elective) (Grade 12, alternating years.)
AP Physics C: Mechanics (Elective) – ISP only
AP Spanish Language & Culture (Elective)
AP Statistics (Elective)
AP Studio Art (Elective)
AP U.S. Government

TWELFTH GRADE ISP ELECTIVES

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINESE-MANDARIN ADVANCED IIA-IIB (H) (ELECTIVE) (SPECIFIC LEVEL ENROLLMENT BASED ON CHINESE PROFICIENCY). THIS ELECTIVE COURSE IS CONTINGENT UPON THE STUDENT'S REQUEST AND THE TEACHER'S AVAILABILITY.

This course is designed for students who have successfully completed Chinese Advanced IA-IB or beyond and want to further their knowledge of Chinese and the Chinese-speaking world. This course aims to further develop proficiency across the full range of language skills, advance critical thinking ability, and enhance cultural and global awareness. In this course, language proficiency is interwoven with level-appropriate cultural studies. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production

in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GERMAN ADVANCED IIA-IIB (H) (ELECTIVE)

This elective course is contingent upon the student's request and the teacher's availability.
Vocabulary is taught with a thematic and situational approach through texts, short stories, German magazines, and newspaper/Internet articles. Various aspects of German culture are developed. The cultural framework is based on memories, belonging to a community, and visions of the future. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies. Grammar is studied in detail to prepare the students for an independent approach (autonomy) by the end of the course. Topics reviewed are independent and subordinate clauses, expression of cause and effect, declension of the pronoun and the adjective, localization, subjunctive I and II, etc. The functional approach covers hypothesis, logical relations, doubt, suggestion, and argumentation. The students will be able to understand a text of general interest. They can write text summaries and short essays in German. They can do a short oral presentation of a document or theme, comment on a text, and answer questions in German in writing and verbal form.

GREEK ADVANCED IIA-IIB (ELECTIVE)

Classical Greek literature takes center stage in this course, with a syllabus focusing on three main topics: Greek philosophy, politics, and science. The primary texts students will read include works by Epicurus, Epictetus, and Plato (such as *Phaedrus*, *Crito*, and *The Republic*) and Aristotle's *Nicomachean Ethics*. Additionally, students will be required to read, translate, and analyze one full-length literary work selected each school year. In years past, *Naissance de l'Odyssée* by J. Giono was proposed as a companion text, exploring shared themes with *The Odyssey*, also specifically books XIX-XXIII within *The Odyssey*. Furthermore, students will be introduced to the methodology of comparative literature, examining the selected classical work alongside a modern or contemporary work.

LATIN ADVANCED IIA-IIB (ELECTIVE) OR AP LATIN (ELECTIVE)

Latin literature takes center stage in this course, with a syllabus revolving around three main topics: Roman philosophy, politics, and science. The primary texts that students will read include works by Seneca, consisting of various books and letters; Lucretius' *de Rerum Natura*; multiple works by Cicero; and Pliny the Elder's *Natural History*. Additionally, students will be required to read, translate, and analyze one full-length literary work selected each school year. In years past, the selected text was Book VI of *The Aeneid* by Vergil. Analysis of this text was related to and compared with the contemporary novel *Iron Age* by J.M. Coetzee.

PHYSICS (ELECTIVE)

This course will bring clarity to the intricate concepts of physics. We will start with a physics presentation, including the units and measurements, and then represent motion. We will also learn about acceleration motion, and projectile motion, examining Newton's first, second, and third motion laws. We will also learn about force in one dimension and displacement and force in two dimensions. Universal gravitation, gravitational interactions, and satellite motion will also be explored.

ROCK BAND (ELECTIVE) (GRADES 9 TO 12) For Advanced Music Students Only - special permission required.
Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other

group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

SPANISH ADVANCED IIA-IIB (H) (ELECTIVE)

This elective course is contingent upon the student's request and the teacher's availability.
Vocabulary is taught with a thematic and situational approach through texts, short stories, Spanish magazines, and newspaper/Internet articles. Various aspects of Spanish culture are developed. The cultural framework is based on memories, belonging to a community, and visions of the future. Audiovisual Spanish material is frequently used. The curriculum includes all-Spanish immersion sequences with selected Spanish movies. Grammar is studied in detail to prepare the students for an independent approach (autonomy) by the end of the course. Topics reviewed are independent and subordinate clauses, expression of cause and effect, declension of the pronoun and the adjective, localization, subjunctive I and II, etc. The functional approach covers hypothesis, logical relations, doubt, suggestion, and argumentation. The students will be able to understand a text of general interest. They can write text summaries and short essays in Spanish. They can do a short oral presentation of a document or theme, comment on a text, and answer questions in German in writing and verbal form.

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*

- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

Tutoring at School – Extra Help
The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- French Extra Help* (Elective) (Grade 12) *No grade issued.
- Physics Extra Help* (Elective) (Grade 12) *No grade issued.

ADVANCED PLACEMENT INDEX ISP & FSP

ADVANCED PLACEMENT COURSES

THESE ADVANCED PLACEMENT COURSES ARE BASED ON THE STUDENT'S CURRICULUM AND PROFICIENCY.

LEGEND

ISP: INTERNATIONAL SCHOOL PROGRAM
FSP: FRENCH SCHOOL PROGRAM
CBAC: CLASSIC BACCALAUREATE
BFI: BACCALAURÉAT FRANÇAIS INTERNATIONAL

AP AFRICAN-AMERICAN STUDIES (ELECTIVE) (ISP GRADE 9, 10 ▪ FSP GRADE 9, 10)

AP African-American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, emphasizing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

AP ART HISTORY (ELECTIVE) (ISP GRADE 10, 11, 12 ▪ FSP GRADE 10, 11, 12)

The AP Art History course is equivalent to a two-semester introductory art history college course that explores the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters an in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art and their interconnections across history.

AP BIOLOGY (ISP GRADE 12 ▪ BFI GRADE 11, 12)

Students will develop an understanding of concepts rather than memorize terms and technical details. Essential to this conceptual understanding is a grasp of science as a process rather than an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and applying biological knowledge and critical thinking to environmental and social concerns. The themes, topics, and concepts all structure an AP Biology course. Following this list is a topic outline that organizes biology into subject areas: science as a process, evolution, energy transfer, continuity and change, structure to function, regulation, interdependence in nature, science, technology, and society.

AP CALCULUS AB (ISP GRADE 11, 12 ▪ BFI GRADE 11)

Students will study all topics associated with functions, graphs, and limits; derivatives; integrals; differential equations and mathematical modeling; application of definite integrals and polynomial approximations; and series. They will learn how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (ISP Grade 11, 12 ▪ BFI Grade 12)

(Prerequisite Skills Necessary to Enter the Grade: successful completion of pre-calculus with a grade of A or B.)

Students learn the mathematical concepts and practical value of calculus. This approach involves learning calculus algebraically, numerically, graphically, and verbally. Students study the theory of calculus and its use as a powerful tool for analyzing real-world problems. Applications include science, economics, statistics, and engineering. Students take the AP exam in May.

AP Chemistry (ISP Grade 11)

Advanced Placement Chemistry provides a college-level course in chemistry and prepares students to seek credit and/or appropriate placement in college chemistry courses. Students are engaged in hands-on laboratory work integrated throughout the course, accounting for more than 25% of class time. Emphasis is placed on the depth of understanding of a topic rather than the breadth of topics. Objectives: Students will:

- Learn the inquiry process through numerous laboratory investigations.
- Gain an understanding of the six big ideas as articulated in the AP Chemistry Curriculum Framework.
- Apply mathematical and scientific knowledge and skills to solve quantitative, qualitative, spatial, and analytic problems.
- Apply basic arithmetic, algebraic, and geometric concepts.
- Formulate strategies for the development and testing of hypotheses.
- Use basic statistical concepts to draw both inferences and conclusions from data.
- Identify the implications and consequences of drawn conclusions.
- Use manipulative and technological tools, including graphing calculators, Vernier LabQuests, Vernier Probes, and Vernier's LoggerPro software.
- Measure, compare, order, scale, locate, and code accurately.
- Do scientific research, report, and display the results of this research.
- Learn to think critically to solve problems.

AP Chinese-Mandarin (ISP Grade 11, 12)

This course prepares students for the AP Chinese Language and Culture exam. The goal is to develop further language proficiency within a cultural framework reflective of the richness of the Chinese language and culture. Through task-based communicative activities, students develop and refine their ability to speak and write in various settings, styles, and registers. They are also expected to listen to multiple adapted or authentic audio selections and read various texts representing different genres.

AP Comparative Government and Politics (ISP Grade 11, 12 ▪ FSP: Grade 11, 12)

AP Comparative Government and Politics is an introductory college-level course in Political Science. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

AP English Language and Composition (ISP Grade 11 ▪ BFI Grade 11)

This advanced critical reading and composition course actively guides students as they evolve into accomplished nonfiction readers, identify the writer's rhetorical strategies and purpose, and become writers who can produce essays in various formats and on different topics. This will be accomplished and measured in multiple ways. Students will read various nonfiction pieces, from essays to science writing to literary criticism and more, to aid them in learning how to consider rhetorical context—purpose, audience, and strategies. Students will also study the textual meanings of graphics and visual images and connect them to written texts. They will also write analytical, synthesis, and argumentative essays, post informal and formal pieces on the class website weekly, and engage in debate and peer response. Students will collaborate to present lesson concepts and opinions to their classmates and work on other projects, such as creating their utopias. They will be expected to be active and informed participants in class discussions. This course also prepares students for the Advanced Placement Language and Composition Exam administered each May.

AP English Literature and Composition (ISP Grade 12 ▪ BFI Grade 12)

This advanced literature course engages students in challenging literary works from various genres, including novels, short stories, poetry, and drama. The course is intended to provide students with an academic experience parallel to a college-level literature course. Students are expected to be active readers of literature, uncovering a text's various meanings by interpreting poetic and prose devices and looking at the time and place the work represents. These objectives will be accomplished and measured in various ways. Students will be active and informed participants in class discussions. They will write formal, analytical essays that may look at a work's meaning through various devices or provide literary and social criticism. Students will participate in oral exercises, including poetry presentations, contribute to active debates in class, and share creative pieces such as poem parodies. They will work in collaborative groups to present thematic ideas to their classmates. This course also prepares students for the Advanced Placement Literature and Composition Exam administered each May.

AP Environmental Science (ISP Grade 11, 12)

This AP Environmental Science course is designed to offer students a solid foundation and introduction to college-level Environmental Science classes. AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students can identify, analyze, and create alternative solutions for natural and human-induced environmental problems. This course is structured around the four big ideas in Environmental Science:

1. Energy Transfer (ENG)
2. Interactions Between Earth Systems (ERT)
3. Interactions Between Different Species and the Environment (EIN)
4. Sustainability (STB).

AP French Language & Culture (ISP Grade 11, 12 ▪ FSP Grade 11)

(Prerequisites: Successful completion of French 5 + Entrance test + Teacher's recommendation)
This course prepares students for the French Language and Culture Advanced Placement examination. Students must already possess a mastery of all French morphology and syntax, as language acquisition is not a primary focus in this course. Therefore, there will be no systematic grammar review as part of the course content. Instead, the focus will be on exploring French society

and the Francophone world to provide students with an appreciation of diverse French-speaking countries.

The course develops around six cultural themes:

1. Global Challenges
2. Science and Technology
3. Contemporary Life
4. Personal and Public Identities
5. Families and Communities
6. Beauty and Aesthetics

These themes are designed to involve students in real-life situations, both formal and informal, within various contexts through authentic material such as literature, films, news broadcasts from French television, the internet, podcasts, French radio, newspaper articles, and popular songs. Students are encouraged to connect to other disciplines and compare aspects of the target culture with their own. Active learning strategies are incorporated into every component of the course design. For example, short partner discussions are encouraged (such as comparing/contrasting immigration policies in France and the U.S.) Research projects are part of the curriculum (such as sorting the French colonization legacy in West African countries). Students exercise critical thinking and logical reasoning skills through debates by presenting competing views that they are assigned to defend, individually or in pairs (such as debating the pertinence of the new French law proposal allowing medically assisted end-of-life).

AP Human Geography (ISP Grade 10 ▪ FSP Grade 10)

This two-semester AP Human Geography course curriculum consists of topics drawn from seven interrelated topics outlined in the AP Human Geography Course Description booklet published by the College Board.

- Geography: Its Nature and Perspectives
- Population and Migration
- Cultural Patterns and Processes
- Political Organization of Spaces
- Agriculture, Food Production, and Rural Land Use
- Industrialization and Economic Development
- Cities and Urban Land Use

AP Human Geography is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, human use, and human alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about geographers' methods and tools in their research and applications.

AP Latin (ISP Grade 12 ▪ FSP Grade 12)

Advanced Placement Latin aims to make students proficient in advanced Latin readers. The objectives are to read, translate, understand, analyze, and interpret Latin in its original form. In this course, students will become familiar with Vergil's epic, *Aeneid,* and *The Gallic War* by Julius Caesar, their context and place in history and literature, and these authors' writing styles. The students will develop their reading and translation skills to translate either prose or poetry from Latin into English accurately. Furthermore, students will learn how to produce a literary analysis of the texts they

translate using complex grammar and stylistic tools. In the spring, students will be eligible to take the AP exam.

AP Macroeconomics (Elective) and AP Microeconomics (Elective) (Grade 11, 12) (Taught in alternating years.)

In this advanced placement elective, students can study either microeconomics, the study of the individual and the firm in an economy, or macroeconomics, the study of the economy of an entire society. The subject matter rotates between AP Micro and AP Macro, allowing students to take AP classes in successive years. All students will be expected to take the AP Microeconomics or AP Macroeconomics tests at the end of the school year. Success on these tests can earn a student up to 3 hours of college credit per test.

AP Macroeconomics (Elective) (ISP Grade 11, 12 ▪ FSP Grade 11, 12)

In AP Macroeconomics, we emphasize economic principles as applied to the economy as a whole. The topics discussed will reflect the material in the AP Economics Course Description booklet from the College Board. Lessons include analyzing national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade. The Macroeconomics curriculum teaches students about the functioning of entire economies, from local municipalities to nation-states. Students will become better-informed citizens as they learn the basics of GDP growth, fiscal policy (taxes and spending), monetary policy (money supply and interest rates), and what it means to be classified as unemployed. World trade will be analyzed, as well as its effects, both positive and negative, on economies. Students who complete this class will be expected to take the AP Macroeconomics exam in May.

AP Microeconomics (Elective) (ISP Grade 11, 12 ▪ FSP Grade 11, 12)

In AP Microeconomics, we will focus on the operation of the free-market economy and its theory. In doing so, we will seek to emphasize real-world and current events applications of the material and prepare for the AP exam in Microeconomics in May. The Microeconomics curriculum teaches the scientific method and how it is applied to money, time, energy, and opportunity costs. Students will learn about the different business models, including but not limited to perfect competition, monopoly, monopolistic competition, oligopoly, and monopsony, as well as significant economic concepts such as the tragedy of the commons, the invisible hand, and why it's sometimes a great idea to walk out of a movie for you paid. Students who complete this class will be expected to take the AP Microeconomics exam in May.

AP Physics C: Mechanics (ISP Grade 12)

This Advanced Placement Physics C Mechanics Course is equivalent to a one-semester, college-level physics course for scientists and engineers, which introduces the main principles of Mechanics. The rigor and pace of this course are consistent with those of many major colleges and universities and will prepare students for the Advanced Placement Mechanics Exam in May. The course will provide instruction in kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. This course incorporates a variety of textbook and multimedia resources and has a comprehensive lab program that meets College Board requirements. Students will perform hands-on lab work using materials from their lab kit, conduct virtual experiments, share experimental data to analyze large data sets, and participate in lab-based discussions with their peers. Students will also engage in collaborative activities, including discussions, that develop scientific literacy and connect physics principles to real-world applications and current events to develop a deeper understanding of physics.

AP (Capstone) Research (ISP Grade 11 ▪ FSP Grade 11)

AP Capstone Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate their scholarly work artifacts through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AP (Capstone) Seminar (ISP Grade 10 ▪ FSP Grade 10)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their perspectives in research-based written essays, and design and deliver oral and visual presentations individually and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information accurately and precisely to craft and communicate evidence-based arguments. This course will equip you with the skills to analyze and evaluate information accuracy and precision to craft and communicate evidence-based arguments. You will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop a deep understanding of complex issues and topics and make connections between these issues and your everyday life. Gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works. The AP Seminar course's primary goals are to help you understand how to study an issue from multiple perspectives, evaluate source information, and develop and communicate a logical, evidence-based point of view. You will practice and apply these skills by exploring complex topics and examining various divergent or competing perspectives.

AP Spanish (ISP Grade 12) AP Spanish Language & Culture (Grade 11/12)

AP Spanish Language and Culture is equivalent to an intermediate-level college course in Spanish. Students cultivate their understanding of the Spanish language and culture by applying interpersonal, interpretive, and presentational communication modes in real-life situations. They explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

AP Statistics (ISP Grade 12 ▪ CBAC Grade 12; BFI Grade 12)

AP Statistics is a year-long introductory course to Statistics for students who have completed Algebra 2. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use Probability and Statistical Inferences to develop an appropriate model for collected data. Upon completion, students will learn proper statistical techniques and various ways to communicate them in statistical activities and projects. They will develop into competent interpreters and users of statistical data and information. Prerequisite Skills Necessary to Enter the Grade: Successful completion of Algebra 2 or Pre-Calculus with a grade of A or B.

AP Studio Art: Drawing, or 2-D Design, or 3-D Design (ISP & All FSP Grade 10,11,12)

The AP Program offers three studio art courses and portfolios from the College Board Course: Drawing, 2-dimensional Design, and 3-dimensional Design. The AP Studio Art portfolios are designed for students seriously interested in art's practical experience. The three portfolios correspond to the most common college foundation courses. Students will create a portfolio that they have developed and refined over the year in either Drawing, 2-D Design, or 3-D Design to prepare them for an AP Studio Art Portfolio Exam. In each AP class, they will:

- Show an understanding of the focus of the portfolio selected.
- Demonstrate a breadth of high-quality work, 12 pieces.
- Develop a personal concentration of 12 pieces.
- Select five top-quality, excellent pieces for presentation.
- Discuss and record the development of the concentration.
- Explore postsecondary options.

AP Studio Art: Drawing

This course has been developed to accommodate students interested in completing either the AP Studio Art: Drawing Portfolio Exam or the AP Studio Art: 2-D Design Portfolio. AP Studio Art Drawing is an Advanced Placement course on basic painting and drawing. Focus is applied to the composition of the painting's different lines, colors, and shapes instead of its design. Through direct teacher instruction, emphasis will be placed on producing a volume of quality pieces of artwork. Students will be challenged to develop their work. Students will develop and demonstrate mastery of concept, composition, and execution of their ideas and themes in drawing. Students will also understand that artmaking is an ongoing process that uses informed and critical decision-making to determine problems. They will be expected to develop a comprehensive portfolio, journal, and ongoing sketchbook. Students will address all three sections of the portfolio: Breadth, Concentration, and Quality.

AP Studio Art: 2D Design

This course has been developed to accommodate students interested in completing either the AP Studio Art: Drawing Portfolio Exam or the AP Studio Art: 2-D Design Portfolio. AP Studio Art 2-D is an advanced placement course similar to AP Studio Art Drawing. It deals with two-dimensional applications such as graphic design, photography, weaving, and collage. Contrary to AP Studio Art Drawing, the focus is on the design itself instead of the artwork's composition, with two-dimensional applications such as graphic design, photography, weaving, and collage. Through direct teacher instruction, emphasis will be placed on producing a volume of quality pieces of artwork. Students will address all three sections of the portfolio: Breadth, Concentration, and Quality. Students will learn about various artists' experiences and accomplishments in multiple art forms and techniques. Emphasis will be placed on exploring new media, drawing surfaces, and themes. Students will be encouraged to create work in their best style, but they will also explore new ways of creating art and looking at a particular theme. Students are expected to develop mastery in concept, composition, and execution of ideas. Among the media used are acrylic paint, oil paint, chalk pastel, charcoal, colored pencil, graphite, oil pastel, and various media combinations. Various drawing surfaces will be used, such as paper in numerous textures, sizes, and colors; stretched canvas; illustration board; paper sack; and collaged pages. As students focus on the AP curriculum's breadth area, the following themes will be explored and elaborated on: portrait, figure, landscape, architecture, still life, and abstraction.

AP Studio Art: 3-D Design

AP Studio Art 3D is a three-dimensional Advanced Placement Studio Art course with many similarities to the AP Studio Art 2D course. The course deals with three-dimensional artistic applications such as metalworking, sculpture, modeling, and ceramics. Like AP Studio Art 2D, the focus is on the design of the artwork itself instead of its composition. Additionally, the students will review the images and instructions on the AP Studio Art: 3-D Design Poster. Students are expected to produce quality work that develops mastery in concept, composition, and execution of ideas.

AP US Government (ISP Grade 12)

This is an intense college-level class covering government in America, its people, politics, and policy. The class meets four periods per week and examines the following areas: the Constitution; federalism; civil liberties and public policy; civil rights and public policy; public opinion and political action; mass media and political agenda; political parties; nominations and campaigns; elections and voting behavior; interest groups; congress; the presidency; the politics of taxing and spending; the federal bureaucracy; the federal courts; economic policymaking; social welfare policymaking; policymaking for health care, the environment, and energy; national security policymaking; and state and local government. Students are regularly assessed based on their participation in class discussions and short-answer and multiple-choice questions.

AP US History (ISP Grade 11 & BFI Grade 11)

This comprehensive course begins with the colonization of the United States and analyzes the nation's intellectual, cultural, political, diplomatic, social, and economic history up to the present. Among the many topics studied are the New World's discovery and settlement, the colonies' role in the British Empire, the precursors of the American Revolution, the Revolutionary War, the Constitution, the Jeffersonian Age, and US expansion. Also covered are the Industrial North and the Agrarian South, slavery, the Age of Jackson, Manifest Destiny, philosophical and religious movements such as Transcendentalism, religious revivals, education reform, utopian experiments, and women's suffrage. Students also study the Civil War, Reconstruction, Industrialization, urbanization, the Progressive Era, World War I, the Depression, the New Deal, World War II, the Cold War, the New Frontier, and the Great Society in contemporary America. Students who take this course are expected to take the AP exam.



Le Lycée Français de Los Angeles

FRENCH SCHOOL PROGRAM

Course Descriptions

TOUTE PETITE SECTION DE LA MATERNELLE AU COURS PRÉPARATOIRE

See **EARLY CHILDHOOD CURRICULUM & COURSE DESCRIPTIONS** for Jr. Preschool through First Grade at the beginning of this Course Catalog. Please note that Preschool through 1st grade are taught bilingually, with no individual sections.

ELEMENTARY SCHOOL CURRICULUM FRENCH SCHOOL PROGRAM

CE1 (2ND GRADE)	CE2 (3RD GRADE)	CM1 (4TH GRADE)	CM2 (5TH GRADE)
Français	Français	Français	Français
Anglais	Anglais	Anglais	Anglais
Questionner le monde	Questionner le monde	Science	Science
Enseignement moral et civique	Enseignement moral et civique	Enseignement moral et civique	Enseignement moral et civique
Civilisation Américaine *(in English)*	Civilisation Américaine *(in English)*	Civilisation Américaine *(in English)*	Civilisation Américaine *(in English)*
Mathématiques	Mathématiques	Mathématiques	Mathématiques
-	-	Histoire	Histoire
-	-	Géographie	Géographie
Informatique	Informatique	Informatique	Informatique
Arts Plastiques	Arts Plastiques	Arts Plastiques	Arts Plastiques
Education Musicale	Education Musicale	Education Musicale	Education Musicale
Théâtre *(in English)*	Théâtre *(in English)*	Théâtre *(in English)*	Théâtre *(in English)*
Education Physique et Sportive	Education Physique et Sportive	Education Physique et Sportive	Education Physique et Sportive
Mindfulness	Mindfulness	Mindfulness	Mindfulness
---	---	Chorale *(Elective)*	Chorale *(Elective)*

ACTIVITÉS EXTRA-SCOLAIRES	
CLASSES	**ACTIVITÉS SPORTIVES**
Art	Ballet
Chinois-Mandarin	"Little League" Basketball
Club Théâtre*	Dance Contemporaine
Soutien en Français	Escrime
Soutien en Mathématiques	Arts Martials
Piano (incluant le Solfège)	Football
Étude	Natation
	Tennis
*Le Club Théâtre est gratuit et est offert à partir du CM1 (4th grade). Note : Les enfants inscrits au Club Théâtre ne reçoivent pas de note et doivent passer une audition en début d'année. / *The Drama Club is included in tuition and is available beginning in 4th grade-CM1. The Drama *Club* is different from the Drama *class* in that it provides additional instruction *after* school, is not graded, and requires auditions.	

CEI - SECOND GRADE FSP

FRENCH

Students will develop French language skills throughout the year through reading, writing, listening, and speaking. Students practice their skills through reading stories. Through consistent reading, the students can read and understand short, simple texts by the end of the year. Students also develop their speaking skills; they can engage in limited conversations about the text, discuss daily life topics, and ask and answer questions. Listening is also a large component, as students must understand a short dialogue and/or story. Students will also practice writing poetry to increase their confidence in language learning. They will learn the basic rules of French grammar. They will engage in various cross-curricular projects, motivating them to read and write more.

ENGLISH

Second-grade students develop their language skills in daily discussions, shared experiences, oral presentations, and dramatic play. As spoken vocabulary grows, so does vocabulary in reading and writing. Regular read-aloud sessions enhance language skills and appreciation for literature and encourage thoughtful responses. Additional goals include enabling students to select appropriately challenging books from the class and school library, identify their reading interests, and read various authors and types of books. Children write daily. Students write clearly and focused, whether composing an original story, collecting thoughts and experiences in a journal, composing a letter, or completing a research project. Children practice legible penmanship and standard spelling. Eventually, children learn to proofread and revise selected drafts, preparing them for "publication." Students demonstrate an understanding of sentence structure, including various parts of speech, appropriate capitalization, and paragraph organization. Students learn to work with information in new contexts. Engaging projects help students retain knowledge and hone their critical thinking skills.

Please note that ESL (English as a Second Language) is a specialized class offered to beginner English language learners for one year to give them as strong a foundation as possible in the language before

integrating into the mainstream English class designed for native speakers. Because students in the mainstream English class have already mastered the essential vocabulary and grammatical concepts, ESL provides instruction in important foundational grammar and vocabulary—that would not be part of the mainstream class curriculum—and introduces certain concepts that are part of this curriculum. ESL involves taking students out of mainstream English classes and addressing their specific learning needs in ways that are as targeted and individualized as the situation allows (both during class time and through homework/weekly tests). The goal is that no student be left behind or prevented from making as much progress as he or she can produce. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational grammar. Simultaneously, attempts are made to encourage students as much as possible and inspire learning enjoyment. It is important to note, however, that—given the intensive nature of the course (and the unusual amount of progress required in a short period)—learning support outside of the classroom is essential to achieving this progress and is a key factor in determining the degree to which each student can make the most of the opportunity that the class presents.

MATH

Students study numbers 1 through 1,000, including place value (units, tens, hundreds), order, and spelling. They master the concept that a number is a quantity with codes. Students exercise mental numerical calculation skills and try to find the most efficient strategy. The geometry portion of math culminates in understanding symmetry, alignment, squares, rectangles, circles, and solids (cubes and cylinders). An important focus during this time is the development of meta-skills, such as neatness and precision. Students solve word problems using addition, subtraction, multiplication, division, and various strategies. For measurement, students learn to use a ruler and measure in centimeters. We make comparisons between metric and standard measurements. For weight, we learn how to measure in grams. Students learn how to read time with the universal system and compare it with the U.S. system. Students also learn the calculation techniques for addition, subtraction, and multiplication.

« QUESTIONNER LE MONDE »

In 2nd grade, the students keep exploring and observing the world. They will learn to question it using a scientific method. The objectives are to allow students to acquire the knowledge to describe and understand the world surrounding them and develop their thinking capacity. They will study the world of the living (plants, animals, human anatomy), matter (different states of water, water cycle), and technical objects (thermometers, lamps, electricity), how they work, and why we use them. They will learn to identify living things and situate themselves in time and space.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Students explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The students also study contemporary people who supply goods and services, which aids in understanding the complex interdependence in our free-market system. Students understand the concept of communities and the importance of individual action and character. Formal and informal assessments are completed in various forms, including writing, reading comprehension, class discussions, verbal evaluations, small group exercises, and workbook exercises. At-home research projects are assigned periodically.

« ENSEIGNEMENT MORAL ET CIVIQUE »

The « *Enseignement moral et civique* » class in 2nd grade will give the students morale and civic culture, using critical thinking, allowing them to become aware of their personal and social life responsibilities.

They will learn about the values of the French Republic and democracy: dignity, freedom, equality, solidarity, justice, respect, and being able to identify any discrimination. The program aims to reinforce the students' moral conscience by working on expressing, identifying, and discussing emotions and feelings.

COMPUTER SCIENCE

- Presentation of hardware terminology
- Presentation of software terminology
- Presentation of educational software
- Presentation of the SmartBoard
- Proper use of hardware
- Introduction to desktop management
- Learning basic word processing skills
- Proper touch-typing keyboard technique
- Use of the Internet for various purposes (research, online activities)
- Introduction to coding

ART

Students learn techniques for using materials such as paper, cardboard, and clay for 3-D works. They also explore other materials used in 2-D work, such as paints, oil pastels, crayons, markers, and colored pencils. The subjects are various and develop individual creativity, autonomy, and integration in a workgroup. In second grade, the students learn about the following: calligraphy and writing around the world, the self-portrait, art influence and connection, still-life painting, the pop art movement, communication in art, the warm and the cool, world masks, and animals in art. Artists studied are Van Gogh, Picasso, Warhol, Matisse, Lichtenstein, Munch, Haring, Khalo, and Rousseau.

DRAMA

Students who participate in drama learn to process, analyze, and respond to sensory information using the language and skills unique to theater. They learn the vocabulary of theater, such as character, setting, conflict, audience, motivation, and props, and how to comprehend and analyze the elements of theater, such as who, what, where, when, and why in a theatrical performance. Students apply what they learn in theater across various subject areas. They develop competencies and creative skills in problem-solving, communication, and time management.

MUSIC

The 2nd Grade program is an introduction to Music Appreciation. It explores the music elements (duration, height, dynamics, and tone) and the instruments' classification (winds, percussion, and strings). It focuses on discovering orchestral music and introduces significant works from significant composers (Mozart, Vivaldi, Britten, Purcell, Dukas, Ravel, Tchaikovsky, Prokofiev, Haydn, and Strauss) to the students. Students will start learning to sing properly, alone and in groups. They will begin learning the basics of instrumental practice.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, physical safety rules, and controlled risks. It teaches responsibility and autonomy,

providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

CE2 - Third Grade FSP

French

In third grade, the students are beginning to master the language through many activities. Oral skills are reinforced; the students can now speak in front of a group, rephrase and tell a story, recite poetry, and describe and even present arguments. Reading and writing are linked together in the study of different kinds of texts (literary works, school textbooks, both fiction and nonfiction), and students will study at least three unabridged classical works chosen in three different styles, such as a play, a mystery, and a poetic novel. Vocabulary is introduced through specific assignments regarding word definition, synonyms, antonyms, polysemy, and language. Grammar is taught by reinforcing correct syntax and expression. Students build a strong, specific grammatical vocabulary—knowing a word's nature and function in a sentence, whether a noun or verb, and its appropriate endings. Spelling will be given constant attention through copying and dictation.

English

The third-grade English course covers reading, reading comprehension, writing applications, written and oral language, listening, and speaking skills. Emphasis is placed on word analysis, fluency, vocabulary development, and reading comprehension. Students begin by reading short stories in the first semester, including novels and chapter books. Writing strategies teach students to write clear and coherent sentences and paragraphs that develop a central idea. Third-grade written and oral language conventions require that students write and speak with a command of Standard English conventions appropriate to this grade level. Third-grade spelling involves mastering blends, contractions, compounds, orthographic patterns, and arranging words alphabetically. In third grade, listening and speaking strategies require that students listen critically and respond appropriately to oral communications - in a manner that guides the listener to understand the main ideas - by using proper phrasing, pitch, and modulation. Student speaking demonstrates a command of standard American English.

Please note that ESL (English as a Second Language) is a specialized class offered to beginner English language learners for one year to give them as strong a foundation as possible in the language before integrating into the mainstream English class designed for native speakers. Because students in the mainstream English class have already mastered the essential vocabulary and grammatical concepts, ESL provides instruction in important foundational grammar and vocabulary—that would not be part of the mainstream class curriculum—and introduces certain concepts that are part of this curriculum. ESL involves taking students out of mainstream English classes and addressing their specific learning needs in ways that are as targeted and individualized as the situation allows (both during class time and through homework/weekly tests). The goal is that no student be left behind or prevented from making as much progress as he or she can produce. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational

grammar. Simultaneously, attempts are made to encourage students as much as possible and inspire learning enjoyment. It is important to note, however, that—given the intensive nature of the course (and the unusual amount of progress required in a short period)—learning support outside of the classroom is essential to achieving this progress and is a key factor in determining the degree to which each student can make the most of the opportunity that the class presents.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Third-grade students learn more about our connections to the past and how local, regional, and national government and traditions have developed and left their marks on current society, providing shared memories. Emphasis is on California's physical and cultural landscape, including the study of American Indians, the subsequent arrival of immigrants, and the impact both have had in forming the character of our contemporary society. Students study where and how communities are formed in relation to natural resources. Map skills and vocabulary are also important aspects of the class.

MATH

Students should master the basics of arithmetic operations, including addition, subtraction, multiplication (by a two-digit number), and division by the end of third grade. Students should memorize the multiplication table for numbers 1 through 10. In third grade, mental math and problem-solving are emphasized. Students are encouraged to use a personal approach and strategy when solving problems, even before they master the appropriate arithmetic operation. They will learn to express the solution clearly and logically using proper math notation or language. In geometry, students will learn the meaning of parallel, perpendicular, quadrilateral, angles, and right angles. Students will estimate and measure the length, liquid volume, and weight/mass of given objects using the appropriate tools and units in the Measurement unit.

« *QUESTIONNER LE MONDE* »

The general objectives of « *Questionner le monde* » at CE2 are, on the one hand, to enable students to build the necessary knowledge to describe and understand the world around them and, on the other, to develop their ability to reason. This discovery is divided into three main strands:

1. Questioning the world of life, matter, and objects
   - Properties of solids, liquids, and gases. Changes in the state of matter, including solidification, condensation, and fusion. The states of water (liquid, ice, water vapor).
   - Development of animals and plants. The life cycle of living things.
   - Food categories, their origin, and the notion of food balance
   - Observing and using technical objects and identifying their function
   - Components and operation of a simple electrical circuit

2. Questioning Space
   - Identify global representations of the Earth and the world. Locate the spaces studied on a map or globe. Locate the position of its region, France, Europe.
   - Study the countries, the continents, the oceans, the Earth, and the stars (the Moon, the Sun).
   - Recognize different landscapes: coastlines, mountain ranges, countryside, cities, deserts, and their characteristics.

3. Questioning Time
    - Identify the cyclical rhythms of time: days, weeks, months, seasons. Read the time and dates for the day/night alternation.
    - Learn the evolution of societies through lifestyles (food, habitat, clothing, tools, travel) and techniques at various times. Locate on a simple chronological frieze the periods of the Western world's history and France's. Prehistory, Antiquity, Middle Ages, Modern Times, Contemporary Era.
    - To study some important dates and key figures in the history of France and the world.

« *ENSEIGNEMENT MORAL ET CIVIQUE* »

The « *Enseignement moral et civique* » class in 3rd grade will bring the students to discover and understand the basic rules of living together at school and in every other life situation (politeness, safety, respect, etc.). They will explore the idea of differences and equality in society. Finally, they will study examples of fraternity, freedom, and generosity. This curriculum aims to develop the student's moral conscience by working on expressing, identifying, and discussing emotions and feelings.

COMPUTER SCIENCE

- Introduction to the server
- Use of various types of computer software (e.g., content-based, musical, drawing, and painting)
- Intermediate desktop management
- Correct utilization of menus
- Creation and editing of a word-processing document, adding graphics to a document
- Demonstration of the ability to create, save, and print a document created with a word processor
- Demonstration of knowledge and utilization of other computer-related technology (e.g., USB flash drives, CD/DVD-ROM)
- Use of the Internet for various purposes (research, online activities)

ART

The children learn step-by-step techniques for drawing both animals and cartoon characters and creating a sense of perspective and the illusion of depth or 3D space. Students are introduced to the techniques and paintings of Vincent Van Gogh (which they use as a basis for individualized reproductions). They explore various media, including pencil, colored pencil, oil pastel, paint, and collage. Students are further invited to explore connections between art and math by creating pictures using geometric solids. Drawing allows them to express aspects of their personal lives and experiences. Students will be exposed to prehistoric art, Aboriginal art, Egyptian sarcophagi with cartouche, Greek amphorae, stained glass art, Indian miniatures, comic books, communication in the arts, and architecture.

MUSIC

The Third-grade program covers musical forms from the Middle Ages and traditional music from Europe, Africa, and Asia. It focuses on how music evolves by incorporating elements from other cultures. It's a journey in time and worldwide (France, England, Mali, Burundi, Gabon, Senegal, Japan, China, Australia, and India). Students will consolidate their singing techniques and start singing in polyphonic contexts. They will learn that musical practice is crucial for understanding music's language (basics of theory and musical code).

DRAMA

Students are introduced to performance art through dramatic play, emphasizing individual creativity. Students write and perform monologues and theatre games, encouraging communication, spatial perception, sensory awareness, and personal creativity.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

CM1 - FOURTH GRADE FSP

FRENCH

The fourth grade French School Program (CM1) follows the French National Education curriculum. The progression for mastering French is based on reading, writing, vocabulary, grammar, and spelling. Reading and writing are systematically linked: the students work on them daily in French. A literature program reinforces independence in the students' reading and writing. The selection of high-quality textbooks for teaching French is one factor in its success. The knowledge acquired as a whole contributes to the building of strong French foundations for the students. The French language study (vocabulary, grammar, and spelling) requires specific activities and sessions. It highlights the areas of expression, comprehension, and text composition. Students learn to be constantly aware of their schoolwork presentation and prepare it in an organized and clear manner, eventually including word-processing techniques. Students in the French School Program will study rules of language, spelling, vocabulary, and various tenses in conjugation. They continue to study the basic grammar rules learned in third grade, and more complex notions are introduced. Reading in French is essential to the curriculum, with language arts skills greatly emphasized. We aim to develop oral and written fluency in French and extend the student's vocabulary.

Study texts, particularly literary texts, aim to build comprehension and increase confidence in composing texts independently. Students learn the language to communicate their thoughts, feelings, and experiences and establish relationships with family members and friends. In addition to building vocabulary, students will learn new vocabulary, synonyms and antonyms, parts of speech, grammar, and spelling. Students read a variety of genres in literature, fiction, and nonfiction. The Reading Journal is a differential teaching tool for reading and engaging in wide-ranging responses and comments. It is a personal endeavor resulting from the students' desire to use it. The students then share their thoughts with the teacher. The Reading Journal offers the student myriad techniques (reading/writing) to facilitate reflection and communication. Little by little, the Reading Journal will help students master the language and communicate feelings with others.

- The Reading Journal can be included in the curriculum without losing precious class time.
- It becomes an integral part of the lesson.
- It may be used in English and French.
- It helps to build and record literary knowledge.
- It builds trust between the teacher and the student.
- It becomes proof of the developing enjoyment of reading.

With the Reading Journal task in mind, the reader is already in thinking mode when he opens a book. Brain circuits are awakened as an unconscious vigilance operates. The Reading Journal orients students toward a structured, intelligent, and strategic reading beyond mere pleasure. The Reading Journal is not limited to studying feelings about the story and analyzing the structure and the author's choices. A reader in Reading journal mode is active: the critical and analytical mind operates from the start.

ENGLISH

Students strengthen their reading development through word analysis, fluency, and vocabulary development. They read various fiction and nonfiction literature genres, increasing their reading comprehension through multiple strategies. Students are introduced to new vocabulary, synonyms, and antonyms from weekly reading selections. They respond to literature in organized writing essays and narratives of multiple paragraphs. Reading, writing, listening, and speaking help students articulate their voices and form their thoughts into complete, meaningful sentences. Students reinforce and broaden their understanding of grammar, punctuation, and spelling through weekly exercises.

Please note that ESL (English as a Second Language) is a specialized class offered to beginner English language learners for one year to give them as strong a foundation as possible in the language before integrating into the mainstream English class designed for native speakers. Because students in the mainstream English class have already mastered the essential vocabulary and grammatical concepts, ESL provides instruction in important foundational grammar and vocabulary—that would not be part of the mainstream class curriculum—and introduces certain concepts that are part of this curriculum. ESL involves taking students out of mainstream English classes and addressing their specific learning needs in ways that are as targeted and individualized as the situation allows (both during class time and through homework/weekly tests). The goal is that no student be left behind or prevented from making as much progress as he or she can produce. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational grammar. Simultaneously, attempts are made to encourage students as much as possible and inspire learning enjoyment. It is important to note, however, that—given the intensive nature of the course (and the unusual amount of progress required in a short period)—learning support outside of the classroom is essential to achieving this progress and is a key factor in determining the degree to which each student can make the most of the opportunity that the class presents.

HISTORY

Students will study these periods:

- Middle Ages: The invasions of the Franks with Clovis and Charlemagne; the dislocation of political power; and Louis IX.
- Modern Times: Great discoveries, the Renaissance with François 1er, Leonardo da Vinci, the Arts, and the religious conflicts between Catholics and Protestants.
    - Henri IV

- Louis XIV: an absolute monarch, Versailles
- Louis XVI and the French Revolution
- The Empire with Napoléon

GEOGRAPHY

Because we are a French school in the United States, we frequently compare the two countries to understand their similarities and differences. Students will study areas (urban, rural, mountains, coasts) and the weather in France and in the United States in fourth grade. The objective of the Geography program is to have students describe and understand how people live and manage their territories. Studies begin on a local (their environment) and national scale; they should regularly consult a globe and maps, and study landscapes. Our primary focus for the year will be on the knowledge of their community, their way of life, the different types of transportation, the different cultures and economic levels, and the differences between the United States and European countries. Finally, we will concentrate on the modes of transportation to understand their advantages and disadvantages.

« ENSEIGNEMENT MORAL ET CIVIQUE »

We start the year by working on the rules that create a positive classroom community. This subject leads them to reflect on the concrete problems of school life and, therefore, to be more clearly aware of moral issues: the relationship between personal freedom and the constraints of collective life, responsibility for acts or behavior, respect for shared values, the importance of manners, and respect for others. Once these rules are well in place, we transition to children's rights, racism, how to protect themselves, especially when they are using the Internet, violence, and how to live in society. We then expand to the road safety rules before concluding the year, emphasizing sustainable development conditions. During the "Francophony Week," we will highlight the importance of the French language and culture worldwide.

AMERICAN CIVILIZATION/SOCIAL STUDIES

Students study California's home state, beginning with a look at California's diverse geography and its resources, regions, and stories of immigration. Students also learn about California's history, from the first Californians to the early colonial European explorers and Mission settlers to the ranchos and pueblos. In addition to the specific treatment of milestones in California's history and its rapid economic growth, students also examine the state in the context of the rest of the nation. Formal and informal assessments are completed in various forms, including writing, reading comprehension, class discussions, verbal evaluations, small group exercises, and workbook exercises. At-home research projects are assigned periodically.

MATH

Mathematics develops precision and rigor in reasoning and imagination regarding viewing abstract concepts. New notions are introduced through problem-solving, showing the previous methods to be less efficient and sometimes even obsolete. Working in small groups is emphasized to help support the most natural and shared acquisition of the notions.

Our program follows the French National Education curriculum:

Numbers and Arithmetic

Daily mental arithmetic practice: Properties and operational techniques for each operation are intensively reviewed. The organized study of numbers includes numbers of up to eight digits. We primarily focus on decimal numeration principles and the value of digits according to their

written position with whole natural numbers. Fractions and decimals up to the hundredth place are introduced and explained.

Geometry and Size/Measurement
These two areas are very much hands-on, so students become increasingly familiar with different tools and techniques (ruler, compass, tracing paper, folding). They need hands-on practice as much as possible. Hence, they're ready for the challenges in junior high school, where they'll need to "intellectually manipulate" (i.e., demonstrate) the various mathematical principles. They will acquire specific mathematical vocabulary through descriptions, reproductions, and construction.

Organization and Data Management
The ability to organize and manage data was first developed to solve word problems. Proportionality is introduced early through various situations (e.g., situating numbers on a line, knowing only the zero and another number, no ruler allowed). Still, it will be developed to a greater extent in the fifth grade.

SCIENCE

The science program helps prepare students for life in our ever-changing world and explains the ecological challenges the world is experiencing. Science lessons concentrate on teaching students about the natural and physical world. The complete scientific method is stressed. The program focuses on the main subjects such as

- Taxonomy: the classification of living things
- Rotation of the Earth: the movement of the Earth (and planets) around the Sun, the Earth's rotation on its axis, the length of day, and how it changes through the seasons
- Our thirsty world: water (scarcity and quality) worldwide
- Sustainability: Studying the waste of resources: reduction, reuse, recycling
- Electricity: Electric circuits supplied by batteries.

COMPUTER SCIENCE

- Proper use of the web to research various curriculum areas
- Demonstration of how to incorporate computer technology into language arts, mathematics, science, and social studies
- Introduction to software media representing different subject areas
- Development of critical thinking skills through simulations, problem-solving, and drawing conclusions
- Demonstration of knowledge and computer equipment utilization: how to operate efficiently, use correct terminology, troubleshoot, etc.
- Demonstration of knowledge and utilization of Internet resources

ART

Fourth grade art class develops the aptitude for exploring art and stimulating children's enthusiasm for creativity. Students are guided to reach their artistic potential through weekly study, inspiration, and hands-on activities. They will study artists from different periods, such as Pissarro, Gauguin, Manet, Hopper, Turner, Magritte, Picasso, Kandinsky, Warhol, Lichtenstein, and Dürer, and examine and learn from these artists' different paintings. In a project, students will work on a self-portrait. Looking at various periods of art, from the Middle Ages to modern art, will inspire them. They will

also work with different mediums such as pencils, fabric, wood, cardboard, tracing paper, raffia, pastels, markers, paint, mixed media, and clay. In a Mona Lisa project, students will create their own paint, mixing vinegar, oil, eggs, and spices to get the Tempera paint. They will also examine the coat of arms, the architecture, and the castles of France built during the Renaissance before creating their own coat of arms in a 3D project. They will learn the vocabulary of this type of architecture during this period. Students will learn to work in small groups for their projects and share their responsibilities to achieve their goals.

MUSIC

The Fourth-grade program presents classical music. It covers the three significant periods (Baroque, Classical, and Romantic music). It embraces a comparative method regarding the specific form of Opera by comparing it with the Musical's contemporary form. This program aims to give a broader culture and a time representation of the great Western composers: Bach, Vivaldi, Monteverdi, Lully, Marais, Pachelbel, Mozart, Haydn, Beethoven, Schubert, Chopin, Mendelssohn, Liszt, Paganini, Handel, Tchaïkovsky, Ravel, Debussy, etc. Students will explore their singing techniques in a broader and more complex approach (canon, three-voice polyphonic contexts). They will start playing in small ensembles and learn how to follow and write a simple representation of music.

DRAMA

Students build on their skills by preparing for auditions and participating in ensemble activities. They will begin comparing and contrasting performance forms, analyzing and explaining personal preferences. Students will write a play for their peers to perform and work as a group on costumes, props, direction, and technical aspects of theatre production. They begin to develop competencies and creative skills in problem-solving, communication, and time management.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. Every week, the students have two P.E. lessons and participate in two different activities: one in the morning and one in the afternoon. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

CM2 - FIFTH GRADE FSP

FRENCH

Reading in French is an integral part of the curriculum. Students are encouraged to develop a love of reading, learning, and discussing what they read. Students read to one another and discuss the selected story. They learn to identify main characters, invent a story's continuation, and identify the keywords or phrases. The fifth grade reading base becomes broader in both languages, moving from childhood stories to more sophisticated young adult literature, including several literary works. Students are taught to challenge their analysis and understanding of a story. They are also asked to consider and

interpret the author's intent. Language arts skills are integrated into all areas of learning. We aim to develop oral and written fluency in French and broaden and extend the student's vocabulary in oral and written expression. As similar skills are taught in both languages, the students learn to accommodate the similarities and differences. Students continue to study the basic rules of language, grammar, and punctuation, and are expected to apply them to all their writing. Various creative writing and research assignments, many of which involve multimedia presentations, help guide and motivate the students. Several special projects and book reports are required, such as journal and letter writing, creative story writing, and/or written correspondence with French students. The goal is to encourage the students to expand their written description through detail while enforcing correct grammar, punctuation, and spelling. Students learn to revise and edit their work and that of their peers. Students need to speak, listen, and respond appropriately in small- and large-group situations in either language, thinking critically to contribute ideas and information to class discussions.

ENGLISH

Fifth-grade English students read daily from various genres of literature and informational texts. They develop reading comprehension strategies and skills with short fiction and nonfiction texts. Strategies such as inquiry, making inferences, critical analysis, and summarizing details are just a few techniques students use to build understanding and independent thinking. Book selections are chosen to give the students a chance to enjoy reading. Students read fiction and historical fiction from Lois Sachar, Pam Muñoz Ryan, Lois Lowry, and Jeanne Birdsall. They explore themes and central ideas across texts during class discussions and writing. Reading aloud and listening to text is central to understanding a literary work. Students practice reading aloud to sharpen fluency, intonation, articulation, and self-expression. Independent reading is encouraged every two weeks with library studies. The study of novels helps strengthen creative writing as we bridge the two by studying characters, conflict, writers' craft, elements of a story, and theme. Creative writing is a large component of writing expression. Students also learn how to write with an analytical purpose, whether it is research, a literature response, a book study, or persuasive writing. They learn how to analyze a short text and include textual evidence in their writing. They learn the purpose of writing and how to organize their thoughts with a topic sentence, thesis, supportive evidence, and conclusion. In a two-week writing workshop, students complete larger writing projects. Students meet with teachers during the writing workshops for their writing conference. The objective is to support students' authentic expression and ideas while also creating independence in their revisions and editing. Students are encouraged to articulate their voice into meaningful ideas and points of view through a blend of critical thinking, reading, writing, listening, and speaking. Students expand their vocabulary, reading comprehension, and expression through the practice of writing as they "write to learn" in stages. New vocabulary words are introduced from both reading selections and word families, prefixes, suffixes, and word roots. Bilingual students also use cognates to understand meaning. Vocabulary strategies and concepts are taught in the passage, as well as students' experiences in reading. Creative arts are also used to learn vocabulary. Students use conversation, acting, games, and charades to build an accurate understanding. They pictorially represent meanings through visual and graphic art projects. Students also develop verbal reasoning skills in analogical, categorical, and logical reasoning.

Please note that ESL (English as a Second Language) is a specialized class offered to beginner English language learners for one year to give them as strong a foundation as possible in the language before integrating into the mainstream English class designed for native speakers. Because students in the mainstream English class have already mastered the essential vocabulary and grammatical concepts, ESL provides instruction in important foundational grammar and vocabulary—that would not be part of the mainstream class curriculum—and introduces certain concepts that are part of this curriculum.

ESL involves taking students out of mainstream English classes and addressing their specific learning needs in ways that are as targeted and individualized as the situation allows (both during class time and through homework/weekly tests). The goal is that no student be left behind or prevented from making as much progress as he or she can produce. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational grammar. Simultaneously, attempts are made to encourage students as much as possible and inspire learning enjoyment. It is important to note, however, that—given the intensive nature of the course (and the unusual amount of progress required in a short period)—learning support outside of the classroom is essential to achieving this progress and is a key factor in determining the degree to which each student can make the most of the opportunity that the class presents.

HISTORY

The curriculum covers a broad period, from the nineteenth century to the present. Emphasis is placed on the changes in French society. These themes will be studied: the creation of the Republic in France, the Industrial Age in France, World War I & World War II, and the creation of the European Union. After studying all the changes in the French government and realizing how much effort it took for the Republic to prosper. We will focus on the Industrial Revolution, the prominent inventions of the nineteenth and the beginning of the twentieth century, the workers' living conditions, and how laws were created to protect the workforce. Afterward, students will understand the underlying international tensions that formed the basis for World War I, followed by the carefree period of the 1920s and the Depression of the 1930s. Finally, we will study World War II before finishing with the European Union's construction and the improvements in sciences and technologies. This exciting and rich period allows the students to understand how quickly a society can change.

GEOGRAPHY

In Geography, students in fifth grade will study three themes: how to move from one part of the world to another, communicating through the Internet, and new ways of living. The Geography curriculum deals with the French, European, and world territories. For "Francophone Week," we will highlight the importance of the French language and culture worldwide. We will study the world's various representations using the globe and several maps to understand the unavoidable deformations of a flat representation of the world. They will understand them and will be able to complete them.

« ENSEIGNEMENT MORAL ET CIVIQUE »

« *Enseignement moral et civique* » is the acquisition of knowledge and the practical learning of a behavioral attitude. Civic and moral education aims to help students integrate better within their class and school at a time when their character and independence are forming. This subject leads them to reflect on the concrete problems of school life and, therefore, to be more clearly aware of moral issues: the relationship between personal freedom and the constraints of collective life, responsibility for acts or behavior, respect for shared values, the importance of manners, and respect for others. Studying History and Geography, Civic and Moral Education allows the students to identify and understand the importance of values, founding texts, and symbols of the French Republic and European Union, particularly the "Declaration of the Human Rights."

AMERICAN CIVILIZATION/SOCIAL STUDIES

Fifth graders study the nation's development up to 1850, emphasizing the people already here, when and from where others arrived, and why they came. This course focuses on creating a new nation populated by immigrants from around the world and governed by foundations influenced by several religions, the ideals of the Enlightenment, and English traditions of self-government. With the implementation of critical thinking, events are viewed through the eyes of historical groups such as

explorers, American Indians, colonists, free blacks, enslaved people, women, children, and pioneers. Class and small-group discussions reflect the experiences of different races, religions, ethnicities, and both genders. Students also continue to develop the civic and economic skills they will need as citizens. They examine the United States' human and physical geography by studying its present-day maps and memorizing all 50 states and their capitals. At-home projects are assigned periodically as differentiated assessments.

MATH

Mathematics education provides students with a balanced instructional program. Students will develop and improve their skills and procedures to build conceptual understanding and become adept at problem-solving. The purpose is to help the child in his personal life and to prepare him for middle school. The course has four sections: number and calculation, scales and measurements, organization and data management, and geometry.

1. Numbers and Calculation
   In fifth grade, students write and interpret numerical expressions. They achieve fluency with multi-digit addition, subtraction, multiplication, and division of positive whole numbers. Students develop an understanding of decimals' operations as they add, subtract, multiply, and divide decimals to hundredths. Students use their knowledge of place value to read, write, and compare decimals to thousandths and round decimals to any place. Fifth-grade students expand their understanding of place value by explaining the effect of multiplying or dividing by powers of 10 on decimal position and the number of zeros in a product. They also use whole-number exponents to denote powers of 10.

   In fifth grade, we further developed critical skills for understanding and working with fractions. Students extend their previous understanding of equivalent fractions to add and subtract fractions with unlike denominators, including mixed numbers.

   The students apply and extend previous understandings of multiplication and division. Students multiply a fraction or a whole number by a fraction. They solve real-world problems involving addition, subtraction, multiplication, division, and fractions, and mixed numbers.

   The students will improve their skills regarding algebraic thinking of whole numbers and decimal numbers. They will also learn to divide a whole or decimal number by 10, 100, or 1000. The students will learn how to use a calculator properly: how to use it and when to use it.

2. Geometry, and 3. Measurement
   In 5th grade, students further their understanding of the attributes of two-dimensional figures as they classified them in a hierarchy based on their properties. They distinguish among rectangles, parallelograms, triangles, and trapezoids. They also develop their reproduction capacities using geometric tools like a ruler or a set square. They develop and resolve construction problems by drawing figures. Students investigate angle sizes in a set of polygons. They trace right angles and parallel lines.

   Students continue developing their visualization skills and understanding the relationship between 2-D pictures and the 3-D objects they represent. Students determine the volume of boxes (rectangular prisms) made from 2-D patterns and create patterns for boxes to hold a

certain number of cubes. Students have developed viable strategies for finding the volume of rectangular prisms. Students further their knowledge of duration, capacity, length, and devise. They resolve problems involving conversion.

4. Organization and Data Management
   Students resolve fifth-grade proportionality problems, including percentages, scales, average speed, and data conversions.

SCIENCE

5th grade science topics are organized into units that will be developed during this year.

Unit 1: Planet Earth, Living in Its Environment
The solar system: Students in grade five learn that it includes small bodies, such as asteroids and comets, the Sun, eight planets, and their moons.

Volcanoes and Earthquakes:
Students will explore general phenomena that occur on or within the Earth. Participants will learn the dynamics of plate tectonics, continental drift, earthquakes, and volcanoes. Students will gain insight into how these forces intertwine. Students will learn how to protect themselves against these risks.

Unit 2: Materials and Technical Objects
Wind turbine: Students will learn about wind turbines and create a scale model.

Unit 3: Matter, Movement, Energy, Information
Electricity: Students in grade five learn about the dangers of electricity and the necessary precautions to be taken. They learn how to install electric circuits with lights and batteries. They will be asked to build a specific electrical object.

Unit 4: Living: Its diversity and the functions that characterize it
Nutrition: This course introduces principles of nutrition, wellness, and food preparation. The focus of the course is centered on healthy food and lifestyle choices. The goal is to enhance student awareness of personal food choices and physical activity. The goal is to enhance knowledge of food choices and motivate students to improve their choices.

COMPUTER SCIENCE

- Creation of a multimedia project
- Understanding of how computer technology is used in our society
- Understanding and compliance with ethical issues as they relate to computer technology
- Introduction to spreadsheet programs
- Knowledge and utilization of electronic communication
- Introduction to multitasking
- Introduction to coding

ART

This class develops the aptitude for exploring art and stimulating children's creativity. Fifth grade art students learn about art history, including the major works of famous artists who expressed a new vision of art in their time. Students analyze paintings or sculptures of those artists and express their

feelings while viewing those works of art. They experiment with different techniques to gain their vision of the world. They learn about the rules of perspective and discover and explore other cultures, such as during a project on African masks. Students create 3D objects linked to what they are studying at that time in history. They will explore artists like Monet, Picasso, Klimt, Vermeer, Van Gogh, Giacometti, Hokusai, and Seurat, examining and learning from different paintings. They will create still-life paintings and sculptures, using what they learn about perspective and employing various materials such as clay, cardboard, paper, paint, fabric, foil tray, or wood. This class is embodied by graphic and verbal expression; art complements the academic subjects. Students use various drawing techniques to create 2D projects, transforming existing art and discussing their creation, chosen steps, and the final result. They also study artists like Cezanne or Warhol and become familiar with impressionism, cubism, abstract art, and symbolism. Students analyze and respond to works of art, objects in nature, events, and the environment.

MUSIC

The Fifth-grade program explores the relationship between music and social movements. It reveals how the emergent global society and the prominence of the Internet and new technology make musical forms more accessible worldwide. It presents modern traditions, including gospel, jazz, soul, blues, rock and roll, and hip-hop. It also approaches how creativity sometimes derives from experiments, e.g., John Cage, Stravinsky, Björk, and Dagger. The program also introduces how modernity associates music with images. We will learn how music became a fundamental element of cinema and commercials. By the end of 5th grade, students will know how to sing in pitch, choose the right intonation, breathe correctly, and sing alone and in groups in different contexts. They will be able to play simple pieces of music in small groups with different instruments.

DRAMA

Students who participate in drama learn to process, analyze, and respond to sensory information using the language and skills unique to theater. They learn the vocabulary of theater, such as character, setting, conflict, audience, motivation, and props, and how to comprehend and analyze the elements of theater, such as who, what, where, when, and why for a theatrical performance. Students apply what they learn in theater across various subject areas. They demonstrate competencies and creative skills in problem-solving, communication, and time management.

PHYSICAL EDUCATION

Physical Education (P.E.) is the development of motor skills and involves practicing physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand their body mechanics, physical safety rules, and controlled risks. It teaches responsibility and autonomy, providing the students access to moral and social values, such as respect for the rules and respect for oneself and others. The variety of activities offers the opportunity to build new knowledge. The students have two weekly P.E. lessons and participate in two different activities. Each activity is taught for at least six lessons to allow each student sufficient time to learn and improve their skills. Our goal is to give the students a broad physical foundation of skills to build upon throughout their lives.

Middle School FSP
Sixième (Sixth Grade)
Cinquième (Seventh Grade)
Quatrième (Eighth Grade)

COURS OBLIGATOIRES / MANDATORY COURSES		
6ème (6th Grade)	5ème (7th Grade)	4ème (8th Grade)
Français / French	Français / French	Français / French
Anglais / English (or ESL*)	Anglais / English (or ESL*)	Anglais / English (or ESL*)
Mathématiques	Mathématiques	Mathématiques
Accompagnement Personnalisé	Accompagnement Personnalisé	Accompagnement Personnalisé
US Math Prep in English	US Math Prep in English	US Math Prep in English
Histoire, Géographie et Enseignement moral et civique / History, Geography and Moral and Civic Education	Histoire, Géographie et Enseignement moral et civique / History, Geography and Moral and Civic Education	Histoire, Géographie et Enseignement moral et civique / History, Geography and Moral and Civic Education
Sciences de la vie et de la Terre / Life and Earth Science	Sciences de la vie et de la Terre / Life and Earth Science	Sciences de la vie et de la Terre / Life and Earth Science
Sciences physiques / Physical Sciences	Physique-Chimie / Physics-Chemistry	Physique-Chimie / Physics-Chemistry
Environmental Studies	Classroom Without Borders	---
---	LVB : Allemand, Chinois ou Espagnol	LVB : Allemand, Chinois ou Espagnol
Introduction à l'ingénierie et au coding / Introduction to Engineering and coding	Informatique / Computer Science	Informatique
	L'Ingénierie-Technologie / Engineering-Technology	Technologie
Arts plastiques	Arts plastiques	Arts plastiques
Éducation musicale	Éducation musicale	Éducation musicale
Éducation physique et sportive	Éducation physique et sportive	Éducation physique et sportive
Initiation au Latin / Intro to Latin	---	---
ATELIERS OBLIGATOIRES / MANDATORY WORKSHOPS		
Parcours Avenir / Career Exploration-Path		
Parcours Citoyen-Vivre Ensemble / Citizenship-Mentoring Program		
COURS OPTIONNELS / ELECTIVES		
Chinois / Mandarin	Chinois / Mandarin	Chinois / Mandarin
---	Grec / Greek	Grec / Greek
---	Latin	Latin
Soutien en Anglais, Français, Mathématiques et sur recommendation du professeur / Extra help in English, French, or Math upon the teacher's recommendation		
*ESL: English as a Second Language		

ACTIVITÉS EXTRA-SCOLAIRES / EXTRA-CURRICULAR ACTIVITIES		
CLASSES/ CLUBS		ACTIVITÉS SPORTIVES / ATHLETICS
Art Club**	Mural Painting	Ballet
Book Club**	Music & News Podcast	Basketball*
Choir	Piano (incl. music theory)	Contemporary/Jazz Dance
Cinéma	Pen & Paper (Writing Club)**	Fencing
Coding Club	Rock Band	Hip-Hop
Découverte couture/crochet	Speech and Debate Club	Karate
Drama/Theater Performance (in English)	Student Council**	Self-Defense
Gaming Club**	Study Hall (Étude)	Soccer*
Introduction to Robotics	Yoga & Mindfulness	Table-Tennis*
Le Petit Journal/Newspaper (The Cub)	Yearbook Club**	Tennis
		Volleyball*
*Foundation of Interscholastic Youth Athletics (FIYA) ** *Pendant le temps du déjeuner* / At lunchtime		

SIXIÈME FSP - SIXTH GRADE

FRANÇAIS / FRENCH

This class offers a complementary approach to the French and Francophone language, literature, and culture. Each chapter is devoted to a central theme, allowing students to familiarize themselves with different periods and genres (antiquity's epic narratives, 17th-century comedy, contemporary poetry). The themes covered throughout the school year are:

- Monsters in tales and antiquity
- Adventure stories
- Creation myth (cosmogonic myth, theogony) and poetic creation
- How literary characters face adversity (theater, fables)

Students will develop skills in various categories through designated readings, such as grammar, spelling, vocabulary, oral expression, and creative writing. This class also aims to prepare students for literary analysis. Therefore, language skills are used to nurture literary texts' interpretation. Students will work individually and on group projects like the Drama workshop. Besides mandatory readings, free choice reading is encouraged with visits to the Middle School library. Each student creates a reading diary to review their books. The main teaching objectives are:

- Read fluently
- Express ideas clearly and convincingly in communicative situations
- Adopt a critical attitude toward discourse

- Produce a variety of short creative texts relating to different genres (narrative, drama, poetry)
- Handle the structure, meaning, and spelling of current words and more elaborate vocabulary
- Observe how verbs work and spell them correctly
- Analyze the relationship between words in each sentence and identify their functions: subject, verb, complements, e.g., synopsis, book review, interview of the writer, etc.) Their work is displayed on the library and classroom walls.
- Other writing assignments: The teacher lists a subject related to the book study, and students work in pairs during the daily classwork. The teacher corrects their work and gives them a final writing assignment, which they correct and return to the teacher at the end of class.
- Oral work: The teacher gives them an oral subject related to the book, such as a fairy tale; students act out a scene where they pretend they received a magic wand as a birthday gift from their parents. Each student plays a different character: a son, daughter, mother, or father. As a group, they then prepare a speech about the subject.
- Library projects: Students borrow a collection of short stories in Greek mythology (each book is about a famous character, such as Oedipus, Prometheus, etc.) They choose one character, make a presentation about a character, and design a poster displayed on the library wall.

ANGLAIS / ENGLISH

Students in 6th grade English learn how to think. They study basic literary terms, story structure, and genres, including mythology, short fiction, drama, poetry, novels, graphic novels, and memoirs. They learn to do research projects and make 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 use the Common Lit online resource of short readings to enhance reading comprehension and to establish a uniform grammar/vocabulary program for middle school. To emphasize critical thinking, the curriculum is built around essential thematic questions students ask as they encounter each new text: How has our perception of The Hero changed over time? (D'Aulaires' Book of Greek Myths, Refugee, and Freewater). How do racism and prejudice limit human potential? (They Called Us Enemy). Why do people migrate from one country to another? (The Arrival; Refugee). Which is more important, safety or freedom? (The Giver). How can young minds grapple with big questions? (Big Thinkers: An Introduction to Eastern and Western Philosophy for Kids). Why are mortals so foolish in love? (A Midsummer Night's Dream).

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 choices, figurative language, imagery, and rhythm in their writing. They become comfortable with expository, descriptive, narrative, and persuasive writing. They also study how to grow beyond the five-paragraph essay, applying this basic structure across the curriculum but viewing it as a set of training wheels to be discarded as they rise in stature and experience. Students write creatively on many topics in many genres (comic strips, ad campaigns, restaurant reviews, short stories, social justice speeches, and a book of poems) while also learning the fundamentals of essay writing in response to the novel Essays on The Giver, Freewater, and Refugee. In 6th grade, students will contribute to Pen & Paper, the literary arts section of the school paper. Also, students will post their creative work on Padlet, where

others can read and comment on their peers' writing. Sixth graders are still discovering their most effective learning styles, so this class's approach is to vary the instruction and activities throughout the year. The Greek mythology unit 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 virtual 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, a modern take on an ancient work. They also look at representations of scenes from mythology in sculpture, painting, and graphic novels and create their own interpretations 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 reading The Giver. Independent learners are challenged through book reviews, poet reports, philosophy "treatises," and literary response essays. We also spend time teaching them how to 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, flashcards, journaling, mnemonics, and note-taking for solitary learners. With the inexhaustible resources available online, we train students to sift through all their options and find reliable sources to augment their learning. By the end of 6th 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.

ANGLAIS LANGUE SECONDE / ENGLISH SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a student-oriented course designed to meet the needs of sixth through eighth grade students. With small class sizes, teachers can employ differentiated teaching methods tailored to each student. For example, students who struggle with writing will receive modified assignments that remain challenging while being more suitable for their current skill level. The curriculum focuses on developing listening, speaking, reading, and writing skills, introducing learners to various grammatical structures and vocabulary. Both teachers and students will explore the language by studying authentic materials and engaging in activities. By the end of the school year, English learners can communicate effectively in various situations and for different purposes. This includes engaging in conversations about personal experiences and daily topics. Additionally, students will learn to express their opinions on given topics and actively participate in small debates. They will develop proficiency in analyzing short articles, stories, and novels suitable for their language level. Students will also practice writing complete sentences, standard paragraphs, and short essays. This class aims to prepare students for the transition into mainstream English classes. The decision to transfer a student to a mainstream English class is made by the ESL teacher in consultation with the regular English class teacher once the student is deemed ready.

HISTOIRE, GÉOGRAPHIE ET ENSEIGNEMENT MORAL ET CIVIQUE / HISTORY, GEOGRAPHY AND MORAL AND CIVIC EDUCATION

This course will cover ancient Egyptian, Hebrew, Greek, Roman, and Christian civilizations and their cultural contributions to world history and geography. The students will be expected to learn the chronology of these contributions. They will be familiarized with ancient maps and learn how politics, religion, and economics formed and influenced the course of these and other traditions. Students will also learn the sites and histories associated with the important monuments of these traditions. In the geography portion of this course, ancient human societies and world populations will be analyzed concerning the impact of climate and geography and their effects on sociopolitical development. Students will study the world's population, climates, and topography. The world geography course

helps students understand the main problems in our world today (urbanization, agribusiness, lack of water, pollution, etc.) Additionally, they will analyze human society's impact on different landscape environments (urban, rural, desert, etc.) In civics, students will analyze and debate their rights and duties in their school and community and discuss the importance of education. The civics portion is designed to help students understand their rights as future citizens and analyze the purpose of education to be active citizens in the community. The course correlates with the historical evolution of these rights; it addresses our responsibility as citizens to defend our rights, environment, and historical monuments. The correlation with ancient history relates to the historical evolution of citizenship, democracy, and politics.

MATHÉMATIQUES / MATHEMATICS

In the first part of this course, students will review what they learned in fifth grade. The course is then divided into two sections: pre-algebra and geometry. During the pre-algebra section of the course, students will work with whole numbers and positive decimals. Students will use letters for numbers in formulas to represent an unknown part of an expression. Students will then learn about fractions, proportionality, and how to compute percentages. Students will learn about axial symmetry, trace parallel and perpendicular lines in geometry, and use geometric instruments. During the remaining portion of the course, the area and perimeter of basic shapes such as squares, circles, and right triangles will be covered, in addition to volume, pi, and the formulas for the circumference and area of a circle. By the end of the course, students will have learned the fundamentals of higher-level math. They can employ big-picture observations before launching directly into resolving a problem. Students will be evaluated at the end of each chapter in the form of a quiz or test, and sometimes exercises are given as homework.

« ACCOMPAGNEMENT PERSONNALISÉ » / PERSONALIZED SUPPORT

Every student can participate in a weekly tutoring session dedicated to French and Mathematics. These tutoring sessions will focus on fundamental skills, aiming to boost the confidence of students facing challenges while fostering excellence among already proficient students.

U.S. MATH PREP

The math prep course introduces common concepts, methodologies, and terminologies of standard American math to French School Program students. We will focus primarily on the following subjects:

- Positive and negative integers
- Addition, multiplication, division, and conversion of fractions
- Pre-algebra
- Quantitative reasoning (primarily solving word-based problems in English)
- Standardized test-taking skills

SCIENCES DE LA VIE ET DE LA TERRE / LIFE AND EARTH SCIENCE

This course is divided into several major themes. One of the main themes is the introduction to characteristics of the living and nonliving environment, the colonization of our environment, the concept of agriculture and food production, the use of natural resources by humans, our ecosystem, and the importance of recycling. Students will also learn about cells and organisms and their classification. They will also focus on the planet Earth, the solar system, an introduction to geology, and landscapes. Students will learn by conducting experiments, analyzing documents, and using scientific reasoning, which will enable them to identify biological problems and learn how to formulate hypotheses.

ÉTUDES ENVIRONNEMENTALES / ENVIRONMENTAL STUDIES

"One touch of nature makes the whole world kin." William Shakespeare circa 1580

Environmental Studies' objective is to instill an awareness of the natural world, environmental history, and human practices while encouraging solutions and developing ecological literacy in the context of California's landscape, biodiversity, and history. Environmental literacy can contextualize an environmental problem and enable analysis, synthesis, evaluation, and informed decision-making at the citizen's level. By analyzing environmental history and practices, students are exposed to the complexities of environmental problems, both natural and human-made. Exposure to history and practices allows students to evaluate risks, alternative solutions, and prevention. Ideally, environmentally literate students will have the knowledge, tools, and sensitivity to address environmental problems adequately and routinely include the environment in their daily living and decision-making. Students will explore and investigate the interrelationships of the natural world by working with the following themes:

- Environmental Principles from EEI Curriculum - Education and the Environment Initiative
- Natural Landscape and History (Hydrological Landscape such as Aqueducts, Rivers, and Ocean, as well as California Native Plants, Birds, and Wildlife)
- Biography Study (John Muir, Jacques Cousteau, Henry Thoreau, Rachel Carson, Sylvia Earle)
- General Science of Our Planet: Environmental Issues and Solutions (Earth Matters and EEI Curriculum)
- Appreciation, Respect, Love of Nature (Quotations, Photography, Artistic Expression)
- Independent Research and Projects (Native Bird Art, Native Garden Project via hand-written art, or PowerPoint and Design software)

SCIENCES PHYSIQUES / PHYSICAL SCIENCES

In 6th grade, during this introductory class, students explore three areas that will prepare them for the challenging Physics and Chemistry classes in 7th and 8th grade. The first part of the curriculum describes the states and composition of matter on a macroscopic scale, while the second part focuses on motion and speed. The final part covers various forms of energy and their conversion. Experiments in the lab and hands-on activities will be critical elements of this class.

INTRODUCTION À L'INGÉNIERIE ET AU CODING / INTRODUCTION TO ENGINEERING AND CODING

This hands-on course focused on computer proficiency, covering the computer and its parts, operating systems, word processing, spreadsheets, 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. An introduction to robotics and coding will be made using *Scratch* and *mBlock*.

ARTS PLASTIQUES / ART

The « *Arts Plastiques* » course in the French School Program follows the French curriculum requirements from sixth to ninth. The course is designed to give students of each level creative, perceptual, and vocabulary tools during the first semester of the year. Each assignment discovers new

ways to answer each art project: it is a "riddle" with many answers, as students in a class. There is no wrong answer if they follow the guidelines of each lesson's theme. As often as possible, themes will be related to other school subjects to favor an interdisciplinary experience. Through individual or group art projects, students learn how to discover and understand visual art, create a strong portfolio, and increase their knowledge about artists' pieces taken from every creative field and the era of art history. Students will occasionally go on field trips to discover various exhibitions and galleries related to the current art shows. The students will have developed a sense of visual sensibility, creative expression, historical background, and critical thinking through the curriculum. In this course, students will discover the basics and the specificities of « *Arts Plastiques* ». They will create 2-D and 3-D projects and learn basic techniques using pencils, crayons, pastels, markers, and paint through themes, utilizing self-portraits, graphics, shading, black and white, monochrome, shaped format, collage, etc. Upon completion, students will discuss their projects and share their ideas with others. The student's artwork will be displayed in the classroom for all to observe. They will also discover examples of historical art masterpieces related to the theme they just studied.

INITIATION AU LATIN / INTRODUCTION TO LATIN

This course's primary goal is to offer sixth grade students a taste for studying classical languages, Greek and Latin, before choosing to enroll in the formal study of either or both languages in the seventh grade. Students are presented with an overview of Roman history, culture, mythology, and etymology as a grounding of Western thought. They will learn to read in Latin and some vocabulary, but will not be introduced to the language's grammatical structures. Consequently, through this exploratory study of Latin, students will be equipped with tools to enhance their understanding of the formation and structure of the French Language as well.

ÉDUCATION MUSICALE / MUSIC

This class comprises three interrelated activities and themes: practice, culture/history, and creation. Firstly, students develop their singing abilities using one or more voices, expanding their repertoire of songs in both French and English. They also have the opportunity to play simple musical instruments like percussion and ukuleles. Sometimes, they use these instruments to accompany songs or create small groups. This instrumental practice helps them develop skills in following tempo, respectfully listening to each other, and learning specific gestures associated with each instrument. Additionally, sixth graders participate in a project involving all sixth-grade classes, where they prepare a singing show during the last week of the school year. Studying music history is a crucial component of the curriculum, allowing students to broaden their musical culture by listening to various musical styles. They enhance their musical ear and learn how to listen attentively. Specific vocabulary, basic musical notation, and the main concepts of musical composition are studied to provide students with a better understanding of musical material. Furthermore, listening sessions are systematically contextualized in terms of history and culture. Additionally, the first year at Middle School allows students to delve deeper into their family's musical heritage through a personal oral presentation. Creation activities take various forms, including rhythmical or vocal improvisation, songwriting, and exploration of musical software. Students frequently engage in interdisciplinary projects and are tasked with creating music for them.

ÉDUCATION PHYSIQUE ET SPORTIVE (EPS) / PHYSICAL EDUCATION

The Physical Education program aims to provide students with opportunities to acquire the knowledge and skills necessary to become physically educated people. Students will learn to appreciate and understand Physical Education's value and relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities and

team and individual sports. All courses will emphasize the importance of safety, cooperation, and sportsmanship. The class focuses on developing the following:

- Motor skills and physical expression
- Sports practice methods and strategies
- Community rules, roles, and responsibilities
- Creating a physical and artistic sporting culture and community
- Maintaining health through regular physical activity

Students will also learn how to produce optimal performance, measurable at a given deadline, adapt their course to various environments, express themselves in front of others through an artistic and/or acrobatic performance, and lead and master a collective or individual encounter. In 6th grade, students will focus on the following activities: Dance, Fitness, Swimming, Volleyball, Basketball, and Orienteering Course.

PARCOURS AVENIR / CAREER EXPLORATION/PATH

The Career Path program offers a comprehensive curriculum for students in grades 6 to 12, enabling them to develop essential skills and knowledge for a successful career. By actively engaging in the program, students will understand the economic and professional landscape, explore diverse career options and training pathways, cultivate their initiative and involvement, and create a well-defined educational and professional roadmap.

Objectives:

1. Enhanced comprehension of the economic and professional world, including various careers and training opportunities.
2. Robust support system for students throughout their career exploration journey.
3. Fostered ambition in both professional and social realms, providing a solid foundation for students' educational pursuits and future qualifications.
4. Increased academic motivation through realizing a purposeful and consciously chosen career path.
5. Genuine flexibility in students' decision-making processes, allowing for informed and reversible choices.

In the sixth grade, the program focuses on the following main goals:

1. Self-discovery and understanding oneself and others.
2. Reflection on the purpose of learning and its significance.
3. Analysis of technological advancements in everyday life and their impact on the learning process.

PARCOURS CITOYEN-VIVRE ENSEMBLE / CITIZENSHIP-MENTORING PROGRAM

The Lycée Français de Los Angeles Middle School is pleased to have on staff a Mentor whose mission is to help students navigate through their academic journey and personal growth. Our Mentor provides guidance, support, and encouragement. She also acts as a bridge between students, teachers, administration, and parents and guardians by facilitating efficient communication and collaboration. The Middle School Mentor's task is also to inspire students to develop critical academic and social skills like organization, time management, and conflict resolution. She regularly visits all Middle School classrooms to lead grade-specific workshops on maintaining happy and healthy relationships, problem-solving, and ensuring students feel heard, valued, and understood. They exchange views on

developing tools to overcome obstacles and reach their potential, but also remember to be kind to each other. In addition to classroom workshops, our Mentor is always available to students throughout the year to meet one-on-one or in small groups to provide a listening ear and encouragement to inspire them to become confident, compassionate, and successful young adults.

SIXIÈME FSP ELECTIVES

CHINOIS (OPTIONNEL) / CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS (OPTIONNEL) / CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS (OPTIONNEL) / CHINESE MANDARIN, LEVEL I-C (ELECTIVE)

This course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS (OPTIONNEL) / CHINESE MANDARIN, LEVEL I-D (ELECTIVE)

This course is for students who have completed Chinese I-C or have previously studied Chinese and passed the placement test conducted by teachers. Building on the skills acquired in Chinese I-C, this course introduces students to more complex sentence structures and idiomatic expressions. In addition to emphasizing oral communication skills, approximately 500 additional simplified characters are introduced for reading and writing. Cultural awareness continues with various supplemental materials, including cultural credits from the text. Short compositions are an integral part of the course in preparation for the next level of study.

CHORAL (ACTIVITÉ EXTRA-SCOLAIRE) / CHOIR (EXTRA-CURRICULAR ACTIVITY)

The Lycée Français Choir consists of fourth to eighth grade students. Choir students meet once a week from 3:20 to 4:35 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 to prepare an extensive, diverse repertoire of French and English songs for various concerts on- and off-campus, all year long, between November and June. The choir can also produce recording sessions, video shoots, and live videos during the year. Furthermore, choir students are privileged to represent the school at open-house events throughout the year.

THÉÂTRE (ACTIVITÉ EXTRA-SCOLAIRE) / DRAMA (EXTRA-CURRICULAR ACTIVITY)

Middle School Drama is an extra-curricular theater production (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. Plays we have worked on include *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 primarily focus on staging, text work, and building the ensemble through the play's imagined world. Second-semester students begin incorporating more technical elements, such as simple prop creations and costume design, with the director's and parents' help. 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. We also have online performances and videos during the stay-at-home sessions.

CINQUIÈME FSP - SEVENTH GRADE

FRANÇAIS / FRENCH

The course aims to nurture the students' francophone culture, develop their creative and critical minds, and improve their analytical and linguistic skills. The student will study literature through five themes and use various literary supports such as real and imaginary travel stories, poetry, comedy, fairy tales, sci-fi, press, etc.

- Discover who you are (Adventure and travel stories: Why journey to the unknown?)
- Living in a society and being part of a community: family, friends, school, social media
- Discovering the world and creating new worlds
- How to make an impact on the world (Heroes and heroism)
- Wisdom: Human and Nature

More specifically, this course is divided into different learning sections with different purposes:

- Reading comprehension of different types of texts (novels, articles, short stories, poetry, theater) and the basis of textual analysis.

- Language (grammar, spelling, conjugation, syntax); language mechanisms analysis, specifically enunciation. Types of sentences (simple and complex), nouns and expansions, and verb tenses.
- Writing experimentations (articles, interviews, theatrical dialogs, poetry, letters, portraits and descriptions, and argumentative essays).
- Oral skills and speaking resources exploration (reports, debates, declamation, acting)
- Artistic and cultural projects allow students to connect literature with other artistic fields (cinema, photography, music, slam, and the arts).
- This course's reading section will cover a large swath of literary history and include prose and drama works.

ANGLAIS / ENGLISH

This course focuses on developing, strengthening, and broadening the student's understanding and use of language in its many forms: reading, writing, oral communication, vocabulary, and grammatical concepts. Students will read and respond to several novels and selected short stories, poems, drama, and nonfiction. Students will utilize CommonLit for short stories and nonfiction essays. Students' responses will center on literary analysis and appreciation, expressed through organized writing, projects, and oral presentations. Collaborative group work, visual presentations, and reader response journals are used as reading assessments and written exams. Students-created and student-led reading groups choose books and spend 3–4 weeks on discussion and visual and written assignments in the spring. Students will refine their writing skills through expository and creative writing lessons, including autobiographical narratives, persuasive essays, literary analysis 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. The CommonLit 360 Curriculum will provide additional support in grammar and vocabulary development.

ANGLAIS LANGUE SECONDE / ENGLISH SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a student-oriented course designed to meet the needs of sixth through eighth grade students. With small class sizes, teachers can employ differentiated teaching methods tailored to each student. For example, students who struggle with writing will receive modified assignments that remain challenging while being more suitable for their current skill level. The curriculum focuses on developing listening, speaking, reading, and writing skills, introducing learners to various grammatical structures and vocabulary. Both teachers and students will explore the language by studying authentic materials and engaging in activities. By the end of the school year, English learners can communicate effectively in various situations and for different purposes. This includes engaging in conversations about personal experiences and daily topics. Additionally, students will learn to express their opinions on given topics and actively participate in small debates. They will develop proficiency in analyzing short articles, stories, and novels suitable for their language level. Students will also practice writing complete sentences, standard paragraphs, and short essays. This class aims to prepare students for the transition into mainstream English classes. The decision to transfer a student to a mainstream English class is made by the ESL teacher in consultation with the regular English class teacher once the student is deemed ready.

HISTOIRE, GÉOGRAPHIE ET ENSEIGNEMENT MORAL ET CIVIQUE / HISTORY, GEOGRAPHY AND MORAL AND CIVIC EDUCATION

Students will study the Byzantine, Muslim, and Carolingian civilizations during the Middle Ages in this course. Students must know European societies, economics, politics, geography, and climates. They

will learn the importance of the Roman Church's influence on society and will be expected to explain feudality and its implications. Students will analyze modernity's birth by studying humanism, the Renaissance, and their impact on the French kingdom. In Geography, the program focuses on sustainable development, saving Earth's resources, and adapting our societies to climate change. Students will also be expected to understand the diversity of cultures, populations, environments, and development associated with these continents. In Civics (EMC), students will study two main ideas: equality and identity. Through the equality theme, they will learn the different types of discrimination (racism, anti-Semitism, xenophobia, sexism, homophobia, etc.) and study personal and legal identity through the second theme. They will have in-class debates and examine official texts.

MATHÉMATIQUES / MATHEMATICS

This course incorporates the disciplines of pre-algebra, geometry, and statistics. Students will review material learned in sixth grade, developing a deeper understanding of these concepts. This course aims to help make students adept at manipulating numbers, preparing them for equations, and helping them understand the general principles at work, such as how to solve basic equations, recognize proportionality, and analyze statistics. The middle school program's four guidelines are organization and data management, numbers and calculation, geometry and sizes, and measures. With the new program, we are also learning coding. Students will understand and use the factoring of numerators and denominators. Additionally, students will be instructed on how to compute the surface area and volume of basic 3-D objects. Students will review basic shapes, learn about the area and perimeter of triangles and quadrilaterals, and be familiar with the prism and cylinder. They will learn the properties of particular quadrilaterals. They will also work with angles and review axial symmetry while further exploring central symmetry. By the end of the course, students will be able to make conversions between different measurement units. They will learn positive and negative integers and coordinates and perform the interactions required with basic operations. They will use them to solve problems. They will also learn and use different representations of fractional numbers (fractions, decimals, and percentages) and be proficient at changing from one form to another. They will increase their knowledge of ratios and proportions. Students will be evaluated at the end of each chapter and given occasional quizzes to ensure consistent learning.

U.S. MATH PREP

The math prep course introduces common concepts, methodologies, and terminologies of standard American math to French School Program students to better prepare them for future standardized testing, such as the CTP5. We will focus primarily on the following subjects:

- Positive and negative integers
- Addition, multiplication, division, and conversion of fractions
- Pre-algebra
- Quantitative reasoning (primarily solving word-based problems in English)
- Standardized test-taking skills

SCIENCES DE LA VIE ET DE LA TERRE / LIFE AND EARTH SCIENCE

This course reviews the subject matter covered in sixth grade, including Earth Science's continued study and an introduction to life science. Specifically, students will understand that Earth processes today are like past ones. These gradual geologic processes have created cumulative effects over time, as evidenced by erosion, sedimentation, and fossil formation. They will study weather phenomena and natural hazards such as volcanoes. In Life Science, students will study the evolution of living things. They will focus on nutrition in animals, plants, and animal reproduction. They will learn to identify

characteristics that distinguish plant cells from animal cells. Then, they transition to studying the human body and health. Living beings' respiratory, circulatory, and digestive systems will also be introduced. Students will understand how specific organ systems function or malfunction because of the contributions of individual organs, tissues, and cells. Students will learn by conducting experiments, analyzing documents, and using scientific reasoning, which will enable them to identify biological problems and learn how to formulate hypotheses.

CLASSE SANS FRONTIÈRES / CLASSROOM WITHOUT BORDERS

This course heightens students' awareness of global issues and forces them to analyze and develop methods to help change them. The issues that we focus on change with current events, and the focus is student-led. In the past, topics included child soldiers in Africa. The students researched why children are forced to fight in wars and presented to their peers to bring awareness to this atrocity. They also hosted a clothing drive for expectant mothers in Kenya who do not have access to prenatal care and clothing for their newborn babies because of health care issues. Additionally, each class is assigned a pen pal at a 7th-grade level worldwide. We have corresponded with students in Kazakhstan, Argentina, Russia, Belgium, Brazil, and Canada. The students compose handwritten letters and send items specific to life in Los Angeles, while their counterparts do the same. It has proven to be an excellent experience for our students to see how students of the same age live and learn worldwide.

PHYSIQUE-CHIMIE / PHYSICS AND CHEMISTRY

Students will learn to characterize the different states of matter (solid, liquid, and gas), propose experiments to study the properties of state changes, characterize various changes of state in pure substances, interpret changes of state at a microscopic scale, imagine and conduct experiments to characterize mixtures, and experimentally determine water solubility values. In the physics section, students will first study light and sound signals, particularly how to identify the primary light source of a spreading object (bright object) and use rectilinear light propagation to understand the formation of shadows. They will also explore the concept of electrical energy, enabling them to create simple electric circuits to control lamps or motors, identify situations involving short circuits, draw electric circuits, and distinguish between series and parallel circuits. Students will be assessed through quizzes, tests, and reports on experiments conducted in the laboratory.

INFORMATIQUE / COMPUTER SCIENCE

This hands-on course focused on computer proficiency, covering the computer and its parts, operating systems, word processing, spreadsheets, database management, presentations, graphics, and the Internet. Instruction will focus on practical applications of 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. Students will also develop their creativity with the computer by learning graphic design basics with the Photoshop Elements software. Finally, students will practice narration and presentation skills in their final presentation project.

TECHNOLOGIE / TECHNOLOGY

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

ARTS PLASTIQUES / ART

During this second year of middle school, the students will review the basics and the specificities of « *Arts Plastiques* » during the second semester. They will create 2-D and 3-D projects and review basic techniques using pencils, crayons, pastels, markers, collages, paint, and so on through themes using still life, various painting techniques, chromatic circles, composition, narration, design, texture, and surfaces. Upon completion, they will discuss their projects and share their ideas while also discovering art created by other students displayed in the classroom. They will discuss examples of historical art masterpieces related to the theme they just studied. Art will be at the center of interdisciplinary projects: *« Histoire des Arts »* and *« Enseignements Pratiques Interdisciplinaires* » (EPI). Indeed, a theme involving at least two or three other subjects is selected at the beginning of the year. Students may present their final work in 9th grade during the Brevet oral exam.

ÉDUCATION MUSICALE / MUSIC

Following the first year of music at the Middle School, this class explores three interdependent activities and themes: practice, culture/history, and creation. Students further develop their abilities to sing using one or more voices, expanding their repertoire of songs in both French and English. They also continue learning to play percussion and ukuleles with more complex musical pieces. Instrumental accompaniment to songs becomes an essential component of their practice. This continued practice helps students improve their ability to follow tempo, listen to each other respectfully, and further enhance their technical skills on the instruments they play. The study of music history remains an integral part of the curriculum, enabling students to broaden their musical culture by listening to various musical styles. They continue to refine their musical ear and further develop their listening skills. Specific vocabulary, musical notation, and the main concepts of musical composition are studied in greater depth, allowing students to deepen their understanding of musical material. Naturally, listening sessions are systematically contextualized regarding history and culture and are often connected with other subjects, such as history or language classes. In seventh grade, students will explore Renaissance and Baroque music and Latin American music such as bossa-nova or salsa. Creation activities take various forms, including rhythmical or vocal improvisation, songwriting, and exploration of musical software. Students frequently engage in interdisciplinary projects and are assigned the task of creating music for these projects. By the time students reach seventh grade, they will become familiar with working with basic DAW (Digital Audio Workstation) software to create background music for personal projects, further expanding their skills and creativity.

ÉDUCATION PHYSIQUE ET SPORTIVE (EPS) / PHYSICAL EDUCATION

The Physical Education program aims to provide students with opportunities to acquire the knowledge and skills necessary to become physically educated people. Students will learn to appreciate and understand Physical Education's value and relationship to a healthy, active lifestyle. Students will also develop the skills and knowledge necessary to participate successfully in lifetime activities and team and individual sports. All courses will emphasize the importance of safety, cooperation, and sportsmanship. The class focuses on developing the following:

- Motor skills and physical expression
- Sports practice methods and strategies
- Community rules, roles, and responsibilities
- Creating a physical and artistic sporting culture and community
- Maintaining health through regular physical activity

Students will also learn how to produce optimal performance, measurable at a given deadline, adapt their course to various environments, express themselves in front of others through an artistic and/or acrobatic performance, and lead and master a collective or individual encounter. In 7th grade, students will focus on the following activities: Table Tennis, Soccer, Swimming, Badminton, Fitness, and Yoga.

PARCOURS AVENIR – CAREER EXPLORATION/PATH

The Career Path program offers a comprehensive curriculum for students in grades 6 to 12, enabling them to develop essential skills and knowledge for a successful career. By actively engaging in the program, students will understand the economic and professional landscape, explore diverse career options and training pathways, cultivate their initiative and involvement, and create a well-defined educational and professional roadmap.

Objectives:

1. Enhanced comprehension of the economic and professional world, including various careers and training opportunities.
2. Robust support system for students throughout their career exploration journey.
3. Fostered ambition in both professional and social realms, providing a solid foundation for students' educational pursuits and future qualifications.
4. Increased academic motivation by realizing a purposeful and consciously chosen career path.
5. Genuine flexibility in students' decision-making processes, allowing for informed and reversible choices.

Primary Objectives: Career Exploration and Discovery. In this stage, the main focus is on helping students find a profession and explore various career options. The following goals will guide their journey:

1. Research and Information Gathering: Students will actively seek information through digital resources and interviews with professionals to gain insights into different professions. This process will empower them with knowledge about various career paths and their requirements.
2. Exploration: Students will engage in activities encouraging them to explore different career options, expand their horizons, and consider fields they may not have previously considered. This exploration will expose them to new knowledge and provide a broader perspective on potential career paths.
3. Challenging Stereotypes: Students will challenge preconceived notions and stereotypes associated with specific professions through career exploration. This will allow them to develop a more nuanced understanding of different careers, fostering open-mindedness and dispelling misconceptions.

By pursuing these goals, students will gain valuable insights into potential professions, enabling them to make informed decisions about their future career paths.

PARCOURS CITOYEN-VIVRE ENSEMBLE / CITIZENSHIP-MENTORING PROGRAM

The Lycée Français de Los Angeles Middle School is pleased to have on staff a Mentor whose mission is to help students navigate through their academic journey and personal growth. Our Mentor provides guidance, support, and encouragement. She also acts as a bridge between students, teachers, administration, and parents and guardians by facilitating efficient communication and collaboration. The Middle School Mentor's task is also to inspire students to develop critical academic and social

skills like organization, time management, and conflict resolution. She regularly visits all Middle School classrooms to lead grade-specific workshops on maintaining happy and healthy relationships, problem-solving, and ensuring students feel heard, valued, and understood. They exchange views on developing tools to overcome obstacles and reach their potential, but also remember to be kind to each other. In addition to classroom workshops, our Mentor is always available to students throughout the year to meet one-on-one or in small groups to provide a listening ear and encouragement to inspire them to become confident, compassionate, and successful young adults.

Options Linguistiques LVB / Language Options

CHINOIS **OU** ALLEMAND **OU** ESPAGNOL / CHINESE **OR** GERMAN, **OR** SPANISH

Chinois / Chinese

This beginner's course is designed to establish a foundation in all language skills with Mandarin Chinese study. Emphasis is placed on building language-learning skills that are applicable in any future review of a world language. Particular attention is given to learning to differentiate tones, Chinese pronunciation's subtleties, and character writing fundamentals. The course introduces students to basic practical vocabulary and idiomatic expressions and the development of simple conversational skills. Students are introduced to the culture, customs, and history of China. The course delivery is interactive and experiential, encouraging active participation.

Allemand / German

During this first year of German, fundamental practical German is taught through a situational and functional approach, with vocabulary covering topics of interest to seventh graders, such as introductions, hobbies, school life, food and cooking, life at home, life in the city/life in the countryside, vacations, and tourism, and so on. Basic grammatical constructs, the declension concept, conjugation in the present and perfect tenses, modal verbs, subordinate clauses, and so forth are taught as a vital part of the language with immediate applications. General progression is organized in units within the situational and functional framework. Some aspects of German culture and traditions are introduced. Audiovisual German material is frequently used in various media. The students can watch short parts of German movies for "immersion" purposes and educational videos in German. Some Internet sites related to the topics of the class will be used. Upon completing the course, the students should communicate in situations such as greeting someone, asking for information, expressing their interest in something, expressing their opinions, talking about themselves, talking about their activities, writing an email to a friend, and so on. Artistic aspects of German culture will be introduced concerning the year's interdisciplinary theme in "*Histoire des Arts*."

Espagnol / Spanish

This class's primary goal is to emphasize developing basic language and comprehension skills in listening, reading, writing, and speaking Spanish. Students will study both the vocabulary and grammar structures of the language and the cultures of Spanish-speaking people worldwide. Students study the grammar portion's principal tenses in simple sentences to express themselves in the present, past, and future tenses. They also learn all the principal elements that compose a sentence (articles, nouns, adjectives, verbs, adverbs, etc.) and their sentence structure. The linguistic and thematic orientation

portion will include students learning vocabulary classified by themes, where they will be expected to use those words in their own sentences. Students will comprehend brief and simple interventions and micro texts in the oral and written comprehension portion. The oral and written expression portion will involve conversing and writing sentences using all the previously learned vocabulary and grammar rules. Students can analyze different extracts from Spanish movies to frame their target language knowledge in a real Spanish environment. These movies will be shown during the school term. Another example of differentiated teaching will be linked to the theme of food. The students will choose a Spanish recipe they cook at home, bring it to class, and explain the cooking process. All students can taste the different Spanish foods and ask about the different ingredients.

CINQUIÈME FSP ELECTIVES

LATIN I (OPTIONNEL) / LATIN I (ELECTIVE)

This course in ancient languages and cultures, specializing in Latin, will provide the foundations for understanding the Roman language and civilization through a multi-disciplinary approach that will mobilize the knowledge already acquired by the student while developing the connections needed to understand and interpret our society. Through mastering modern languages, students will discover Latin in its evolution, study excerpts from selected authors, and learn new methods at the cutting edge in several countries of the European community and the United States. In language, students will study the vocabulary essential to understanding the chapters on the syllabus and the fundamentals of Latin grammar while developing projects in Latin as a living language.

GREC (OPTIONNEL) / GREEK (ELECTIVE)

This course is a comprehensive introduction to the formal study of Ancient Greek. Students will immerse themselves in the language, culture, and history of Ancient Greece by engaging with authentic texts from authors such as Plutarch, Thucydides, and Plato. The primary focus is on mastering essential elements of syntax and acquiring vocabulary. Topics covered include the first two declensions, the primary uses of cases, genders, and verbs in the present indicative, active, and passive. Comparative etymology across Greek, Latin, French, and English will be explored to expand vocabulary in modern languages. Students will practice translating Greek sentences into French and vice versa, and by the end of the year, they will develop the ability to read some short Greek prose of moderate complexity.

CHINOIS MANDARIN, NIVEAU I-A (OPTIONNEL) / CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS MANDARIN, NIVEAU I-B (ÉLECTIF) / CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS MANDARIN, NIVEAU I-C (ÉLECTIF) /CHINESE MANDARIN, LEVEL I-C (ELECTIVE)

This course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS MANDARIN, NIVEAU I-D (ÉLECTIF) /CHINESE MANDARIN, LEVEL I-D (ELECTIVE)

This course is for students who have completed Chinese I-C or have previously studied Chinese and passed the placement test conducted by teachers. Building on the skills acquired in Chinese I-C, this course introduces students to more complex sentence structures and idiomatic expressions. In addition to emphasizing oral communication skills, approximately 500 additional simplified characters are introduced for reading and writing. Cultural awareness continues with various supplemental materials, including cultural credits from the text. Short compositions are an integral part of the course in preparation for the next level of study.

CHORAL (ACTIVITÉ EXTRA-SCOLAIRE) / CHOIR (EXTRA-CURRICULAR ACTIVITY)

The Lycée Français Choir consists of fourth to eighth grade students. Choir students meet once a week from 3:20 to 4:35 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 to prepare an extensive, diverse repertoire of French and English songs for various concerts on- and off-campus, all year long, between November and June. The choir can also produce recording sessions, video shoots, and live videos during the year. Furthermore, choir students are privileged to represent the school at open-house events throughout the year.

THÉÂTRE (ACTIVITÉ EXTRA-SCOLAIRE) / DRAMA (EXTRA-CURRICULAR ACTIVITY)

Middle School Drama is an extra-curricular theater production (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. Plays we have worked on include *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 primarily focus on staging, text work, and building the ensemble through the play's imagined world. Second-semester students begin incorporating more technical elements, such as simple prop creations and costume design, with the director's and parents' help. 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. We also have online performances and videos during the stay-at-home sessions.

QUATRIÈME FSP - EIGHTH GRADE

FRANÇAIS / FRENCH

The course aims to nurture students' francophone culture, develop their creative and critical minds, and improve their analytical and linguistic skills. Their critical thinking will revolve around five themes by using various literary supports (lyrical poems, short stories, novels, dramas):

- Observation of the world creates worlds (fiction questions reality)
- Life and participation in society: individual and collective, different opinions and values
- Seeking oneself, growing as a person, expressing love
- Having an impact on the world – distributing information, gathering information, distorting information
- Understand the world – the city, is everything possible there?

More specifically, this course is divided into different learning sections with different purposes: Reading comprehension of different types of texts (novels, articles, short stories, poetry, press media, theater) and the basis of textual analysis. Language (grammar, spelling, conjugation, syntax): language mechanisms analysis, specifically enunciation, types of sentences (simple and complex), nouns and expansions, and verb tenses. Writing experimentations (articles, interviews, theatrical dialogs, poetry, letters, portraits and descriptions, and argumentative essays). Oral skills: speaking resources exploration (reports, debates, declamation, acting). Artistic and cultural projects allow students to connect literature with other artistic fields (cinema, photography, music, slam, and the arts).

ANGLAIS / ENGLISH

In Eighth-grade English, students build upon critical thinking and reading skills. They analytically and creatively respond to several novels, plays, short stories, poetry, and non-fiction pieces centered around identity, prejudice, and power. Character, voice, symbolism, and other literary elements are highlighted to help students understand the author's choices and intent. CommonLit will be utilized for short stories and nonfiction essays. Significant concentration is placed on writing development. Students produce expository, narrative, and persuasive essays that refine their language to be more precise and sophisticated as they analyze and reflect on the texts studied. Students also explore their creative voices by authoring poetry, short stories, and other personal pieces, connecting themes with their lives and the world around them. The joy of reading is promoted through independent reading projects and collaborative work, including literary circles. Speaking skills are honed through grade-

appropriate presentations. Grammar and vocabulary exercises are drawn from the literature and other sources to support and enhance students' reading and writing skills. Works studied may include *Animal Farm* by George Orwell, *The House on Mango Street* by Sandra Cisneros, and Shakespeare's *Julius Caesar*. CommonLit's 360 Curriculum will help support grammar and vocabulary instruction.

ANGLAIS LANGUE SECONDE / ENGLISH SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a student-oriented course designed to meet the needs of sixth through eighth grade students. With small class sizes, teachers can employ differentiated teaching methods tailored to each student. For example, students who struggle with writing will receive modified assignments that remain challenging while being more suitable for their current skill level. The curriculum focuses on developing listening, speaking, reading, and writing skills, introducing learners to various grammatical structures and vocabulary. Both teachers and students will explore the language by studying authentic materials and engaging in activities. By the end of the school year, English learners can communicate effectively in various situations and for different purposes. This includes engaging in conversations about personal experiences and daily topics. Additionally, students will learn to express their opinions on given topics and actively participate in small debates. They will develop proficiency in analyzing short articles, stories, and novels suitable for their language level. Students will also practice writing complete sentences, standard paragraphs, and short essays. This class aims to prepare students for the transition into mainstream English classes. The decision to transfer a student to a mainstream English class is made by the ESL teacher in consultation with the regular English class teacher once the student is deemed ready.

HISTOIRE, GÉOGRAPHIE ET ENSEIGNEMENT MORAL ET CIVIQUE / HISTORY, GEOGRAPHY AND MORAL AND CIVIC EDUCATION

In History, the course presents the European colonial empires and the slave trades and slavery they generated. After studying the Enlightenment movement in the eighteenth century, we will analyze the French Revolution and its political, economic, and social outcomes. Later, we will focus on the nineteenth-century Industrial Revolution and its social implications. In Geography, students will study globalization through the examples of various geographical spaces: a metropolis and a shrinking city. We will then learn about the flux of goods and persons in the world as a globalized space. The students will use many documents (maps, paintings, carvings, and literature excerpts, for example) and produce diverse work (argumentative paragraphs, posters, PowerPoints, or movie presentations). In Civics (EMC), students will study two main ideas: liberty and justice. The liberty theme will teach them its literary, artistic, and historical background, fundamental freedoms (conscience, expression, association, press, etc.), and personal human rights. The second theme will focus on justice's role in France and children's legal status.

MATHÉMATIQUES / MATHEMATICS

This course is designed to teach the fundamentals of Algebra. The middle school program's four guidelines are organization and data management, numbers and calculation, geometry and sizes, and measures. With the new program, we are also learning coding. Students will review operations with fractions and learn how to solve them when dealing with negative numbers. They will also learn how to solve equations, study the power of 10, and be introduced to proportionality. Other topics presented in the course include the order of operations, solving linear equations, solving inequalities (introduced this year but supposed to be done in 9th grade), exponents, and applying statistics. Students will develop and practice problem-solving skills; they will work with real numbers and perform the interactions required with basic operations. They will learn the Pythagorean theorem, the Thales' theorem, properties of exponents, how to compute percentages of increase and decrease, and

simple and compound interest. They will continue working on the surface area and volume of 3-D objects and understand how area and volume change with a change in scale. This course emphasizes abstraction and critical thinking in mathematics. Students will master the essential concepts of algebra as it is used to generalize problem-solving situations and gain an appreciation and understanding of its historical roots.

U.S. MATH PREP

The math prep course introduces common concepts, methodologies, and terminologies of standard American math to French School Program students to better prepare them for future standardized testing, such as the CTP5. We will focus primarily on the following subjects:

- Positive and negative integers
- Addition, multiplication, division, and conversion of fractions
- Pre-algebra
- Quantitative reasoning (primarily solving word-based problems in English)
- Standardized test-taking skills

SCIENCES DE LA VIE ET DE LA TERRE / LIFE AND EARTH SCIENCE

This course begins with a review of the subject matter covered in seventh grade. Students will learn that Earth is composed of several layers in the geological portion of the course: a cold lithosphere, a hot conductive mantle, and a dense metallic core. We will also examine Earth's activity, particularly the major geological and seismic events that result from plate tectonics and motions, such as volcanism, earthquakes, rock formations, and the resulting fossil evidence. They will discuss the various natural hazard and their prevention. The study of biodiversity and its evolution (how things are connected) and the renewable and nonrenewable resources available for human use will be another primary focus of the year. The course's biological aspect contains further instruction on sexual reproduction in the environment (plants and humans), mainly related to the functioning of the human reproductive system and the physiology and specialization of genitals. The topics of conception and gestation will also be studied. Additionally, students will be briefly introduced to the human nervous system.

PHYSIQUE-CHIMIE / CHEMISTRY-PHYSICS

Students will characterize the different states of matter (solid, liquid, and gas) and observe changes in state properties through various experiments. They will also learn to identify pure substances and interpret their state changes at a microscopic scale. Students will design and conduct experiments to characterize mixtures and determine water solubility values experimentally. They will also differentiate between reactions and mixtures. In the physics section, students will first explore electrical energy, enabling them to create simple electric circuits to operate lamps or motors, identify situations involving short circuits, draw electric circuit diagrams, and distinguish between series and parallel circuits. Students will also study light and sound signals, particularly how to identify the primary light source of a spreading object (bright object) and understand the formation of shadows through rectilinear light propagation. The final part of the physics curriculum will focus on motion and speed. Students will be assessed through quizzes, tests, and reports on their lab experiments.

INFORMATIQUE / COMPUTER SCIENCE

This course focuses on computer proficiency, operating systems, word processing, spreadsheets, database management, presentations, graphics, and the Internet. They will improve their Microsoft Word, Excel, and PowerPoint skills to follow their previous class (in 6th and 7th grades). Students will

learn the concepts and skills required to work effectively with these tools and apply that knowledge by completing a series of projects. Also, students will discover 3-D basic design skills on the computer using SketchUp. Students will use their PowerPoint knowledge for project presentations and practice narration and oral presentation skills. Finally, coding and robotic skills will also be a part of the course. Robot Challenges and tournaments will take place in class between students.

L'INGÉNIERIE-TECHNOLOGIE / ENGINEERING-TECHNOLOGY

The class will focus on the areas of application of "comfort and home automation." The students will be trained on indoor and outdoor equipment, the management of information, and the automation of technical elements that surround them daily. We will deepen and study the different stages of conception of these elements. The sessions will be organized around specific technical studies of everyday objects: aspects of functions, constraints, technical solutions, schedules, materials choice, and energies implemented will be integral. We will justify the possibility of changing the technological object and communication and information management. Students will work on creating blueprints using the "home I/O" software. Sessions will be held in small groups to promote teamwork and enhance each individual's accountability. Experiments will be proposed to use and familiarize with the measuring devices and other IT tools.

ARTS PLASTIQUES / ART

During this third year of middle school, the students will reuse the techniques from the past years. They will create 2-D and 3-D projects, review the basic techniques in the use of pencils, crayons, pastels, and markers, and paint through themes using the rules of perspective, the specific format in size and shape, a movie poster contest, design space, mobile, support, and textures. One major topic organized in different chapters is *« Le carnet de voyage imaginaire »*. Various activities will be proposed based on an imaginary city that students create (design a monument in perspective, portraits, maps in watercolor, etc.) It will be collected in a virtual book at the end of the year. Three additional themes will be covered during class: image production, images and their relations to real time and space, and image diffusion in culture. Following the different projects, students will discuss their presentations and share their ideas with others. They will also discover historical art examples of masterpieces related to the theme they just studied.

ÉDUCATION MUSICALE / MUSIC

The classroom instruction in this comprehensive music class is dedicated to developing students' abilities in singing, reading, playing, and understanding music in its various forms. Students learn a repertoire of songs in both French and English, utilizing one or more voices. They also engage in activities such as reading, notating, listening to, analyzing, and describing music and other aural information using music terminology. Additionally, students have the opportunity to play different musical scores with instruments. In the third year of Middle School music classes, a significant emphasis is placed on listening activities. Students delve into music's history to better understand its historical contributions and cultural dimensions. They analyze the role of music in past and present cultures worldwide, taking note of the cultural diversity associated with music, musicians, and composers. Moreover, students develop knowledge of the chronology of Western music history (primarily classical and romantic periods). They also compare the techniques employed to create images or evoke emotions in musical works. Exploring American music from the twentieth century, including genres like Spirituals, Blues, Jazz, Musical Theatre, Rhythm and Blues, and other popular styles, is an integral part of the curriculum. Furthermore, each class of eighth graders embarks on a group music recording project. They collaborate to create and record a song, incorporating vocals and/or instruments. Throughout this project, students learn how to utilize musical hardware, mix the

project themselves, and gain an understanding of music recording techniques. They discover the recording process, understand the necessary software, tools, and instruments, and acquire skills in music recording techniques.

ÉDUCATION PHYSIQUE ET SPORTIVE (EPS) / PHYSICAL EDUCATION

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

The class focuses on developing the following:

- Motor skills and Physical expression
- Sports practice methods and strategies
- Community rules, roles, and responsibilities
- Creating a physical and artistic sporting culture and community
- Maintaining Health through regular physical activity

Students will also learn how to produce optimal performance, measurable at a given deadline, adapt their course to various environments, express themselves in front of others through an artistic and/or acrobatic performance, and lead and master a collective or individual encounter. In 8th grade, students will focus on the following activities: Soccer, Badminton, Swimming, Track and Field, Volleyball, and Fitness.

PARCOURS AVENIR / CAREER EXPLORATION-PATH

The Career Path program offers a comprehensive curriculum for students in grades 6 to 12, enabling them to develop essential skills and knowledge for a successful career. By actively engaging in the program, students will understand the economic and professional landscape, explore diverse career options and training pathways, cultivate their initiative and involvement, and create a well-defined educational and professional roadmap.

Objectives:

1. Enhanced comprehension of the economic and professional world, including various careers and training opportunities.
2. Robust support system for students throughout their career exploration journey.
3. Fostered ambition in both professional and social realms, providing a solid foundation for students' educational pursuits and future qualifications.
4. Increased academic motivation by realizing a purposeful and consciously chosen career path.
5. Genuine flexibility in students' decision-making processes, allowing for informed and reversible choices.

Eighth-Grade Objectives: Observing and Discovering Career Paths. The program focuses on key goals during the eighth grade to enhance students' understanding of career paths. These objectives include:

1. Internship Exploration: Students will be challenged to actively seek internships in various companies. This hands-on experience will provide valuable insights into real-world work environments, enabling them to make informed decisions about their future career paths.
2. Networking Proficiency: Students will develop an understanding of networking and its importance in professional settings. They will learn strategies to build connections, expand their professional network, and leverage these relationships for future career opportunities.
3. Data Organization and Analysis: Students will acquire skills to organize and analyze data related to career paths effectively. This includes filtering and comparing information to identify patterns, trends, and relevant insights. These analytical skills will empower students to make informed decisions and set realistic career goals.

By focusing on these goals, students will gain practical exposure to the professional world, develop valuable networking skills, and acquire essential data analysis strategies. These experiences will contribute to their career exploration and help shape their future educational and professional endeavors.

PARCOURS CITOYEN-VIVRE ENSEMBLE / CITIZENSHIP-MENTORING PROGRAM

The Lycée Français de Los Angeles Middle School is pleased to have on staff a Mentor whose mission is to help students navigate through their academic journey and personal growth. Our Mentor provides guidance, support, and encouragement. She also acts as a bridge between students, teachers, administration, and parents and guardians by facilitating efficient communication and collaboration. The Middle School Mentor's task is also to inspire students to develop critical academic and social skills like organization, time management, and conflict resolution. She regularly visits all Middle School classrooms to lead grade-specific workshops on maintaining happy and healthy relationships, problem-solving, and ensuring students feel heard, valued, and understood. They exchange views on developing tools to overcome obstacles and reach their potential, but also remember to be kind to each other. In addition to classroom workshops, our Mentor is always available to students throughout the year to meet one-on-one or in small groups to provide a listening ear and encouragement to inspire them to become confident, compassionate, and successful young adults.

OPTIONS LINGUISTIQUES LVB / LANGUAGE OPTIONS

CHINOIS **OU** ALLEMAND **OU** ESPAGNOL / CHINESE **OR** GERMAN, **OR** SPANISH

CHINOIS / CHINESE

This course is designed for students who have completed the 7th grade Chinese program to establish a foundation in all language skills concerning Mandarin Chinese. Emphasis is placed on building language-learning skills applicable to any future study of a world language. Particular attention is given to learning the fundamentals of character writing and expanding vocabulary for reading and writing short passages. The course introduces students to more complex sentence structures and idiomatic expressions to grasp communication skills in various real-life situations. The course delivery is interactive and experiential, encouraging active participation. This course is the second-year program of Baccalauréat Chinois.

ALLEMAND / GERMAN

During this second year of German, everyday German is taught through a situational approach of vocabulary covering topics of interest to 8th graders, such as German students with their friends, German students at school, life at home, an interview, and tourism in German-speaking countries. Grammar is taught as a tool necessary to expand the student's performance level, and items such as the subordinate clause, declension of the adjective, conjugation in the preterit tense, and subjunctive mode are developed in a practical context with immediate applications. General progression is organized in units within a situational and functional framework. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies, particularly those relating to the *« Histoire des Arts »* and EPI multidisciplinary theme of the year. Upon completing the course, students should master functional linguistic topics such as the following: interview someone, give and write a report of a specific event, give advice, express their feelings, talk about their activities, agree/disagree, discuss their plans, and make suggestions.

ESPAGNOL / SPANISH

This college preparatory course is the first in a series of Spanish classes offered at Le Lycée Français de Los Angeles. It emphasizes developing primary language and comprehension skills in listening, reading, writing, and speaking Spanish. Students will study both the vocabulary and grammar structures of the language and the cultures of Spanish-speaking people worldwide. Students study the grammar portion's principal tenses in simple sentences to express themselves in the present, past, and future tenses. They also learn all the principal elements that compose a sentence (articles, nouns, adjectives, verbs, adverbs, etc.) and their sentence structure. The linguistic and thematic orientation portion will include students learning vocabulary classified by themes, where they will be expected to use those words in their own sentences. Students will comprehend brief and simple interventions and micro texts in the oral and written comprehension portion. The oral and written expression portion will involve conversing and writing sentences using all the previously learned vocabulary and grammar rules. Students can analyze Spanish movie extracts to frame their target language knowledge in a real Spanish environment. These movies will be shown during the school term. Another example of differentiated teaching will be linked to the theme of food. The students will choose a Spanish recipe they cook at home, bring it to class, and explain the cooking process. All students can taste the different Spanish foods and ask about the different ingredients.

QUATRIÈME FSP ELECTIVES

LATIN (ÉLECTIF) / LATIN (ELECTIVE)

In this course, students will continue to learn about the Latin language and civilization, with a particular focus on the founding of the Res Publica, the Ludi (gladiatorial games, theatrical, and sporting representations), and the encounter between the Roman world and other Mediterranean civilizations, such as Phoenician and Egyptian. The study of grammar and vocabulary will be structured around these themes to equip students with the skills to understand and translate increasingly complex texts.

GREC (ÉLECTIF) / GREEK (ELECTIVE)

This course serves as a continuation of Greek studies that began in the seventh grade. After reviewing the material covered in the previous year, students delve into the analysis of forms and structures that characterize complex Greek writing. This includes exploring topics such as the 3rd declension, conjugation of thematic vowel and vowel-stem verbs in the imperfect, future, and aorist tenses, as well as the understanding of participles in active, middle, and passive voices, and the subjunctive and optative moods. Students will also translate excerpts from prominent Greek authors such as Isocrates, Xenophon, Lysias, and Plato, focusing on Athens's history and daily life.

CHINOIS MANDARIN, NIVEAU I-A (ÉLECTIF) / CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS MANDARIN, NIVEAU I-B (ÉLECTIF) / CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS MANDARIN, NIVEAU I-C (ÉLECTIF) / CHINESE MANDARIN, LEVEL I-C (ELECTIVE)

This course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINOIS MANDARIN, NIVEAU I-D (ÉLECTIF) / CHINESE MANDARIN, LEVEL I-D (ELECTIVE)

This course is for students who have completed Chinese I-C or have previously studied Chinese and passed the placement test conducted by teachers. Building on the skills acquired in Chinese I-C, this course introduces students to more complex sentence structures and idiomatic expressions. In

addition to emphasizing oral communication skills, approximately 500 additional simplified characters are introduced for reading and writing. Cultural awareness continues with various supplemental materials, including cultural credits from the text. Short compositions are an integral part of the course in preparation for the next level of study.

CHORAL (ACTIVITÉ EXTRA-SCOLAIRE) / CHOIR (EXTRA-CURRICULAR ACTIVITY)

The Lycée Français Choir consists of fourth to eighth grade students. Choir students meet once a week from 3:20 to 4:35 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 to prepare an extensive, diverse repertoire of French and English songs for various concerts on- and off-campus, all year long, between November and June. The choir can also produce recording sessions, video shoots, and live videos during the year. Furthermore, choir students are privileged to represent the school at open-house events throughout the year.

THÉÂTRE (ACTIVITÉ EXTRA-SCOLAIRE) / DRAMA (EXTRA-CURRICULAR ACTIVITY)

Middle School Drama is an extra-curricular theater production (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. Plays we have worked on include 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 primarily focus on staging, text work, and building the ensemble through the play's imagined world. Second-semester students begin incorporating more technical elements, such as simple prop creations and costume design, with the director's and parents' help. 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. We also have online performances and videos during the stay-at-home sessions.



The Raymond & Esther Kabbaz High School French School Program (FSP)

Troisième (9th Grade)

Seconde (10th Grade)

Première (11th Grade)

Terminale (12th Grade)

HIGH SCHOOL CURRICULUM
FRENCH SCHOOL PROGRAM

9TH GRADE	10TH GRADE
Art Biology I / SVT Chemistry Physics I / Physique-chimie English IA-IB **or** ESL I / Anglais LVA **ou** ESL I French Adv. IA-IB / Français Geometry IA-IB / Mathématiques Introduction to Engineering I / Sciences numériques et technologie (SNT) Music Appreciation / Education musicale Physical Education / Education physique et sportive (EPS) Spanish IA-IB / Espagnol LVB **or** German IA-IB / Allemand LVB **or** Chinese IA-IB / Chinois LVB) World History/Geography I / Histoire-Géographie AP African-American Studies *(Elective)* Chinese IA *(Elective)*** Cinema I *(Elective) (upon student's request and schedule availability)* Drama/ Theater (English) *(Elective)* Greek IA-IB *(Elective)*/ Grec, Langues et Cultures de l'Antiquité *(Option DNB)* Latin IA-IB *(Elective)*/ Latin, Langues et Cultures de l'Antiquité *(Option DNB)* Music Appreciation-Rock Band with special permission *(Elective)* English & French & Math Extra Help* *(Elective)* / soutien Anglais & Français & Maths *(Option)*	Algebra IIA-IIB -Trigonometry / Mathématiques Biology II / SVT (Sciences de la vie et de la terre) Chemistry/Physics II / Physique-chimie Economics I / SES (Sciences économiques et sociales) English IIA-IIB **or** ESL II / Anglais LVA **ou** ESL II French Adv. IIA-IIB/ Français Introduction to Engineering II / Sciences numériques et technologie (SNT) Moral and Civic Education / Enseignement moral et civique (EMC) Physical Education / Education physique et sportive (EPS) Spanish IIA-IIB / Espagnol LVB **or** German IIA-IIB / Allemand LVB **or** Chinese IIA-IIB / Chinois LVB World History/Geography II / Histoire-Géographie AP African-American Studies *(Elective)* AP Art History *(Elective)* AP Human Geography *(Elective)* AP Seminar *(Elective)* AP Studio Art Drawing *(Elective)* Chinese IB *(Elective)*** Cinema I *(Elective) (upon student's request and schedule availability)* Drama/ Theater (English) *(Elective)* Greek IIA-IIB *(Elective)* / Grec, Langues et Cultures de l'Antiquité *(Option)* Latin IIA-IIB *(Elective)* / Latin, Langues et Cultures de l'Antiquité *(Option)* Rock Band *(Elective) with special permission* Theater (French) *(Elective)* / Atelier Théâtre *(Option)* English & French & Math Extra Help* *(Elective)*/ soutien Anglais & Français & Maths *(Option)* SAT Math & English Prep* *(Elective)*
**No grade issued.* ***3rd Language Elective (Extra Curricular) - NOT LVB*	

PREMIÈRE CLASSIC BAC

11TH GRADE CLASSIC BACCALAUREATE / PREMIÈRE BACCALAURÉAT CLASSIQUE		
CORE SUBJECTS & ELECTIVES	**SPECIALTIES**	**MATHEMATICS TRACKS**
AP French Language/ Français English IIIA-IIIB / Anglais LVA Integrated Science I / Enseignement Scientifique Moral and Civic Education/ Enseignement moral et civique (EMC) Physical Education / EPS Spanish Adv. IA-IB / Espagnol LVB **or** German Adv. IA-IB / Allemand LVB **or** Chinese Adv. IA-IB / Chinois LVB World History/Geography III / Histoire-Géographie AP Art History *(Elective)* AP Latin *(Elective)* AP Microeconomics/AP Macroeconomics *(Elective) (Every other year)* AP Research *(Elective) (only if passed AP Seminar exam)* AP Spanish Language and Culture *(Elective)* AP Studio Art *(Elective)* Chinese IC *(Elective)**(upon student's request and availability)* Drama/ Theater (English) *(Elective)* Greek Adv. IA-IB *(Elective)* / Grec, Langues et Cultures de l'Antiquité *(Option Bac)* Latin Adv. IA-IB *(Elective)* / Latin, Langues et Cultures de l'Antiquité *(Option Bac)* Rock Band *(Elective) with special permission* Theater (French) *(Elective)* / Atelier Théâtre *(Option)* Math & English Extra Help* *(Elective)* / soutien Maths & Anglais *(Option)* SAT English Prep* *(Elective)*	Biology III / SPE SVT (Sciences de la vie et de la terre) Chemistry/Physics III / SPE Physique-Chimie Economics II / SPE SES (Sciences économiques et sociales) English, Literature and Culture I / SPE LLCER (Langues, littératures et cultures étrangères - English Language only) History and Geopolitics I / SPE HGGSP (Histoire-géographie, géopolitique et sciences politiques)	Math Track A = Pre-Calculus (H) / SPE Mathématiques Math Track B = Pre-Calculus / SPE Mathématiques Math Track C = Math Analysis / Option Mathématiques
*No grade issued. **3rd Language Elective (Extra Curricular) - NOT LVB		

TERMINALE CLASSIC BAC

12TH GRADE CLASSIC BAC / TERMINALE BACCALAURÉAT CLASSIQUE

CORE SUBJECTS & ELECTIVES	SPECIALTIES	MATHEMATICS TRACKS
College Essay Preparation * English IVA-IVB / Anglais LVA Integrated Science II / Enseignement Scientifique Moral and Civic Education / Enseignement moral et civique (EMC) Philosophy / Philosophie Physical Education / EPS (Education Physique et sportive) Spanish Adv. IIA-IIB (H) / Espagnol LVB **or** German Adv. II A-IIB (H) / Allemand LVB **or** Chinese Adv. IIA-IIB (H) / Chinois LVB World History/Geography IV (H) / Histoire-géographie AP Art History *(Elective)* AP Biology *(Elective)* *(depending on schedule)* AP Latin *(Elective)* AP Microeconomics/AP Macroeconomics *(Elective)* *(Every other year)* AP Spanish Language and Culture *(Elective)* AP Studio Art *(Elective)* Chinese Adv. IIA-IIB (H) *(Elective)***(upon student's request and availability)* Drama/ Theater (English) *(Elective)* Greek Adv. IIA-IIB *(Elective)* / Grec, Langues et Cultures de l'Antiquité *(Option Bac)* Latin Adv. IIA-IIB / Latin, Langues et Cultures de l'Antiquité *(Option Bac)* Rock Band *(Elective)* with special permission Theater (French) *(Elective)* / Atelier Théâtre *(Option)* US History/ US Government *(Elective)* **BUT** *required for students planning to apply to UC schools.* Math & English Extra Help* *(Elective)* / Soutien Maths & Anglais* *(Option)*	Biology IV (H) / SPE SVT (Sciences de la vie et de la terre) Chemistry/Physics IV (H) / SPE Physique-chimie Economics III (H) / SPE SES (Sciences économiques et sociales) English, Literature and Culture II / SPE LLCER (Langues, littératures et cultures étrangères - English Language only) History and Geopolitics II / SPE HGGSP (Histoire-géographie, géopolitique et sciences politiques)	Track A = AP Calculus AB / SPE Mathématiques Track A *(Elective)* Option Mathématiques Expertes*** / AP Calculus BC Track B = AP Calculus AB / SPE Mathématiques **or** Track B = Calculus (not an AP) / Option Math complémentaires **or** Track B = AP Statistics (a U.S. Math Course) **or** Track B = Statistics (a U.S. Math Course) Track C = Calculus (not an AP) / Option Math complémentaires **or** Track C = Integrated Math III (a U.S. Math Course)

*No grade issued.
**3rd Language Elective (Extra Curricular) - NOT LVB
***Only available for students in Math Track A = AP Calculus AB / SPE Mathématiques

PREMIÈRE BFI

11TH GRADE BFI / PREMIÈRE BACCALAURÉAT FRANÇAIS INTERNATIONAL		
CORE SUBJECTS & ELECTIVES	**SPECIALTIES**	**MATHEMATICS TRACKS**
AP English Language and Composition **or** ACL (Approfondissement Culturel et Linguistique)/Advanced English III: American Lit BFI (H) AP French Language / Français AP U.S. History **or** Histoire/Géographie BFI & US History BFI /History-Geography BFI 11 (H) & US History BFI Integrated Science I / Enseignement Scientifique Moral & Civic Education/Enseignement moral & civique (EMC) Physical Education / EPS Spanish Adv. IA-IB / Espagnol LVB **or** German Adv. IA-IB / Allemand LVB **or** Chinese Adv. IA-IB / Chinois LVB Connaissance du monde / Global Awareness BFI (H) AP Art History *(Elective)* AP Latin *(Elective)* AP Microeconomics/AP Macroeconomics *(Elective) (Every other year)* AP Research *(Elective) (only if passed AP Seminar exam)* AP Spanish Language and Culture *(Elective)* AP Studio Art *(Elective)* Chinese IC *(Elective)**(upon student's request and availability)* Drama/ Theater (English) *(Elective)* Greek Adv. IA-IB *(Elective)* / Grec, Langues et Cultures de l'Antiquité *(Option Bac)* Latin Adv. IA-IB *(Elective)* / Latin, Langues et Cultures de l'Antiquité *(Option Bac)* Rock Band *(Elective) with special permission* Theater (French) *(Elective)*/Atelier Théâtre *(Option)* Math & English Extra Help* *(Elective)* / Soutien Maths & Anglais* *(Option)* SAT English Prep* *(Elective)*	Biology III / SPE SVT (Sciences de la vie et de la terre) Chemistry/Physics III / SPE Physique-chimie Economics II / SPE SES (Sciences économiques et sociales) History and Geopolitics I / SPE HGGSP (Histoire-géographie, géopolitique et sciences politiques)	Track A = Pre-Calculus (H) / SPE Mathématiques Track B = Pre-Calculus / SPE Mathématiques Track C = Math Analysis / Option Mathématiques
*No grade issued. **3rd Language Elective (Extra Curricular) - NOT LVB		

TERMINALE BFI

12TH GRADE BFI / TERMINALE BACCALAURÉAT FRANÇAIS INTERNATIONAL		
CORE SUBJECTS & ELECTIVES	**SPECIALTIES**	**MATHEMATICS TRACKS**
AP English Literature and Composition **or** ACL (Approfondissement Culturel et Linguistique) /Advanced English IV: World Lit BFI (H) College Essay Preparation* Histoire Géographie & US History BFI /History-Geography BFI 12 (H) & US History BFI Integrated Science II/ / Enseignement Scientifique Moral & Civic Education/Enseignement moral & civique (EMC) Philosophy / Philosophie Physical Education / EPS (Education Physique et Sportive) Spanish Adv. IIA-IIB (H) / Espagnol LVB **or** German Adv. II A-IIB(H) / Allemand LVB **or** Chinese Adv. IIA-IIB (H) / Chinois LVB Connaissance du monde / Global Awareness BFI (H) AP Art History *(Elective)* AP Biology (Elective) *(depending on schedule)* AP Latin *(Elective)* AP Microeconomics/AP Macroeconomics *(Elective) (Every other year)* AP Spanish Language and Culture *(Elective)* AP Studio Art *(Elective)* Chinese Adv. IIA-IIB (H) *(Elective)* ** *(upon student's request and availabilities)* Drama/ Theater (English) *(Elective)* Greek Adv. IIA-IIB *(Elective)* / Grec, Langues et Cultures de l'Antiquité *(Option Bac)* Latin Adv. IIA-IIB *(Elective)* / Latin, Langues et Cultures de l'Antiquité *(Option Bac)* Rock Band *(Elective)* with special permission Theater (French) *(Elective)*/ Atelier Théâtre *(Option)* Math & English Extra Help* *(Elective)* / soutien Maths & Anglais *(Option)*	Biology IV (H) / SPE SVT (Sciences de la vie et de la terre) Chemistry/Physics IV (H) / SPE Physique-chimie Economics III (H) / SPE SES (Sciences économiques et sociales) History and Geopolitics II / SPE HGGSP (Histoire-géographie, géopolitique et sciences politiques)	Track A = AP Calculus AB / SPE Mathématiques Track A = AP Calculus BC*** (Elective) / Mathématiques Expertes*** (Option) Track A (Elective) = AP Calculus BC (Oral Exam for BFI) Track B = AP Calculus AB / SPE Mathématiques **or** Track B = Calculus (not an AP) / Mathématiques complémentaires **or** Track B = AP Statistics (a U.S. Math Course) **or** Track B = Statistics (a U.S. Math Course) Track C = Calculus (not an AP) /Option Math complémentaires **or** Track C = Integrated Math III (a U.S. Math Course)
*No grade issued. **3rd Language Elective (Extra Curricular) - NOT LVB ***Only available for students in Math Track A = AP Calculus AB / SPE Mathématiques		

TROISIÈME FSP

ART

During this last year, the students will reuse the techniques learned in the past years and create more personal expression methods in choosing the techniques they want to use. They will create 2-D and 3-D projects showing their intentions, inspired mostly by the creations of the twentieth and twenty-first centuries through themes using personal points of view, conceptual ideas, repetition, a parody of a masterpiece, installation, and land art. Interdisciplinary projects and lessons are created, known as Histoire des Arts. Following the projects, they will discuss their projects, share their ideas with others, and find pieces from the other students displayed in the class. They will also discover examples of masterpieces from art history related to the theme they just studied. A new theme is selected every year, and the students will work on it in every subject in preparation for the oral exam required in ninth grade at the end of the year.

BIOLOGY I

This course enables students to broaden their knowledge of human biology as they learn about cellular activity and genetics. It will also include instruction on the immune system's function and how our body operates with or without defense mechanisms, addressing the importance of proper nutrition. Emphasis will also be placed on learning how Earth and its biosphere have evolved since the Big Bang. The final section of this course is dedicated to the human being's role in conserving the environment. Students will be evaluated in the form of quizzes or tests.

CHEMISTRY/PHYSICS I

This course introduces students to fundamental concepts in chemistry and physics. Key topics include atomic structure, chemical and physical reactions, motion, energy, force, weight, light, electricity, and an introduction to direct and alternating currents. In the chemistry segment, students study and classify different materials and metals in the environment, learning to describe their properties and specific chemical behaviors. The physics portion of the course covers concepts such as motion, its modification, the deformation of objects, and the formation of light and images. Assessment will include tests at the end of each chapter and reports on experiments conducted.

ENGLISH IA-IB OR ESL I ENGLISH IA-IB

This class consists of writing, public speaking, and reading. Students will write and revise several literary, persuasive, and reflective essays during the writing portion. Students will learn to edit articles focusing on paragraph formation, transitions, employing quotations, and grammar issues such as sentence structure and proper punctuation. Readings cover many literary histories, including *The Odyssey*, *Romeo and Juliet*, *A Catcher in the Rye*, and *1984*, among other renowned texts. Class discussion plays a crucial role in the prewriting stages of the student's writing. Students will also memorize poetry, act out Shakespeare, and work on other, less traditional assessments.

ESL I

From grades six through twelve, ESL I is a student-oriented course designed for each student's particular needs. Learners will be introduced to structures and vocabulary through the linguistic skills of listening, speaking, reading, and writing. The teacher, along with the students, will explore the language by studying authentic material and activities. This class's ultimate goal is to transfer students to mainstream English classes as soon as the ESL teacher, in conjunction with the regular English

class teacher, deems the student ready. Because of the small number of students per ESL class, the teacher can differentiate the teaching methods to meet each student's needs. For example, a student struggling with writing would be given a modified version of the assignment that would still be challenging but more appropriate for his current skill set. By the end of the school year, English learners will communicate in various situations for different purposes. For instance, they will converse about themselves, their lives, and everyday topics. They will simulate real-life situations (create a travel brochure, make a short movie after reading a novel, and create a CD with songs illustrating the story's main themes). 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 students will study level-appropriate books for more advanced classes and levels, such as ninth, tenth, and eleventh grades. Students will read and respond to several novels and selected short stories, poems, drama, and nonfiction. Students' responses will center on literary analysis and appreciation, expressed through organized writing, projects, and oral presentations.

FRENCH ADVANCED IA-IB

This class consists of four components (grammar, writing, oral expression, and reading) and prepares students for the Brevet des Collèges exam. The course also aims to give the students every tool needed for textual analysis in 10th grade and ultimately for the French Baccalauréat. Students will learn about the implicit form in grammar and review all principal rules of vocabulary, conjugation, and syntax. Students will also learn the argumentative discourse in writing. The reading portion of this course will also cover a large swath of literature. Specifically, students will read *"Enfance"* by Nathalie Serraute, *"Métisse blanche"* by Kim Lefèvre, "Antigone" by Jean Anouilh, and excerpts by Sophocles' original work, *"Le voleur du feu", a* fictionalized biography of Arthur Rimbaud by Sarah Cohen Scali, *"Les fleurs du mal"* by Charles Baudelaire, *"Au bonheur des dames"* by Émile Zola, *"Regarde les lumières mon amour"* by Annie Ernaux, and *"Ravage"* by René Barjavel. Students will also become acquainted with the cultural contexts of the works read and will acquire the concepts and terminology of textual analysis. Class discussion is vital to this course, and special attention will be given to the French-speaking press and media.

GEOMETRY IA-IB (MATHEMATICS)

The 7th, 8th, and 9th-grade curricula are regrouped under the "Cycle 4" name beginning in 2016. This course includes functions, statistics, probability, algebra, geometry, algorithms, and programming. This course's Algebra and Statistics portion will emphasize perfect square trinomials and the difference between two squares, equations, in-equations, radicals, rational numbers, linear functions, proportionality, prime numbers, and the median and range of a statistical sequence. Students will learn about space and plane geometry, trigonometry in a right triangle, Thales' Theorem, Congruent triangles, plane transformations, plane sections through three-dimensional objects, area and volume of a sphere, similar figures, composed magnitudes, Rectangular coordinates, and Spherical coordinates in Space. In Probability, Students will learn to determine the probability of events in different situations. Algorithms and programming will be studied throughout the year in relation to the other parts of the curriculum or problem-solving context when their usefulness is warranted. Students will use, where appropriate, a scientific calculator and/or an approved graphing calculator, a computer spreadsheet program, programming computer software ("Scratch"), and computer software of dynamic geometry for exploration and problem-solving. At the end of each chapter, students will be evaluated based on their performance on the exercises provided by the Brevet des Collèges, an examination they will have to take at the end of the school year to ensure a smooth transition into the

tenth grade. Emphasis is placed on the rigor of reasoning, clarity of proofs, and the quality of written expression.

INTRODUCTION TO ENGINEERING I (TECHNOLOGY AND COMPUTER)

This course will allow the student to understand the study and conception of technical objects at their comprehension level and the necessity of an environmental approach. It will enable 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 movement, guidance, and speed. Students will also prepare their Brevet des collèges diploma.

MUSIC APPRECIATION OR ADVANCED MUSIC

MUSIC APPRECIATION

This class concludes the three years of music appreciation at Middle school; all the concepts, vocabulary, and practice acquired will be used to analyze in-depth musical pieces and understand their meaning. The classroom instruction is dedicated to listening activities and learning the history and evolution of music (European and American) through society's changes. A significant focus will be placed on the modern and contemporary periods to establish connections with subjects in the humanities. Students will receive preparation in writing argumentative paragraphs to effectively describe unfamiliar musical excerpts, drawing upon the knowledge they have acquired over four years. This emphasis on critical writing skills will enable students to accurately analyze and articulate their understanding of various musical pieces from these periods. By integrating their musical knowledge with other disciplines, students will develop a well-rounded perspective and the ability to communicate their insights effectively. This class also aims to prepare for the *"Oral du Brevet des Collèges"* by studying several pieces that can be chosen as part of the art history curriculum. Furthermore, it is also related to our orientation program and cross-disciplinary projects that the students may present for *"Oral du Brevet des Collèges."* In addition to the curriculum, ninth graders will have the exciting opportunity to explore the music found in movies. They will gain an understanding of the role of movie composers and soundtracks, as well as learn how music is composed and adapted for film, video, radio, and television. A culminating project at the end of the year involves creating a short film and its accompanying soundtrack. This project encompasses various aspects such as writing a synopsis, creating storyboards, organizing the shooting process, video editing, and music creation and mixing. Students will become more acquainted with filming angles and the tools and instruments required to produce captivating visuals by analyzing movie scenes. Moreover, the ninth graders will be introduced to the music business world. They will be able to discover the diverse range of careers available in this field. This exploration will provide insight into the various roles and responsibilities within the music industry, broadening students' awareness of the possibilities and potential pathways within this dynamic field.

ADVANCED MUSIC

This band class offers students a unique opportunity to engage in a small ensemble course where they can fully immerse themselves in the experience of playing, rehearsing, and performing with a rock band. Students gain firsthand experience performing together as a cohesive group by participating in rock band class. They are challenged to play their individual parts skillfully while actively listening to and synchronizing with their fellow band members.

This collaborative effort allows them to focus on their musical contributions and the peripheral aspects of being part of a band, such as equipment setup and settings, stage presence, teamwork, and responsibility. Through this immersive experience, students acquire a comprehensive set of skills and knowledge. Rock band classes are open to players of all instruments; even those with minimal instrument skills can audition to be part of a band. Le Lycée provides rehearsal spaces and devices for the bands, although students can bring their own instruments. Under the guidance of the faculty members at Le Lycée, each band rehearses several songs, honing their musical abilities and performance techniques. The culmination of the rock band class is marked by a highly anticipated concert at the high school campus in early March. This concert is held in front of the entire high school community, including students, teachers, and staff. Additionally, there is another concert at Théâtre Raymond Kabbaz in mid-May, where students have the opportunity to perform at the Spring Musical Afternoon program. This event is known for its popularity, with tickets being sold out. It serves as a platform for students to showcase their musical talents and celebrate their accomplishments professionally.

PHYSICAL EDUCATION

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

LANGUAGE OPTIONS

CHINESE **OR** GERMAN, **OR** SPANISH

CHINESE-MANDARIN IA-IB

This third-year Baccalaureate course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. Emphasis is placed on building language-learning skills that can be applied in any future study of a world language. Particular attention is given to learning to differentiate tones, Chinese pronunciation's subtleties, and character writing fundamentals. The course introduces students to basic practical vocabulary and idiomatic expressions and the development of simple conversational skills. Students are introduced to the culture, customs, and history of China. The course delivery is interactive and experiential, encouraging active participation. This course is the third-year program of Baccalauréat Chinois.

GERMAN IA-IB

The class is designed for the third year of German. Everyday German is taught through a situational approach of vocabulary covering topics of interest to 9th graders, such as cultural exchanges, sports, feelings, media, etc. Grammar is taught as a tool necessary to expand the students' level of performance, and items such as the subordinate clauses, declension of the article and adjective, conjugation in the present, future, "*Perfekt*" and preterit tenses, as well as the subjunctive mode, are developed in a practical context with immediate applications. General progression is organized in units within a situational and functional framework. Audiovisual German material is frequently used. The

curriculum includes all-German immersion sequences with selected German movies, particularly concerning the *« Histoire des Arts »* multi-subject theme. The general cultural framework is based on the theme *Here & Elsewhere*. Upon completing the course, students should master functional linguistic topics such as making a report about an event, writing a letter, writing a resume, writing a journal, expressing their feelings and opinions, etc.

SPANISH IA-IB

This course incorporates four main components: grammar, lexical and thematic orientation, oral/written comprehension, and oral/written expression. In grammar, students will study the principal tenses and will be able to express themselves in the present, past, and future. They will examine the principal elements that compose a sentence (articles, nouns, adjectives, verbs, adverbs, etc.) and their sentence structure. Regarding linguistic and thematic orientation, students will learn vocabulary classified by themes and be able to use those words in their own sentences. Students will comprehend brief, simple interventions and micro texts in this course's oral and written comprehension section. Finally, in this course's oral and written expression portion, students will learn how to engage in fluid conversations and write sentences using all the previously known vocabulary and grammar rules. This college preparatory course is the first in a series of Spanish classes offered at Le Lycée Français de Los Angeles. It emphasizes developing basic language and comprehension skills in listening, reading, writing, and speaking Spanish. Students will study both the vocabulary and grammar structures of the language and the cultures of Spanish-speaking people worldwide.

WORLD HISTORY/GEOGRAPHY I

In the History course, students will study the twentieth century and the beginning of the twenty-first century. Specifically, students will first learn about the scientific and technological transformations over the century. Then, they will study World War I as the first industrialized, brutal war. They will then move on to World War II (1939–1945) and the Cold War (1947–1991), which divided the world into two antagonistic blocks: liberal vs. communism. Totalitarianism will then be analyzed through the examples of the Soviet and Nazi regimes in the 1930s. Students will learn about the USSR's implosion and the revolutions and terrorism that followed, and examine France's significant political and social evolution throughout the past century. Students will study the French population, the French territory's spatial organization, and how France integrates into the European Union in this course's geography portion. In Civics, we will cover the French Republic institutions, the different ways to participate in the community as citizens, and the French defense organization. These various studies will be achieved using multiple media: text documents, maps, statistical data, various iconographic documents, and several archive-based documentaries.

TROISIÈME FSP ELECTIVES

ISP & FSP

AP AFRICAN-AMERICAN STUDIES (ELECTIVE)

AP African-American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, emphasizing historical, literary, visual,

and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK IA-IB (ELECTIVE) (MUST BEGIN AT 9TH GRADE OR CONTINUATION FROM MIDDLE SCHOOL)

The language skills developed in middle school are extended and applied to original readings by authors such as Lysias, Xenophon, and Herodotus. Students are given an overview of Ancient Greece's history, a panorama of daily life, and beliefs in some major Hellenistic cities. Basic grammar and paradigms are reviewed and mastered.

LATIN IA-IB (ELECTIVE) (MUST BEGIN IN 9TH GRADE OR CONTINUATION FROM MIDDLE SCHOOL)

This course aims to further develop the language and civilization skills acquired in previous years, with a particular focus on the period from the end of the Res Publica to the fall of the Western Roman Empire, with an excursus that will lead students to an understanding of the socio-cultural issues of the time, while making connections with the 19th and 20th centuries. Particular attention will be paid to the heritage of the Latin language and its place in the discovery of the Americas.

FSP

CINEMA (ELECTIVE) (GRADES 9 & 10 – FOR FSP PROGRAM ONLY)

This course introduces high school students to cinema's culture and history, from the early silent films to the latest world productions. Students will learn vocabulary tools related to the various cinematic techniques that will enable them to explore the distinct film genres that made film history. Through the curriculum, the students will develop a sense of visual sensibility, historical background, and critical analysis of the different types of film media they encounter daily. After discovering the history of world cinema, students will be introduced to selecting the world's greatest directors. They will learn about the masters in the film industry, ranging from Woody Allen to Yimou Zhang. New themes and topics will be introduced every year, allowing students to take this class several times if desired. In one year, the students will learn essential movements and cinema genres such as animation, film noir, comedy, drama, western, and *La nouvelle vague* (French New Wave).

TUTORING AT SCHOOL – EXTRA HELP

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

French Extra Help (Elective) *No grade issued.
Math Extra Help (Elective) *No grade issued.
English Extra Help (Elective) *ESL students

SECONDE FSP

ALGEBRA IIA-IIB/ TRIGONOMETRY (MATHEMATICS)

This course includes Statistics and Probability, Functions and Geometry, Algorithms, programming, mathematical notations, and logic. In Statistics and Probability, students will learn how to make a numerical summary of a statistical sequence by one or several measures of central tendency (mean, median, and quartiles), to conceive and make simple simulations, to exploit and analyze critically the result of a sampling, to compute the probability of an event and the probability of the reunion or the intersection of two events. Students will learn about number sets, domain, variation direction, and maximum and minimum Functions. They will study standard functions (linear (review), square, reciprocal), quadratic and homographic functions, Trigonometric circles, sinus and cosinus of a real number, equations, in-equations, System of two linear equations with two unknown quantities. The objective of this part is for the student to be able to solve problems where the solution comes back to an equation of the type f(x) = k or an equation of the type f(x) > k and/or optimization problems.

The Geometry portion of the course will include Space Geometry (incidence and parallelism), Plane Geometry (Review and Plane Transformations), Vectors (definition, equality, x and y components in a coordinates plane, sum, scalar multiplication, Chasles' Relation), Analytic Geometry (the distance of two points using rectangular coordinates, the midpoint of a line segment, equation of a line, systems). Algorithm and programming, mathematical notations, and logic will be studied throughout the year, and other parts when their usefulness is warranted. Throughout the course, students will be challenged to solve problems using different strategies, configurations of the plan, analytic geometry, or functions. They will use, where appropriate, a scientific calculator and/or an approved graphing calculator, a computer spreadsheet program, a programming computer software ("Python"), and a computer software of dynamic geometry for exploration and problem-solving. Students will be evaluated via tests and quizzes at the end of each chapter. An approved graphing calculator is required. For the Baccalaureate Examination, beginning in 2019, these graphing calculators must have the built-in capability to be set up in "Exam Mode."

BIOLOGY II

This course is a continuation of ninth grade Biology and incorporates discussion and laboratory experiments designed to develop student's knowledge of biology and geology. Among the various topics presented is human physiology, in which students will learn about the mechanisms of reproduction in humans, including human health, cells, and DNA. Students will also study simple organisms, including paramecia or yeasts, and vegetal and animal cells. Emphasis will be placed on the environment and humans' role in conserving it. An explanation of biodiversity's evolution and sustainable development will also occur. Finally, students will conduct various experiments and make observations to complement their learning.

CHEMISTRY/PHYSICS II

This course integrates lectures, discussions, and laboratory experiments to enhance students' understanding of chemistry and physics. The topics covered include atomic, molecular, and chemical structures, chemical quantities and reactions, periodicity, stoichiometry, bonding, and equilibrium. Additionally, students will explore the extraction, characterization, and synthesis of natural products. The course will delve into the atomic constitution, leading to the classification of periodic elements. In the physics segment, students will examine the universe regarding distances between atoms, stars, and galaxies. They will revisit concepts such as light, motion, and time measurements and will be introduced to Newton's principles of inertia and the law of universal gravitation. The final part of the course will cover the behavior of gases, including concepts of pressure, volume, and temperature.

ECONOMICS I

Students will gain an understanding of the essential functions of their current economic and social environment. The course covers four chapters: Production, Consumption, Market Analysis, and Labor Market and Unemployment. Students will extract and interpret information derived from charts, graphs, and other statistical measures.

ENGLISH IIA-IIB OR ESL ENGLISH IIA-IIB

English II surveys British literature from Anglo-Saxon times to the current day. Throughout the works studied, we seek to understand the motivations and ethical considerations explored in each text related to the human condition. By engaging in close reading skills, students analyze and assess textual detail, establish connections, and draw logical inferences toward an interpretative understanding of the themes expressed in each work. Students develop and defend their interpretations in persuasive literary analysis essays using tightly reasoned arguments and controlling standard written English conventions.

Major texts may include *Julius Caesar, Macbeth*, *Much Ado About Nothing*, *Twelfth Night, A Tale of Two Cities*, *The Picture of Dorian Gray*, *Wuthering Heights,* and *Brave New World*. Additional authors studied through short stories and poetry include Chaucer, Donne, Milton, Wyatt, Swift, Keats, Byron, Shelley, Wordsworth, Woolf, Joyce, Orwell, Lessing, Gordimer, Achebe, Yeats, Heaney, Ishiguro, and others.

ESL II

From grades 6 through 12, ESL is a student-oriented course designed for each student's needs. Learners will be introduced to structures and vocabulary through the linguistic skills of listening, speaking, reading, and writing. The teacher, along with the students, will explore the language by studying authentic material and activities. This class's ultimate goal is to transfer students to mainstream English classes as soon as the ESL teacher, in conjunction with the regular English class teacher, deems the student ready. Because of the small number of students per ESL class, the teacher can differentiate the teaching methods to meet each student's needs. For example, a student struggling with writing would be given a modified version of the assignment that would still be challenging but more appropriate for his current skill set. By the end of the school year, English learners will communicate in various situations for different purposes. For instance, they will converse about themselves, their lives, and everyday topics. They will simulate real-life situations (create a travel brochure, make a short movie after reading a novel, and create a CD with songs illustrating the story's main themes). 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 students will study level-appropriate novels for more advanced classes and levels, such as ninth, tenth, and eleventh grades. Students will read and respond to several books and selected short stories, poems, drama, and nonfiction. Students' responses will center on literary analysis and appreciation, expressed through organized writing, projects, and oral presentations.

FRENCH ADVANCED IIA-IIB

This course will introduce students to the history of French and European literature (emphasizing the sixteenth, seventeenth, and nineteenth centuries). Through the study of literary extracts and complete works, the students will be required to identify the most important literary genres (novel, poetry, essay, and theater) as well as the different tones in a text (ironic, pathetic, tragic, comic, epic, polemic, etc.) The course will be divided into four sections: poetry, argumentation, novel, and theater. Students will be introduced to two types of written works throughout the year: literary analysis and essays. Two types of oral works are presenting a literary analysis and discussing a literary masterpiece. Specifically, students will read *"Sonnets"* by Louise Labé, *"Poésies"* by Pierre de Ronsard, *"La Bête humaine"* by Emile Zola, *"Britannicus"* by Jean Racine, and *"La Cantatrice chauve"* by Eugène Ionesco. They will understand and apply significant literary terms for stylistic analysis. Different points of view, reported speeches, tropes, versification, connotation, and denotation will also be addressed.

INTRODUCTION TO ENGINEERING II (TECHNOLOGY AND COMPUTER)

The students will learn in groups on multiple topics such as the Internet, social media, connected objects, embedded computing, localization, cartography, mobility, and digital photography. They will be discussed, argued, and studied in an independent, participative manner.

MORAL AND CIVIC EDUCATION

It teaches initiation to citizenship: moral and civic education helps students become responsible and free citizens, aware of their rights and duties. It helps to forge their critical thinking and adopt ethical behavior. It prepares for citizenship and raises awareness of individual and collective responsibility.

This teaching helps transmit the Republic's values to all students. The theme studied is freedom of freedoms.

PHYSICAL EDUCATION

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

LANGUAGE OPTIONS

CHINESE **OR** GERMAN, **OR** SPANISH

CHINESE-MANDARIN IIA-IIB

This is the Fourth Year of the Baccalaureate program. It is designed to strengthen students' proficiency and understanding of Chinese culture and history. The four language skills of listening, speaking, reading, and writing are further reinforced. More emphasis is placed on the notions of Myths and Heroes, Spaces and Exchanges, Places and Forms of Power, and the Idea of Progress. Students will work through various learning materials, including original articles, movies, music, podcasts, and classical and contemporary writings, to further improve their Chinese communication skills and in-depth understanding of Chinese culture, history, and current affairs. Formal writing is also introduced to prepare for the Baccalaureate Exam starting from 11th Grade.

GERMAN IIA-IIB

Vocabulary is taught with a thematic and situational approach through texts, short stories, German magazines, and newspaper/Internet articles. Various aspects of German culture are developed. The cultural framework is based on memories, belonging to a community, and visions of the future. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies. Grammar is studied in detail to prepare the students for an independent approach (autonomy) by the end of the course. Topics reviewed are independent and subordinate clauses, expression of cause and effect, declension of the pronoun and the adjective, localization, subjunctive I and II, etc. The functional approach covers hypothesis, logical relations, doubt, suggestion, and argumentation. The students begin to prepare for the *"contrôle continu"* grade for the French Baccalaureate (comprehension and expression) in written and spoken formats. Students acquire basic training in most baccalaureate test formats after completing the course. They can understand a text of general interest. They can write text summaries and short essays in German. They can do a short oral presentation of a document or theme, comment on a text, and answer German questions in writing and spoken form.

SPANISH IIA-IIB

This course is a continuation of Spanish I. The linguistic goal for this year consists of helping the students to master oral and written communication. Students will study the present, past, and future tenses and will be able to use simple and complex sentences. Students will participate in more complex conversations and write paragraphs using all the vocabulary and the grammatical rules previously

learned. Students will also learn vocabulary by studying different written and/or visual documents, including texts, paintings, pictures, advertisements, comics, and movie extracts. They will learn the elements that compose a sentence (articles, nouns, adjectives, verbs, adverbs, and so on) and their relation to sentence structure. Finally, students will be introduced to the culture and civilization of Spanish-speaking countries. Students will study Spain and other Spanish-speaking countries and their geographical and cultural specificities. This college preparatory course continues the skills learned in Academic Spanish 1–2 P. Language skills and content will be expanded and refined through communicative activities in the target language. This course emphasizes meaningful communication in Spanish, and students continue to study the language's vocabulary and grammar structures. To meet this goal, readings become progressively longer, and more time is allocated to written composition.

WORLD HISTORY-GEOGRAPHY II

This course will present some significant moments in the building of our modern world until the eve of the French Revolution, from the heritage of Antiquity and the Middle Ages to the new ways to look at the world emerging through humanism, the scientific revolution, and the rise of the modern definition of the State. In Geography, the students will learn about the tensions between exploiting and preserving natural resources, different demographic evolutions, and the importance of mobilities and migrations worldwide. Students will be introduced to document analysis and argumentative essay techniques and learn how to produce schematic maps.

SECONDE FSP ELECTIVES

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.
AP Human Geography (Elective)
AP (Capstone) Seminar (Elective)
AP Studio Art (Elective)

AP AFRICAN-AMERICAN STUDIES (ELECTIVE)

AP African-American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, emphasizing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK IIA-IIB (ELECTIVE)

This course continues and completes the acquisition of grammar fundamentals while students begin to appreciate literary style. Students read selected texts that illustrate the following three objects of study: the Greek man (citizenship, economy, religious practice), the Greek world (ethnography), heroes, and mythology (the Labdacides, Achilles, Herakles). They read and interpret texts by Aristotle, Homer, Sophocles, and Aristophanes.

LATIN IIA-IIB (ELECTIVE)

In this course, students thoroughly review and complete their study of all the language fundamentals and strive for mastery. They read various works of prose, poetry, and theatre by authors such as Livy, Caesar, Virgil, Plautus, and Suetonius, who contributed to describing the Roman civilization and daily life, the vast Roman world, and the heroic figures in Roman history and mythology.

ROCK BAND (ELECTIVE) (GRADES 9 TO 12)

For Advanced Music Students Only - special permission required.
Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band

consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

SAT MATH & ENGLISH PREP* (ELECTIVE) *No grade issued.

In this elective class, students will begin to master the content of the SAT and ACT standardized tests and learn how to use proven standardized test prep techniques to increase their scores. This class will help students who struggle with multiple-choice tests and those seeking the best possible scores. Content will include arithmetic, algebra, geometry, algebra II, reading comprehension, vocabulary, grammar, and the essay. Students will also determine whether they prefer the ACT or the SAT, allowing them to plan their busy eleventh grade year better. Students will find this an excellent foundation for the PSAT and any other future test preparation.

TUTORING AT SCHOOL

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- French Tutoring* (Elective) (Grade 10) *No grade issued.
- Math Tutoring* (Elective) (Grade 10) *No grade issued.

PREMIÈRE CLASSIQUE BACCALAURÉAT

AP FRENCH LANGUAGE (MANDATORY)

This course will continue to develop notions studied in tenth grade French literature. The year will be divided into four sections: poetry, argumentation, novel, and theater. The class will emphasize the sixteenth to the twenty-first centuries, preparing for the final French literature national exam (the Baccalaureate) at the end of eleventh grade. Each class unit will be organized around the two parts of the final exam. One part is the oral section, in which students must analyze and understand about 20 texts so they can answer in an organized and structured way any questions asked during the oral exam at the end of the year. The oral exam consists of a 20-minute oral presentation on a specific topic chosen by the examiner. Among the 20 extracts of major literary works, four complete works will be studied: *"Manon Lescaut"* by L'Abbé Prévost, *"La Déclaration des droits de la femme et de la citoyenne"* by Olympe de Gouges, *"Juste la fin du monde"* by Jean-Luc Lagarce, and *"Cahiers de Douai"* from Arthur Rimbaud. For the written section of the exam, students must master the two writing essays they have learned since the tenth grade and have four hours to write one of the following essay forms of their choice: literary essay or literary analysis.

ENGLISH IIIA-IIIB

English III focuses on developing a critical and analytical understanding of the Anglophone tradition as displayed through literature and non-fiction texts. Students continue refining their writing to produce coherent, focused essays with structured ideas and sustained, persuasive arguments supported with precise and relevant examples. Major texts may include *The Great Gatsby*, *Death of a Salesman*, *Into the Wild*, Thoreau's "Civil Disobedience," *All the Pretty Horses*, and *Salvage the Bones*. Additional writers may be studied through short stories and poetry. In Classique, students are also expected to study the following topics listed in the French curriculum (which they also learn in their second language as well as in the 12th grade):

- Identities and Exchanges
- Private Spaces and Public Spheres
- Art and Power
- Citizenship and virtual worlds
- Fiction and Reality
- Scientific Innovations and Responsibilities
- Diversity and Inclusion
- Territory and Memory

These themes are illustrated through various documents such as short stories, newspaper articles, videos, documentaries, and audio documents.

INTEGRATED SCIENCE I

This course aims to provide general science education for all students while providing a point of support for those who pursue and wish to pursue science studies. It does not aim to build encyclopedic knowledge but instead seeks to achieve three intimately linked goals:

- Help make each student a lucid person, aware of who they are, what the world is, and their relationship to the world;
- Help make each student a responsible citizen who knows the consequences of his actions on the world and has the necessary tools to control them.
- Contribute to the development of each student with a rational, autonomous, and enlightened mind, able to exercise critical analysis in the face of false information and rumors.

MATH ANALYSIS / « OPTION MATHÉMATIQUES »

This course will encompass all the mathematical skills acquired in Algebra 1, Algebra 2, Geometry, Probability, and Statistics, enabling students to enhance their overall understanding and preparation for Calculus. We will delve into solving systems of equations and inequalities, Sequences and Series, Polynomial, Rational, Exponential, and Logarithmic Functions. Additionally, students will be introduced to the notion of limits and derivatives.

MORAL AND CIVIC EDUCATION

It is a teaching of initiation to citizenship: "Moral and civic education helps students become responsible and free citizens, aware of their rights and duties. It helps to forge their critical thinking and adopt ethical behavior. It prepares for the exercise of citizenship and raises awareness of individual and collective responsibility. This teaching helps to transmit the Republic's values to all students." The themes studied are society, societies, and social links.

PHYSICAL EDUCATION

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

LANGUAGE OPTIONS

CHINESE **OR** GERMAN, **OR** SPANISH

CHINESE-MANDARIN ADVANCED IA-IB

From this year, this course will be devoted to the preparation of the "*contrôle continu*" grade of the French Baccalaureate. Students are assessed on speaking, reading comprehension, and listening skills using the grammatical and lexical notions learned throughout previous years. Those assessments will be based on four academic concepts: Spaces and Exchanges, Places and Forms of Power, Myths and Heroes, and the Idea of Progress. Students can exhibit their listening skills to complete the listening exam by listening to short recordings/videos and analyzing written texts and caricatures, advertising, and posters based on a common topic of Chinese culture and history (reading comprehension).

GERMAN ADVANCED IA-IB

Most of the course is devoted to preparing and training for the "*contrôle continu*" grade for the French Baccalaureate (written and spoken formats). Vocabulary is taught with a thematic approach through texts, newspaper/Internet articles, and audiovisual documents. The themes include Identities and Exchanges, Private and Public Space, Art and Power, Citizenship and Virtual Worlds, Fiction and Reality, Scientific Innovations and Responsibility, Diversity and Inclusion, and Territory and Memory, which are to be continued in the twelfth grade French School Program. Grammar topics are reviewed systematically as they appear in the documents and according to students' needs. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies. The students are taught to make lengthier presentations, write more extended essays, and acquire a more intellectual approach to German culture. Beyond comprehension of the texts and materials, the functional approach prepares the students to express critical views in various areas. Upon completing the course, the students have acquired general training for the Baccalaureate *"contrôle continu."* They can understand complex text (articles, literature) and recorded document. They can write text summaries and structured essays in German. They can make an oral presentation of a document, comment on a text, and answer questions in German.

SPANISH ADVANCED IA-IB

The course is devoted chiefly to preparing the *"contrôle continu"* for the French Baccalaureate in oral and written formats. Vocabulary is taught with a thematic approach through texts, newspaper/Internet articles, and audiovisual documents. The themes include Identities and Exchanges, Private and Public Space, Art and Power, Citizenship and Virtual Worlds, Fiction and Reality, Scientific Innovations and Responsibility, Diversity and Inclusion, and Territory and Memory. The study of these themes continues in the twelfth-grade French School Program. Grammar topics are systematically reviewed as they appear in the documents and according to students' needs. Audiovisual Spanish material is frequently used. The curriculum includes all-Spanish immersion sequences with selected Spanish movies. The students are taught to make lengthier presentations, write more extended essays, and acquire a more intellectual approach to Spanish culture. Beyond comprehension of the texts and materials, the functional approach prepares the students to express critical views in various areas. Upon completing the course, the students have acquired general training for the Baccalaureate "*contrôle continu.*" They can understand complex text (articles, literature) and recorded document. They can write text summaries and structured essays in Spanish. They can make an oral presentation of a document, comment on a text, and answer questions in Spanish.

WORLD HISTORY/GEOGRAPHY III

This course will introduce the students to the History of the long 19th century, from the beginning of the French Revolution through World War I. It will emphasize the difficulty of installing a stable and viable political regime after the Revolution's deflagration, which led to a democratic republic, and the European influence of such events. It will also underline the significant economic and social evolutions of the period. In Geography, the students will study three major geographic dynamics: urbanization/metropolization and the restructuring of both production and rural areas. Students will further their skills in document analysis, argumentative essay writing, and map drawing.

PREMIÈRE APS & ELECTIVES

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.
AP Comparative Government and Politics
AP Latin (Elective)
AP Macroeconomics (Elective) or AP Microeconomics (Elective) (Alternating Years)
AP Research (Elective)
AP Studio Art (Elective)
AP Spanish Language & Culture (Elective)

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK ADVANCED IA-IB (ELECTIVE)

This course assumes a complete familiarity with the language. Emphasis is placed on translation, appreciation, and critical analysis of original texts that belong to three genres: rhetoric, theatre, and poetry. Students are presented with an overview of influential Greek orators, such as Lysias, Isocrates, and Demosthenes. They also study examples of Ancient Greek tragedy and comedy by Sophocles, Euripides, Aeschylus, and Aristophanes. Reading poetry, epics, and eros from Homer's Iliad and Odyssey, from Sapho and Theocritus's works, is the focus of the spring term.

LATIN ADVANCED IA-IB (ELECTIVE)

This course assumes a complete familiarity with Latin and concentrates on Latin literature. It focuses on four literary genres: rhetoric, historical and fictional narrative, epic and elegiac poetry, and tragic and comic theatre. Throughout the course, students will review examples from each category by closely reading works by prominent authors such as Cicero, Tacitus, Petronius, Ovid, Catullus, Seneca, and Plautus. The learning of literary devices will serve as a vehicle for literary analysis.

ROCK BAND (ELECTIVE) (GRADES 9 TO 12)

For Advanced Music Students Only - special permission required.
Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what performing together as a group is like. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in Rock Band. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year).

The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

SAT English Prep* (Elective) *No grade issued.

In this elective class, students will begin to master the content of the SAT and ACT standardized tests and learn how to use proven standardized test prep techniques to increase their scores. This class will help students who struggle with multiple-choice tests and those seeking the best possible scores. Content will include arithmetic, algebra, geometry, algebra II, reading comprehension, vocabulary, grammar, and the essay. Students will also determine whether they prefer the ACT or the SAT, allowing them to plan their busy eleventh grade year better. Students will find this an excellent foundation for the PSAT and any other future test preparation.

Tutoring at School

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- Math Tutoring* (Elective) (Grade 10) *No grade issued.

Specialties 11th Grade FSP

Biology III / SPE SVT (Sciences de la vie et de la Terre)

This course is a continuation of tenth grade Biology and incorporates discussion and laboratory experiments designed to develop students' knowledge of biology and geology. This course has three primary objectives:

1. Strengthen the mastery of scientifically validated knowledge and methods of reasoning specific to the sciences and, more generally, ensure the acquisition of a scientific culture based on the fundamental concepts of biology and geology;

2. Participate in the training of critical thinking and civic education by understanding the current world and its evolution from a scientific perspective.

3. Prepare students who choose scientific training for further studies in higher education and beyond for the professions to which it leads.

CHEMISTRY/PHYSICS III / SPE PHYSIQUE CHIMIE

In the 11th grade, students who follow a physics-chemistry specialty express their taste for science and choose to acquire the modes of reasoning inherent in training by the experimental sciences. They thus project themselves onto a path that opens the way for them to graduate studies in empirical sciences, medicine, technology, engineering, computer science, mathematics, etc. Physics-chemistry, both fundamental and applied science, contributes in an essential way to the acquisition of a corpus of indispensable knowledge and know-how, particularly in the context of the learning of engineering sciences and life and earth sciences, and, at the same time, constitutes a privileged terrain for contextualization for mathematics or computer science—a contextualized approach to the concepts and phenomena studied. The physics-chemistry program of the 11th grade is in line with that of the 10th grade by promoting experimental practice, modeling activity, and proposing concrete examples. Thus, modeling is central in training students to link objects, experiments, facts, models, and theories. Therefore, the proposed teaching focuses on continuing the acquisition of the main components of this approach. In physics, as in chemistry, the topics of 10th grade are extended. Their study will be continued within the framework of the specialty teaching of the 12th grade, thus allowing the student to study progressively, in continuity and in-depth, a deliberately small number of subjects whose formative virtues are proven for effective preparation for higher education. Also, the knowledge and know-how developed are complementary to that of the scientific education program.

ECONOMICS II / SPE SES (SCIENCES ÉCONOMIQUES ET SOCIALES)

The questions studied the previous year are deepened. The students do microeconomics by studying theories of markets and macroeconomics by examining, for example, the economic circuit. Sociologists study the socialization process by asking how it constructs social identity. They prepare for the Baccalaureate exams and are introduced to the 12th grade. This teaching allows students to acquire a solid foundation in economics and research and writing skills. Finally, it will enable students to develop their understanding of contemporary economic and social issues.

ENGLISH, LITERATURE AND CULTURE I /SPE LLCE (LANGUES, LITTÉRATURES AND CULTURES ÉTRANGÈRES)

This course is the first part of two French Baccalaureate courses. It was created assuming that literature concerns our conceptions, interpretations, and experiences of the world. The course will explore language, literature, and culture in depth, focusing on the four linguistic skills (listening, speaking, reading, and writing). The course adheres to the notion that cultural identity alone does not define an author; a writer is engaged and influenced by various cultures. Its goal is to help students better comprehend their interaction with others and their representations of the world through various literature and the arts. Works will be covered in their literary and cultural contexts by examining individual texts and passages and considering a range of analytical approaches. Students will be encouraged to complete their oral and written assignments using various technologies. After the course, students will appreciate the artistry of literature, be prepared to look at the world critically, and draw complex comparisons, similarities, and contrasts.

HISTORY AND GEOPOLITICS I / SPE HGGSP (HISTOIRE-GÉOGRAPHIE, GÉOPOLITIQUE ET SCIENCES POLITIQUES)

This course presents the opportunity to study some key concepts in the contemporary world by combining History, Geography, Geopolitics, and Political Science to better comprehend their

importance and complexity through their variations in time and space. During this first year, the five themes studied are Democracy, International Powers, Borders, Media, and Relations between States and Religions. Students will further their research skills, note-taking, synthesis of information, argumentation, and analysis of documents; they will also learn how to become more autonomous in building their knowledge independently and in groups.

MATHEMATICS TRACKS
11TH GRADE FSP

MATH TRACK A = PRE-CALCULUS (H) / SPE MATHÉMATIQUES

The purpose of this course is to thoroughly cover the topics of a traditional pre-calculus text with the addition of some other chapters, from differential equations to analytical geometry in 2D and 3D. It will start with a review of fundamental concepts of algebra, real numbers and their properties, exponents and radicals, and linear inequalities in one variable. It will also cover polynomials, rational functions, and exponential functions. Students will learn about trigonometry, analytic trigonometry, sequences, series, and probability. In 2D geometry, students will learn about the dot product and its applications. Proofs will help students to learn and apply the law of sines and the law of cosines. In differential calculus, the notion of derivatives and their applications will be introduced, and students will be helped to investigate the functions' behavior (increasing and decreasing via the first derivative test). Another aspect of this chapter will be to study the convexity of a function via the second derivative test and the end behavior using limits. We will cover conditional probabilities, random variables, expectations, and standard deviations in probability. In parallel, students will learn how to program these approaches in Python.

MATH TRACK B = PRE-CALCULUS / SPE MATHÉMATIQUES

The course expands on concepts that students learned from Algebra II, such as functions and sequences. Students will also review trigonometric functions, which lead to piecewise-defined functions. Through an advanced study and more in-depth understanding of polynomials, exponential, trig functions, derivatives, probability, sequences, and series, students will be better prepared for SAT Math 2 and Calculus.

MATH TRACK C = INTEGRATED MATH - PART 1 / MATHEMATICS II

This course aligns with the Common Core State Standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they will need to succeed in school and life. It aims to formalize and extend the geometry students have learned in previous courses. It establishes triangle congruence criteria using rigid motions and formal constructions and builds a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships, and prove fundamental theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. Students will be exposed to the key concepts in this course, including geometric transformations and symmetry, relationships between figures in rigid motions, similarity transformations, and plane figures' properties. Units on a plane and solid figures include measurements of plane figures, theorems about circles, including arc lengths and areas of

sectors, and measurements of three-dimensional solids. The students will learn trigonometric basics, such as analyzing and measuring right triangles, general triangles, and complex shapes. A unit on probability has topics including independence and conditional probability, compound events, expected value, and permutations and combinations. Algebra topics that will be expanded upon are as follows: Investigation of a variety of functions, including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions; representations of quadratic functions with graphs, tables, equations, and contexts; symbolic manipulation of expressions to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.; and using algebra to write and solve equations arising from geometric situations.

TERMINALE CLASSIC BACCALAUREATE

COLLEGE ESSAY PREPARATION* (*No grade issued.)

Students discuss the various personal statements and essays required for their college applications. Samples are examined, and brainstorming exercises may aid students in developing their ideas and writing.

ENGLISH IVA-IVB / ANGLAIS LVA

Goals (as defined by the French Ministry of Education):

- Develop communication skills (listening, speaking, reading, and writing)
- Create real-life situation skits for the students to utilize everyday vocabulary in context
- Take a reasoned approach to the language through vocabulary and grammar
- Study culture and global social consciousness through four notions
- Utilize new technologies (SmartBoard, computer, cameras, and recorders)
- Engage in cross-pollination with other subjects (sharing or interchange of knowledge and ideas for mutual enrichment)

Students concentrate on the Baccalaureate preparation and examination throughout the year and must carefully follow the program defined by the French Ministry of Education. This preparation focuses on three areas:

Reading and Writing Skills: Students work on reading and comprehension skills. They are taught to analyze a novel extract and a newspaper article through a series of questions. Questions may vary from simple comprehension to style, narrative technique, themes, and more. Students must produce a 300-word persuasive essay on a given topic and/or a 300-word creative essay.

Speaking Skills: Throughout the year, students will study:

- Private spaces and public spheres
- Art and power
- Fictions and realities
- Scientific innovations and responsibilities
- Diversity and inclusion

These notions are illustrated through various short stories, newspaper articles, videos, documentaries,

and audio documents.

INTEGRATED SCIENCE II

This course aims to provide general science education for all students while providing a point of support for those who pursue and wish to pursue science studies. It does not aim to build encyclopedic knowledge but rather seeks to achieve three intimately linked goals:

1. Help make each student a lucid person, aware of who they are, what the world is, and what their relationship to the world is,
2. Help make each student a responsible citizen who knows the consequences of his actions on the world and has the necessary tools to control them,
3. Contribute to each student's development of a rational, autonomous, and enlightened mind, able to critically analyze false information and rumors.

MORAL AND CIVIC EDUCATION

It is a teaching of initiation to citizenship and understanding the role of democracy in modern life. "Moral and civic education helps students become responsible and free citizens, aware of their rights and duties. It helps to forge their critical thinking and adopt ethical behavior. It prepares for the exercise of citizenship and raises awareness of individual and collective responsibility. This teaching helps to transmit the Republic's values to all students." The theme studied is democracy/democracies.

PHILOSOPHY

Learning philosophy is one of the greatest traditions of the French School Program's high school curriculum. Mandatory for decades, it is meant to develop a strong humanist and critical culture by scrutinizing general notions such as morality, subjectivity, aesthetics, politics, and epistemology through Western authors' study (Descartes, Sartre, Locke, Plato, Aristotle, Hobbes, etc.) A substantial amount of reading and writing will be required throughout the year for students to succeed during the notoriously demanding French Baccalaureate exam. Extending this tradition to the International School Program contributes to Le Lycée Français de Los Angeles's multicultural approach. This philosophy course is an excellent opportunity for our students to explore different philosophies and debates. Similarly, our students will deepen their intellectual views by composing essay topics and commenting on texts.

PHYSICAL EDUCATION

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

LANGUAGE OPTIONS

CHINESE **OR** GERMAN, **OR** SPANISH

CHINESE-MANDARIN ADVANCED IIA-IIB (H)

From this year, this course will be devoted to the preparation of the *"contrôle continu"* grade of the

French Baccalaureate. Using the grammatical and lexical notions learned throughout all previous years, students will be assessed by profound assessments based on three different skills: speaking, reading comprehension, and listening. Those assessments will be based on four academic notions: Spaces and Exchanges, Places and Forms of Power, Myths and Heroes, and the Idea of Progress. Students can exhibit their listening skills to complete the listening exam by listening to short recordings/videos and analyzing written texts and caricatures, advertising, and posters based on a common topic of Chinese culture and history (reading comprehension).

GERMAN ADVANCED IIA-IIB (H)

The course is devoted chiefly to preparing the *"contrôle continu"* for the French Baccalaureate (oral and written formats). Vocabulary is taught using a thematic and situational approach through texts and other documents, such as newspaper/Internet articles and German audiovisual documents. The eight themes related explicitly to the Baccalaureate preparation are Identities and Exchanges; Private and Public Space, Art and Power; Citizenship and Virtual Worlds; Fiction and Reality; Scientific Innovations and Responsibility; Diversity and Inclusion; and Territory and Memory, which have already been partially covered in 11th grade. The curriculum includes all-German immersion sequences with selected German movies. As they appear in texts or other documents, grammar topics are reviewed and studied according to student's needs to help them maintain an independent approach to the language. The students are prepared to understand a written document in German of a complex nature (newspaper articles on major social issues, events, or pieces of literature), answer various comprehension questions, and write lengthy, structured essays or other forms of written expression such as dialogues, letters, and emails. For the oral part of the *"contrôle continu"* grade for the Baccalaureate, they are also prepared to make a lengthy oral presentation related to one of the abovementioned themes. Learning outcomes: Upon completing the course, the students have acquired specific training for the oral and written parts of the *"contrôle continu"* for the Baccalaureate. They can understand complex texts (articles, literature). They can write lengthy text summaries and structured essays in German. They can make an oral presentation of a complex document, comment on a text, and answer questions in German.

SPANISH ADVANCED IIA-IIB (H)

The course is devoted chiefly to preparing the *"contrôle continu"* for the French Baccalaureate in oral and written formats. Vocabulary is taught using a thematic and situational approach through texts and other documents, such as newspaper/Internet articles and Spanish audiovisual documents. The eight themes related explicitly to the Baccalaureate preparation are Identities and Exchanges; Private and Public Space; Art and Power; Citizenship and Virtual Worlds; Fiction and Reality; Scientific Innovations and Responsibility; Diversity and Inclusion; and Territory and Memory, which were partially covered in 11th grade. The curriculum includes all-Spanish immersion sequences with selected Spanish movies. As they appear in texts or other documents, grammar topics are reviewed and studied according to student's needs to help them maintain an independent approach to the language. The students are prepared to understand a written document in Spanish of a complex nature (newspaper articles on major social issues, events, or pieces of literature), answer various comprehension questions, and write lengthy, structured essays or other forms of written expression, such as dialogues, letters, and emails. For the oral part of the *"contrôle continu"* grade for the Baccalaureate, they are also prepared to make a lengthy oral presentation related to one of the abovementioned themes. Learning outcomes: Upon completing the course, the students have acquired specific training for the oral and written parts of the *"contrôle continu"* for the Baccalaureate. They can understand complex texts (articles, literature). They can write lengthy text summaries and structured essays in Spanish. They can make an oral presentation of a complex document, comment on a text, and answer questions in Spanish.

WORLD HISTORY/GEOGRAPHY IV (H)

This course will cover some significant aspects of the History of the 20th and the beginning of the 21st centuries, with the study of the Great Depression of the 1930s, totalitarianism in Europe, and World War II, the evolution of geopolitical and economic powers, and the social and political evolution in France. In Geography, the course is focused on globalization's effect on the spatial organization of territories globally, notably in Europe and France. Students will perfect their document analysis, argumentative essay writing, and map drawing skills.

TERMINALE CLASSIC BAC APS & ELECTIVES

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.
AP Comparative Government and Politics
AP Latin (Elective)
AP Macroeconomics (Elective) or AP Microeconomics (Elective)
AP Spanish Language & Culture (Elective)
AP Studio Art (Elective)

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

CHINESE-MANDARIN ADVANCED II (ELECTIVE)

This elective course is contingent upon the student's request and the teacher's availability.
From this year, this course will be devoted to the preparation for the Baccalaureate Exam. Using the grammatical and lexical notions learned throughout all previous years, students will be trained for two exams based on three skills: speaking, reading comprehension, and listening. The two exams will be based on four academic notions: Spaces and Exchanges, Places and Forms of Power, Myths and Heroes, and the Idea of Progress. Students will exhibit their listening skills to complete a listening exam by listening to a short recording/video and analyzing written texts and caricatures, advertising, and posters based on a common topic of Chinese culture and history to strengthen reading comprehension and writing.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK IIA-IIB (ELECTIVE)

Classical Greek literature takes center stage in this course, with a syllabus focusing on three main topics: Greek philosophy, politics, and science. The primary texts students will read include works by Epicurus, Epictetus, and Plato (such as *Phaedrus*, *Crito*, and *The Republic*) and Aristotle's *Nicomachean Ethics*. Additionally, students will be required to read, translate, and analyze one full-length literary work selected each school year. In years past, *Naissance de l'Odyssée* by J. Giono was proposed as a companion text, exploring shared themes with *The Odyssey*, also specifically books XIX-XXIII within *The Odyssey*. Furthermore, students will be introduced to the methodology of comparative literature, examining the selected classical work alongside a modern or contemporary work.

LATIN ADVANCED IIA-IIB (ELECTIVE)

This course's main objective is to prepare students for the French baccalaureate expectations in Latin. Latin literature is at the center of the course. It follows the syllabus designed by the French Ministry of Education, which revolves around Roman philosophy, politics, and science. The primary related texts that students will read are by Seneca, various books and letters, Lucretius, *de Rerum Natura*, Cicero, multiple works, and Pliny the Elder, *Natural History*. In addition, students are required to read, translate, and analyze one full-length literary work that the French Ministry selects every school year; for example, *Virgil's Aeneid "Book VI"* was chosen one year. Moreover, students are introduced to the methodology of comparative literature by confronting the selected classical work with a modern or contemporary work; *Age of Iron* by J. M. Coetzee was proposed to be read in relation to the themes shared with *The Aeneid*.

ROCK BAND (GRADES 9 TO 12)

For Advanced Music Students Only - special permission required.
Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like

to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

US HISTORY/ US GOVERNMENT (ELECTIVE) (Required for students planning to apply to UC Schools)

US HISTORY

Its curriculum covers US history from the end of World War I to the present day. It is taught in a lecture-discussion format. Homework is assigned in preparation for each class meeting. Appropriate educational videos may be shown as time permits to supplement the text and

enhance the class discussion. Students must do the assigned reading, be familiar with critical terms, and answer the assigned questions from the text for each chapter covered. Students will also be expected to write one- to two-page academic essays once or twice monthly on the instructor's historical topics. Assessment is accomplished through chapter quizzes and unit tests. Students will also review U.S. and world geography during both semesters by identifying the names, capitals, and locations of all 50 states and world nations. This knowledge will be assessed through periodic map quizzes.

US GOVERNMENT

The curriculum's five units cover the legislative, executive, and judicial branches, including the Bill of Rights, comparative political and economic systems, and state and local government. The class is taught in a lecture-discussion format. As time permits, appropriate educational videos may be shown to enhance the discussion. Homework is assigned in preparation for each class meeting. Students are expected to do the assigned reading, be familiar with critical terms, and answer the assigned questions from the text for each chapter covered. Students must also write one- to two-page essays once or twice monthly on the instructor's relevant topics. Assessment is accomplished through chapter quizzes, unit tests, and evaluation of the written essays.

TUTORING AT SCHOOL

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- Math Tutoring* (Elective) (Grade 12) *No grade issued.

TERMINALE CLASSIC BAC SPECIALTIES

BIOLOGY IV / SPE SVT (SCIENCES DE LA VIE ET DE LA TERRE)

This course is a continuation of eleventh grade Biology and incorporates discussion and laboratory experiments designed to develop student's knowledge of biology and geology. This course has three major objectives:

1. Strengthen the mastery of scientifically validated knowledge and methods of reasoning specific to the sciences and, more generally, ensure the acquisition of a scientific culture based on the fundamental concepts of biology and geology,
2. Participate in the training of critical thinking and civic education by understanding the current world and its evolution from a scientific perspective,
3. Prepare students who choose scientific training for further studies in higher education and the professions to which it leads.

CHEMISTRY/PHYSICS IV (H) / *(SPE PHYSIQUE-CHIMIE)*

In the 12th grade, students attending the Physics-Chemistry Specialty Course have confirmed this choice among the three specialties taken in the 11th grade. The course's six weekly hours strengthen logic and other skills to further prepare for higher education, especially in experimental sciences,

medicine, engineering, computer science, mathematics, and technology. Physics and chemistry, both fundamental and applied sciences, contribute in an essential way to acquiring a body of knowledge and know-how indispensable in learning engineering sciences and life and earth sciences. At the same time, they constitute a privileged ground for contextualization for mathematics or computer science. The physics-chemistry program of the 12th grade is in line with that of the 11th grade, promoting experimental practice and modeling activity and proposing a concrete and contextualized approach to the concepts and phenomena studied. The modeling approach is central to training students to link objects, experiences, facts, models, and theories. Therefore, the proposed teaching is concerned with continuing the acquisition of the main components of this approach. The themes of the 11th grade, chosen for their formative virtues, are deepened to ensure a preparation adapted to higher education requirements. Also, links can be forged with the topics covered in scientific education. Finally, it may be an opportunity to discuss societal issues such as energy, climate, and optimization of the use of natural resources while emphasizing the nature of scientific knowledge and its development. In the context of the preparation of the final oral test and the associated project, particular attention may be paid to the experimental dimension, including the use of authentic data, modeling activity, simulation, and openness to the scientific, economic, and industrial world. This project can be based on manipulations carried out by students, published experimental results, scientific articles, and programming activities. In particular, the oral presentation presents the coherence of the scientific approach followed.

ECONOMICS III (H) / SPE SES (SCIENCES ÉCONOMIQUES ET SOCIALES)

Students work on economic and social issues related to current events. They become experts in economics and sociology. They study economic growth, its benefits, global trade, and how a financial crisis works. They study French social and democratic structures. They prepare for the baccalaureate: the exercise is a four-hour essay. They acquire tangible skills in research, information processing, statistics, and writing while developing critical thinking.

ENGLISH, LITERATURE AND CULTURE II /SPE LLCE (LANGUES, LITTÉRATURES AND CULTURES ÉTRANGÈRES)

This course is the second part of two French Baccalaureate courses. It was created assuming that literature concerns our conceptions, interpretations, and experiences of the world. The course will explore language, literature, and culture in depth, focusing on the four linguistic skills (listening, speaking, reading, and writing). The course adheres to the notion that cultural identity alone does not define an author; a writer is engaged and influenced by various cultures. Its goal is to help students better comprehend their interaction with others and their representations of the world through various literature and the arts. Works will be covered in their literary and cultural contexts by examining individual texts and passages and considering a range of analytical approaches. Students will be encouraged to complete their oral and written assignments using various technologies. After the course, students will be able to appreciate the artistry of literature, be prepared to look at the world critically, and draw complex comparisons, similarities, and contrasts. The themes dealt with for this course will differ from the curriculum in 1ère, even though the approach will be the same. Here are the notions that will be brought up:

- *Art et débats d'idées*
- *Expression et construction de soi*
- *Voyages, territoires, frontiers*

This class is designed for native speakers and French students with a solid command of the English language. Students will study at least two full books and a film related to the aforementioned topics. This will help them build the foundation of their *"dossier personnel"* which they will present in March. The written exams will include traditional essays but also *"synthèses de documents"* and translations from English to French, as they will be asked to do in March at the written exam.

HISTORY AND GEOPOLITICS II / SPE HGGSP (HISTOIRE-GÉOGRAPHIE, GÉOPOLITIQUE ET SCIENCES POLITIQUES)

This course presents the opportunity to study some key concepts in the contemporary world by combining History, Geography, Geopolitics, and Political Science to better comprehend their importance and complexity through their variations in time and space. The six themes studied during this second year are: Making War, Building Peace; Geopolitical Stakes of Heritage; Geopolitical Stakes of Knowledge; Exploitation and Preservation of the Environment; History and Memory; and Sea Space as new Fields of Conquest. Students will further their research skills, note-taking, synthesis of information, argumentation, and analysis of documents; they will also learn to become more independent in building their knowledge and delivering precise and effective oral and written presentations.

TERMINALE CLASSIC BACCALAUREATE MATHEMATICS TRACKS

MATH TRACK A = AP CALCULUS AB / *SPE MATHÉMATIQUES*

The goal of this course is threefold: algebra/geometry, calculus, and probability. In algebra/geometry, we will cover combinatorics, 3D geometry, and parametric equations. We'll cover limits, differentiation and chain rule, convexity, logarithmic and exponential functions, anti-derivatives, integrals, and differential equations in calculus. In probability, students will learn about the binomial law and the law of large numbers. Students will also learn about sequences, series, and proof by induction. Throughout the year, and at the end of each chapter, students will solve problems touching Python's topics using an algorithmic approach.

MATH TRACK A (ELECTIVE) = AP CALCULUS BC / OPTION MATHÉMATIQUES EXPERTES

The course will cover functions, limits, differentiation, antiderivatives and integration, differential equations, and series. Students will also learn about complex analysis and its real-world applications, accompanied by a geometric and trigonometric approach to complex numbers. The third focus of this course will be number theory, in which there will be a full proof of the Bezout and Gauss theorems. Students will learn about the Euclidean algorithm and how to compute it in Python. These two theorems will set the foundations for the students to solve Diophantine equations and investigate prime numbers. The last part of the course will cover graph theory using matrix theory. One of these topics' main applications will be covering Markov chains.

MATH TRACK B = CALCULUS (NOT AN AP) / *MATHÉMATIQUES COMPLÉMENTAIRES*

This course aims to teach students calculus, probability, and statistics. We will also cover sequences and series. Students will learn about limits, continuity, differentiation, convexity, logarithmic and exponential functions, antiderivatives, and calculus integration. They will learn about binomial law, geometric law, and confidence intervals in probability and statistics. They will also learn about probability density functions and exponential and uniform distributions. The last part will focus on two variable statistics, including linear and exponential regression.

MATH TRACK B = AP STATISTICS (A U.S. MATH COURSE)

AP Statistics is a year-long introductory course to Statistics for students who have completed Algebra 2. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use Probability and Statistical Inferences to develop an appropriate model for collected data. Upon completion, students will learn proper statistical techniques and various ways to communicate them in statistical activities and projects. They will develop into competent interpreters and users of statistical data and information. Students who take this class take the AP Exam that takes place in May of each year.

MATH TRACK B = STATISTICS (A U.S. MATH COURSE)

In this course, students will learn the basic rules and principles of probability and their applications. They will develop the skills and understanding of summarizing, representing, and interpreting data on a single count or measurement variable. They will also learn to summarize, represent, and interpret data on two categorical and quantitative variables, interpret linear models, understand and evaluate random processes underlying statistical experiments, and make inferences and justify conclusions from sample surveys, experiments, and observational studies. Additionally, they will comprehend independent and conditional probability, use them to interpret data, and learn how to use the rules of probability to compute probabilities of compound events in a uniform probability model, calculate expected values, and use them to solve problems and evaluate outcomes of decisions.

MATH TRACK C = INTEGRATED MATH - PART 2/ MATHEMATICS III

This course is aligned with the Common Core State Standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they will need to succeed in school and life. This course will extend the student's understanding of coordinate geometry, circles, and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry, and quadratics. The course demands that students further develop the logic needed for abstract problem-solving and emphasizes the common core standards. Students evaluate probability based on the standard deviation of normally distributed data, differentiate between various data methods, and distinguish between population and sample statistical central tendencies. Students use the Fundamental Theorem of Algebra to predict solutions to polynomial functions and then analyze decisions, including diagnostic tests and quality control. They use their understanding of function families, including transformations of quadratic, cubic, exponential, logarithmic, and trigonometric functions and their inverses, to model and solve contextual problems, adjusting parameters as needed to improve the predictability of their model and critique the models of others. They expand their understanding of triangles to include non-right triangles, leading to the development of the Law of Sines and the Law of Cosines, including being able to state the number of possible solutions.

AMERICAN BFI - BACCALAURÉAT FRANÇAIS INTERNATIONAL

PREMIÈRE BFI

ADVANCED ENGLISH III A - III B (H) / *APPROFONDISSEMENT CULTUREL ET LINGUISTIQUE*

Approfondissement Culturel et Linguistique (ACL) is an honors-level English course that spans two years. Its goal is to hone close reading, critical thinking, and writing skills while deepening cultural awareness and understanding of intercultural experiences. The first year of the cycle focuses on American literature. Students read diverse novels, plays, poems, and essays to examine the social and cultural forces that shaped America's character. Using various rhetorical analysis strategies and literary analysis lenses, students understand what is unique about American literature, including common character types, plots, and themes, and situate their significance in defining moments in American history. Writing assignments cover creative, analytical, narrative, and expository modes and move students through the steps of the recursive writing process: pre-writing, drafting, revision, and editing. Emphasis is placed on crafting literary analysis commentary, and the comparative literary analysis essay is introduced. Students engage in inquiry and argument construction through class discussion, evaluate the arguments of others in Socratic Seminars, and expand and refine their listening and speaking skills through multimedia presentations and visual storytelling.

AP ENGLISH LANGUAGE AND COMPOSITION

This advanced critical reading and composition course actively guides students as they evolve into accomplished nonfiction readers, identify the writer's rhetorical strategies and purpose, and become writers who can produce essays in various formats and on different topics. This will be achieved and measured in multiple ways. Students will read various nonfiction pieces, from essays to science writing to literary criticism, to help them consider rhetorical context— purpose, audience, and strategies. Students will also study the textual meanings of graphics and visual images and connect them to written texts. They will also write analytical, synthesis, and argumentative essays, post informal and formal pieces on the class website weekly, and engage in debate and peer response. Students will collaborate to present lesson concepts and opinions to their classmates and work on other projects, such as creating their utopias. They are expected to be active and informed participants in class discussions. This course also prepares students for the Advanced Placement Language and Composition Exam administered each May.

AP FRENCH LANGUAGE

This course will continue to develop notions studied in tenth grade French literature. The year will be divided into four sections: poetry, argumentation, novel, and theater. The class will emphasize the sixteenth to the twenty-first centuries, preparing for the final French literature national exam (the Baccalaureate) at the end of eleventh grade. Each class unit will be organized around the two parts of the final exam. One part is the oral section, in which students must analyze and understand about 20 texts so they can answer in an organized and structured way any questions asked during the oral exam

at the end of the year. The oral exam consists of a 20-minute oral presentation on a specific topic chosen by the examiner. Among the 20 extracts of major literary works, four complete works will be studied: *La Princesse de Clèves* from Madame de Lafayette, *Les Lettres Persanes* from Montesquieu, *Les Fausses Confidences* from Marivaux, and *Les Fleurs du Mal* from Baudelaire. For the written section of the exam, students must master the two writing essays they learned since the tenth grade and have four hours to write one of the following essay forms of their choice: literary essay or literary analysis.

AP US HISTORY

This comprehensive course begins with the colonization of the United States and analyzes the nation's intellectual, cultural, political, diplomatic, social, and economic history up to the present. Among the many topics studied are the New World's discovery and settlement, the colonies' role in the British Empire, the American Revolution's precursors, the Revolutionary War, the Constitution, the Jeffersonian Age, and US expansion. Also covered are the Industrial North and the Agrarian South, slavery, the Age of Jackson, Manifest Destiny, philosophical and religious movements such as Transcendentalism, religious revivals, education reform, utopian experiments, and women's suffrage. Students also study the Civil War, Reconstruction, Industrialization, urbanization, the Progressive Era, World War I, the Depression, the New Deal, World War II, the Cold War, the New Frontier, and the Great Society in contemporary America. Students who take this course are expected to take the AP exam.

GLOBAL AWARENESS / CONNAISSANCE DU MONDE

This course will deepen students' global awareness and understanding by introducing them to an interdisciplinary approach to international studies and drawing on real-world examples from diverse cultural regions to illustrate 21st-century trends and challenges. The class is organized around three major units, each subdivided into sub-units. As students are exposed to different topics, they must begin working on an individual research project based on their interests. The research will be completed by year two of this course. The final project will be devised in partnership with American partners/institutions. By the end of the course, students should have finalized their topic and research question, developed a tentative methodology, and outlined a project proposal. Students will sharpen essential and critical reading, research, study, and effective communication skills throughout the course. The course encourages students to hone their analytical and argumentative skills since the final exam includes a 20-minute oral presentation on their chosen research topic.

HISTORY/GEOGRAPHY

In this accelerated History-Geography course, students cover four major themes in History and four major themes in Geography. The teaching structure is bilingual (French and English) and delivered equally in both languages in the spirit of a truly bi-cultural, bilingual course. The program of study includes American teachers who teach the US History and Geography portion, and French teachers who teach History and Geography based on a French pedagogical tradition. The content is approved by subject-level Inspectors appointed by the French government and the College Board. Students follow a theme-based curriculum established by the French Ministry of Education. The course will focus on skill development for the Baccalaureate in History, essay exam formats including document-based questions (DBQs) in both English and French, and the BFI-specific "American essay" in English. In Geography, students will master both DBQs and analytic maps (*croquis*). The course also encourages students to develop their argumentative skills since the final exam includes a 20-minute oral exam. In History, students will focus on state formation, industrialization, imperialism, and World War I issues in French/European and American contexts. In geography, students examine urban and

rural areas in the context of globalization, the diversification of space and production, and China's effects on globalization.

INTEGRATED SCIENCE I

This course aims to provide general science education for all students while providing a point of support for those who pursue and wish to pursue science studies. It does not aim to build encyclopedic knowledge but rather seeks to achieve three intimately linked goals:

1. Help make each student a lucid person, aware of who they are, what the world is, and what their relationship to the world is,
2. Help make each student a responsible citizen who knows the consequences of his actions on the world and has the necessary tools to control them,
3. Contribute to each student's development of a rational, autonomous, and enlightened mind, able to critically analyze false information and rumors.

LANGUAGE OPTIONS

CHINESE **OR** GERMAN, **OR** SPANISH

CHINESE-MANDARIN ADVANCED IA-IB

From this year, this course will be devoted to the preparation of the *"contrôle continu"* grade of the French Baccalaureate. Using the grammatical and lexical notions learned throughout all previous years, students will be assessed by profound assessments based on three different skills: speaking, reading comprehension, and listening. Those assessments will be based on four academic notions: Spaces and Exchanges; Places and Forms of Power; Myths and Heroes; and the Idea of Progress. Students can exhibit their listening skills to complete the listening exam by listening to short recordings/videos and analyzing written texts and caricatures, advertising, and posters based on a common topic of Chinese culture and history (reading comprehension).

GERMAN ADVANCED IA-IB

A significant portion of the course is devoted to preparing and training for the *"contrôle continu"* grade of the French Baccalaureate (written and spoken formats). Vocabulary is taught with a thematic approach through texts, newspaper/Internet articles, and audiovisual documents. The themes include Identities and Exchanges; Private and Public Space; Art and Power; Citizenship and Virtual Worlds; Fiction and Reality; Scientific Innovations and Responsibility; Diversity and Inclusion; and Territory and Memory, which are to be continued in the twelfth grade French School Program. Grammar topics are reviewed systematically as they appear in the documents and according to students' needs. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies. The students are taught to make lengthier presentations, write more extended essays, and acquire a more intellectual approach to German culture. Beyond comprehension of the texts and materials, the functional approach prepares the students to express critical views in various areas. Upon completing the course, the students have acquired general training for the Baccalaureate *"contrôle continu."* They can understand complex text (articles, literature) and recorded document. They can write text summaries and structured essays in German. They can make an oral presentation of a document, comment on a text, and answer questions in German.

SPANISH ADVANCED IA-IB

A significant portion of the course is devoted to preparing and training for the *"contrôle continu"* grade of the French Baccalaureate (written and spoken formats). Vocabulary is taught with a thematic approach through texts, newspaper/Internet articles, and audiovisual documents. The themes include Identities and Exchanges; Private and Public Space; Art and Power; Citizenship and Virtual Worlds; Fiction and Reality; Scientific Innovations and Responsibility; Diversity and Inclusion; and Territory and Memory, which are to be continued in the twelfth-grade French School Program. Grammar topics are systematically reviewed as they appear in the documents and according to students' needs. Audiovisual Spanish material is frequently used. The curriculum includes all-Spanish immersion sequences with selected Spanish movies. The students are taught to make lengthier presentations, write more extended essays, and acquire a more intellectual approach to Spanish culture. Beyond comprehension of the texts and materials, the functional approach prepares the students to express critical views in various areas. Upon completing the course, the students have acquired general training for the Baccalaureate *"contrôle continu."* They can understand complex text (articles, literature) and recorded document. They can write text summaries and structured essays in Spanish. They can make an oral presentation of a document, comment on a text, and answer questions in Spanish.

MATH ANALYSIS/OPTION MATHÉMATIQUES

This course will encompass all the mathematical skills acquired in Algebra 1, Algebra 2, Geometry, Probability, and Statistics, enabling students to enhance their overall understanding and preparation for Calculus. We will delve into solving systems of equations and inequalities, Sequences and Series, Polynomial, Rational, Exponential, and Logarithmic Functions. Additionally, students will be introduced to the notion of limits and derivatives.

PHYSICAL EDUCATION

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

PREMIÈRE BFI APS & ELECTIVES

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.

AP Comparative Government and Politics
AP Latin (Elective)
AP Macroeconomics (Elective) / AP Microeconomics (Elective)
AP Research (Elective)
AP Studio Art (Elective)
AP Spanish Language & Culture (Elective)

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the

study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK ADVANCED IA-IB (ELECTIVE)

This course assumes a complete familiarity with the Greek language. Emphasis is placed on translation, appreciation, and critical analysis of original texts in three genres: rhetoric, theatre, and poetry. Students will be introduced to influential Greek orators, including Lysias, Isocrates, and Demosthenes. They will also study examples of Ancient Greek tragedy and comedy by Sophocles, Euripides, Aeschylus, and Aristophanes. In the spring term, the focus will be on reading poetry, including epic and love poetry, from Homer's Iliad and Odyssey, as well as works by Sappho and Theocritus.

LATIN ADVANCED IA-IB (ELECTIVE)

This course assumes a complete familiarity with the language and concentrates on Latin literature. It focuses on four literary genres: rhetoric, historical & fiction narrative, epic & elegiac poetry, and tragic & comic theatre. The course reviews examples of those categories through a close reading of Cicero, Tacitus, Petronius, Ovid, Catullus, Seneca, and Plautus. The learning of literary devices serves as a vehicle for literary analysis.

ROCK BAND (ELECTIVE) (GRADES 9 TO 12)

For Advanced Music Students Only - special permission required.
Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March in front of all the high school students, teachers, and staff, and a concert at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After viewing the necessary skills needed in theater performance, the class prepares a live performance held at TRK in May each school year (choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

SAT English Prep* (Elective) *No grade issued.

In this elective class, students will begin to master the content of the SAT and ACT standardized tests and learn how to use proven standardized test prep techniques to increase their scores. This class will help students who struggle with multiple-choice tests and those seeking the best possible scores. Content will include arithmetic, algebra, geometry, algebra II, reading comprehension, vocabulary, grammar, and the essay. Students will also determine whether they prefer the ACT or the SAT, allowing them to plan their busy eleventh-grade year better. Students will find this an excellent foundation for the PSAT and any other future test preparation.

Tutoring at School

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- Math Tutoring* (Elective) (Grade 10) *No grade issued.

Première BFI Specialties

Biology III / SPE SVT (Sciences de la vie et de la Terre)

This course is a continuation of tenth grade Biology and incorporates discussion and laboratory experiments designed to develop students' knowledge of biology and geology. This course has three major objectives:

1. Strengthen the mastery of scientifically validated knowledge and methods of reasoning specific to the sciences and, more generally, ensure the acquisition of a scientific culture based on the fundamental concepts of biology and geology,
2. Participate in the training of critical thinking and civic education by understanding the current world and its evolution from a scientific perspective,
3. Prepare students who choose scientific training for further studies in higher education and for the professions to which it leads.

Biology III (H) / SPE BFI AP Biology

This Bio III (H) course is designed to offer students a solid foundation and introduction to AP Biology. This course is structured around the four big ideas in Biology: evolution, biological systems growth, living systems, essential life processes, and the interactions between biological systems. This course is structured around student engagement and success in a laboratory setting. Students will conduct inquiry-based investigations to deepen their conceptual understanding and reinforce science practices in a hands-on environment. Students in this class will learn AP Biology's fundamentals to prepare for the coming year and take the AP Biology Exam.

Chemistry/Physics III / *SPE Physique Chimie*

In the 11th grade, students who follow a physics-chemistry specialty express their taste for science and choose to acquire the modes of reasoning inherent in training by the experimental sciences. They thus project themselves onto a path that opens the way for them to graduate studies in empirical sciences, medicine, technology, engineering, computer science, mathematics, etc. Physics-chemistry, both fundamental and applied science, contributes in an essential way to the acquisition of a corpus

of indispensable knowledge and know-how, particularly in the context of the learning of engineering sciences and life and earth sciences, and, at the same time, constitutes a privileged terrain for contextualization for mathematics or computer science—a contextualized approach to the concepts and phenomena studied. The physics-chemistry program of the 11th grade is in line with that of the 10th grade by promoting experimental practice, modeling activity, and proposing concrete examples. Thus, modeling is central to training students to link objects, experiments, facts, models, and theories. Therefore, the proposed teaching focuses on continuing the acquisition of the main components of this approach. In physics, as in chemistry, the topics of 10th grade are extended. Their study will be continued within the framework of the specialty teaching of the 12th grade, thus allowing the student to study progressively, in continuity and in-depth, a deliberately small number of subjects whose formative virtues are proven for effective preparation for higher education. Also, the knowledge and know-how developed are complementary to that of the scientific education program.

ECONOMICS II / SPE SES (SCIENCES ÉCONOMIQUES ET SOCIALES)

The questions studied the previous year are deepened. The students do microeconomics by studying theories of markets and macroeconomics by examining, for example, the economic circuit. Sociologists study the socialization process by asking how it constructs social identity. They prepare for the baccalaureate exams and are introduced to the 12th grade. This teaching allows students to acquire a solid foundation in economics and research and writing skills. Finally, it will enable students to develop their understanding of contemporary economic and social issues.

HISTORY AND GEOPOLITICS I / SPE HGGSP (HISTOIRE-GÉOGRAPHIE, GÉOPOLITIQUE ET SCIENCES POLITIQUES)

This course presents the opportunity to study some key concepts in the contemporary world by combining History, Geography, Geopolitics, and Political Science to better comprehend their importance and complexity through their variations in time and space. During this first year, the five themes studied are Democracy, International Powers, Borders, Media, and Relations between States and Religions. Students will further their research skills, note-taking, synthesis of information, argumentation, and analysis of documents; they will also learn how to become more autonomous in building their knowledge independently and in groups.

PREMIÈRE BFI MATH TRACKS

MATH TRACK A = AP CALCULUS AB / (*SPE BFI AP CALCULUS AB)*

Course Overview: Students learn the mathematical concepts and practical value of calculus. This approach involves learning calculus algebraically, numerically, graphically, and verbally. Students study the theory of calculus and its use as a powerful tool for analyzing real-world problems. Students will learn all topics associated with functions, graphs, and limits; derivatives; integrals; differential equations and mathematical modeling; application of definite integrals and polynomial approximations; and series. They will learn how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions. This class prepares students for the AP Exam in May of each year.

MATH TRACK A = PRE-CALCULUS (H) / *(SPE MATHÉMATIQUES)*

The purpose of this course is to thoroughly cover the topics of a traditional pre-calculus text with the addition of some other chapters, from differential equations to analytical geometry in 2D and 3D. It will start with a review of fundamental concepts of algebra, real numbers and their properties,

exponents and radicals, and linear inequalities in one variable. It will also cover polynomials, rational functions, and exponential functions. Students will learn about trigonometry, analytic trigonometry, sequences, series, and probability. In 2D geometry, students will learn about the dot product and its applications. Proofs will help students to learn and apply the law of sines and the law of cosines. In differential calculus, the notion of derivatives and their applications will be introduced, and students will be helped to investigate the functions' behavior (increasing and decreasing via the first derivative test). Another aspect of this chapter will be to study the convexity of a function via the second derivative test and the end behavior using limits. We will cover conditional probabilities, random variables, expectations, and standard deviations in probability. In parallel, students will learn how to program these approaches mentioned above in Python.

MATH TRACK B = PRE-CALCULUS / SPE MATHÉMATIQUES

The course expands on concepts that students learned from Algebra II, such as functions and sequences. Students will also review trigonometric functions, which lead to piecewise-defined functions. Through an advanced study and more in-depth understanding of polynomials, exponential, trig functions, derivatives, probability, sequences, and series, students will be better prepared for SAT Math 2 and Calculus.

MATH TRACK C = INTEGRATED MATH - PART 1 / MATHEMATICS II

This course aligns with the Common Core State Standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they need to succeed in school and life. It aims to formalize and extend the geometry students have learned in previous courses. It establishes triangle congruence criteria using rigid motions and formal constructions and builds a proper understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships, and prove fundamental theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. Students will be exposed to the key concepts in this course, including geometric transformations and symmetry, relationships between figures in rigid motions, similarity transformations, and plane figures' properties. Units on a plane and solid figures include measurements of plane figures, theorems about circles, including arc lengths and areas of sectors, and measurements of three-dimensional solids. The students will learn trigonometric basics, such as analyzing and measuring right triangles, general triangles, and complex shapes. A unit on probability has topics including independence and conditional probability, compound events, expected value, and permutations and combinations. Algebra topics that will be expanded upon are as follows: Investigation of a variety of functions, including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions; representations of quadratic functions with graphs, tables, equations, and contexts; symbolic manipulation of expressions to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.; and using algebra to write and solve equations arising from geometric situations.

TERMINALE BFI

ADVANCED ENGLISH IVA - IVB (H) APPROFONDISSEMENT CULTUREL ET LINGUISTIQUE

Approfondissement Culturel et Linguistique (ACL) is an honors-level English course that spans two years. Year two of the cycle offers an exploration of world literature. Through reading a wide range of classic and contemporary texts, students examine essential questions and issues relating to the human condition, including alienation, identity, survival, justice, and love. Using various rhetorical analysis strategies and literary analysis lenses, ACL students continue to develop their writing as they craft compositions that require them to communicate clearly and effectively with a sense of audience and purpose. Writing assignments cover a variety of modes, from creative to analytical, with particular emphasis on the comparative literary analysis essay. Students engage in inquiry and argument construction through class discussions and Socratic Seminars. Students refine listening and speaking skills by delivering formal oral commentary presentations highlighting their analysis of the significant works studied.

AP ENGLISH LITERATURE AND COMPOSITION

This advanced literature course engages students in challenging literary works from various genres, including novels, short stories, poetry, and dramas. The course is intended to provide students with an academic experience parallel to a college-level literature course. Students are expected to be active readers of literature written from the sixteenth century, uncovering a text's various meanings by interpreting poetic and prose devices and looking at the time and place the work represents. These objectives will be accomplished and measured in various ways. Students will be active and informed participants in class discussions. They will write formal, analytical essays that may look at a work's meaning through various devices or provide literary and social criticism. Students will participate in oral exercises, including poetry presentations, and contribute to active debates in class and online at the class's website, contributing creative pieces such as poem parodies. They will work in collaborative groups to present thematic ideas to their classmates. This course also prepares students for the Advanced Placement Literature and Composition Exam administered each May. Oral exam preparation will also be conducted throughout the year to prepare for the BFI Oral Exam in May.

COLLEGE ESSAY PREPARATION*NO GRADE ISSUED

Students discuss the various personal statements and essays required for their college applications. Samples are examined, and brainstorming exercises may aid students in developing their ideas and writing.

GLOBAL AWARENESS / CONNAISSANCE DU MONDE

This course will deepen students' global awareness and understanding by introducing them to an interdisciplinary approach to international studies and drawing on real-world examples from diverse cultural regions to illustrate 21st-century trends and challenges. The class is organized around three major units, each subdivided into sub-units. As students are exposed to different topics, they must begin working on an individual research project based on their interests. The research will be completed by year two of this course. The final project will be devised in partnership with American partners/institutions. By the end of the course, students should have finalized their topic and research question, developed a tentative methodology, and outlined a project proposal. Students will sharpen essential and critical reading, research, study, and effective communication skills throughout the

course. The course encourages students to hone their analytical and argumentative skills since the final exam includes a 20-minute oral presentation on their chosen research topic.

HISTORY/GEOGRAPHY

In this accelerated History-Geography course, students cover four major themes in History and four major themes in Geography. The teaching structure is bilingual (French and English) and delivered equally in both languages in the spirit of a truly bi-cultural, bilingual course. The program of study includes American teachers who teach the US History and Geography portion, and French teachers who teach History and Geography based on a French pedagogical tradition. The content is approved by subject-level Inspectors appointed by the French government and the College Board. Students follow a theme-based curriculum established by the French Ministry of Education. The course will focus on skill development for the Baccalaureate in History, essay exam formats including document-based questions (DBQs) in both English and French, and the BFI-specific "American essay" in English. In Geography, students will master both DBQs and analytic maps (*croquis*). The course also encourages students to develop their argumentative skills since the final exam includes a 20-minute oral exam. In History, students will focus on state formation, industrialization, imperialism, and World War I issues in French/European and American contexts. In geography, students examine urban and rural areas in the context of globalization, the diversification of space and production, and China's effects on globalization.

INTEGRATED SCIENCE II

This course aims to provide general science education for all students while providing a point of support for those who pursue and wish to pursue science studies. It does not aim to build encyclopedic knowledge but rather seeks to achieve three intimately linked goals:

1. Help make each student a lucid person, aware of who they are, what the world is, and what their relationship to the world is;
2. Help make each student a responsible citizen who knows the consequences of his actions on the world and has the necessary tools to control them;
3. Contribute to each student's development of a rational, autonomous, and enlightened mind, able to critically analyze false information and rumors.

MORAL AND CIVIC EDUCATION

It is a teaching of initiation to citizenship and understanding the role of democracy in modern life. "Moral and civic education helps students become responsible and free citizens, aware of their rights and duties. It helps to forge their critical thinking and adopt ethical behavior. It prepares for the exercise of citizenship and raises awareness of individual and collective responsibility. This teaching helps to transmit the Republic's values to all students." The theme studied is democracy/democracies.

PHILOSOPHY

Learning philosophy is one of the greatest traditions of the French School Program's high school curriculum. Mandatory for decades, it is meant to develop a strong humanist and critical culture by scrutinizing general notions such as morality, subjectivity, aesthetics, politics, and epistemology through Western authors' study (Descartes, Sartre, Locke, Plato, Aristotle, Hobbes, etc.) A substantial amount of reading and writing will be required throughout the year for students to succeed during the notoriously demanding French Baccalaureate exam. Extending this tradition to the International School Program contributes to Le Lycée Français de Los Angeles's multicultural approach. This philosophy course is an excellent opportunity for our students to explore different philosophies and

debates. Similarly, our students will deepen their intellectual views by composing essay topics and commenting on texts.

PHYSICAL EDUCATION

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

LANGUAGE OPTIONS

CHINESE **OR** GERMAN, **OR** SPANISH

CHINESE-MANDARIN ADVANCED IIA-IIB (H)

This is the last year of the Baccalaureate program. This course will prepare the final part of the *"contrôle continu"* grade of the French Baccalaureate. Using the grammatical and lexical notions learned throughout all previous years, students will be assessed by profound assessments based on different skills: speaking, listening, reading comprehension, and writing skills. Those assessments will be based on four academic notions: Spaces and Exchanges; Places and Forms of Power; Myths and Heroes; and the Idea of Progress. Students can exhibit their oral communication skills to complete oral assessments by presenting and exchanging their understanding of selected notions orally and analyzing written texts and caricatures, advertising, and posters based on a common topic of Chinese culture and history (reading comprehension and writing).

GERMAN ADVANCED IIA-IIB (H)

The course is devoted chiefly to preparing the *"contrôle continu"* for the French Baccalaureate (oral and written formats). Vocabulary is taught using a thematic and situational approach through texts and other documents, such as newspaper/Internet articles and German audiovisual documents. The eight themes related explicitly to the Baccalaureate preparation are Identities and Exchanges; Private and Public Space; Art and Power; Citizenship and Virtual Worlds; Fiction and Reality; Scientific Innovations and Responsibility; Diversity and Inclusion; and Territory and Memory, which have already been partially covered in 11th grade. The curriculum includes all-German immersion sequences with selected German movies. As they appear in texts or other documents, grammar topics are reviewed and studied according to student's needs to help them maintain an independent approach to the language. The students are prepared to understand a written document in German of a complex nature (newspaper articles on major social issues, events, or pieces of literature), answer various comprehension questions, and write lengthy, structured essays or other forms of written expression such as dialogues, letters, and emails. For the oral part of the "*contrôle continu"* grade for the Baccalaureate, they are also prepared to make a lengthy oral presentation related to one of the themes mentioned earlier. Learning outcomes: Upon completing the course, the students have acquired specific training for the oral and written parts of the *"contrôle continu."* They can understand complex texts (articles, literature). They can write lengthy text summaries and structured essays in German. They can make an oral presentation of a complex document, comment on a text, and answer questions in German.

SPANISH ADVANCED IIA-IIB (H)

The course is devoted chiefly to preparing the *"contrôle continu"* for the French Baccalaureate (oral and written formats). Vocabulary is taught using a thematic and situational approach through texts and other documents, such as newspaper/Internet articles and German audiovisual documents. The eight themes related explicitly to the Baccalaureate preparation are Identities and Exchanges; Private and Public Space; Art and Power; Citizenship and Virtual Worlds; Fiction and Reality; Scientific Innovations and Responsibility; Diversity and Inclusion; and Territory and Memory, which have already been partially covered in 11th grade. The curriculum includes all-Spanish immersion sequences with selected Spanish movies. As they appear in texts or other documents, grammar topics are reviewed and studied according to student's needs to help them maintain an independent approach to the language. The students are prepared to understand a written document in Spanish of a complex nature (newspaper articles on major social issues, events, or pieces of literature), answer various comprehension questions, and write lengthy, structured essays or other forms of written expression, such as dialogues, letters, and emails. For the oral part of the *"contrôle continu"* grade for the Baccalaureate, they are also prepared to make a lengthy oral presentation related to one of the abovementioned themes. Learning outcomes: Upon completing the course, the students have acquired specific training for the oral and written parts of the *"contrôle continu."* They can understand complex texts (articles, literature). They can write lengthy text summaries and structured essays in Spanish. They can make an oral presentation of a complex document, comment on a text, and answer questions in Spanish.

TERMINALE BFI APS & ELECTIVES

See ADVANCED PLACEMENT COURSE INDEX for full course descriptions.

AP Comparative Government and Politics
AP Latin (Elective)
AP Macroeconomics (Elective) or AP Microeconomics (Elective)
AP Spanish Language & Culture (Elective)
AP Studio Art (Elective)

CHINESE MANDARIN, LEVEL I-A (ELECTIVE)

This beginner's program is designed for students to start studying the language or have minimal exposure. Emphasis is placed on building language-learning skills applicable to the future study of a world language. The course is designed to establish a foundation in all language skills concerning the study of Mandarin Chinese. However, particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and character writing fundamentals (Pinyin). The course introduces students to basic practical vocabulary and idiomatic expressions and develops simple conversational skills. The focus is also on introducing students to China's culture, customs, and history. The course delivery is interactive and experiential, encouraging active participation.

CHINESE MANDARIN, LEVEL I-B (ELECTIVE)

This course is for students who have completed Chinese I-A or have previously studied Chinese and passed the placement test conducted by teachers. The course emphasizes acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is on building

language-learning skills applicable to the 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, appropriate to the student's proficiency level, and 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 course is for students who have completed Chinese I-B or have previously studied Chinese 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, etc., to be prepared for the next course level. Classes are conducted in the target language, appropriate to the student's proficiency level, and designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

DRAMA ISP (ENGLISH ELECTIVE) (GRADES 9 TO 12)

Drama is dedicated to the preparation and excitement of live theatre. We offer participants the chance to experience the excitement and rewards of theatre arts. With weekly rehearsals and spring production in our state-of-the-art Théâtre Raymond Kabbaz, Drama allows our students to develop poise, social skills, confidence, and the ability to work with others.

GREEK IIA-IIB (ELECTIVE)

The main objective of this course is to prepare students for the expectations of the French baccalaureate in Ancient Greek. Classical Greek literature takes center stage, following the syllabus designed by the French Ministry of Education, which focuses on three main topics: philosophy, politics, and science. The primary texts students will read include works by Epicurus, Epictetus, Plato (such as *Phaedra*, *Crito*, and *The Republic*), and Aristotle's *The Nicomachean Ethics*. Additionally, students will be required to read, translate, and analyze one full-length literary work selected by the French Ministry each school year, for example, *Odyssey, XIX-XXIII* by Homer. Furthermore, students will be introduced to the methodology of comparative literature by examining the selected classical work in relation to modern or contemporary work, e.g., *Naissance de l'Odyssée* by J. Giono, which was proposed for reading, exploring themes shared with the *Odyssey*.

LATIN ADVANCED IIA-IIB (ELECTIVE)

This course's main objective is to prepare students for the French baccalaureate expectations in Latin. Latin literature is at the center of the course. It follows the syllabus designed by the French Ministry of Education, which revolves around Roman philosophy, politics, and science. The primary related texts that students will read are by Seneca, various books and letters, Lucretius, *de Rerum Natura*, Cicero, multiple works, and Pliny the Elder, *Natural History*. In addition, students are required to read, translate, and analyze one full-length literary work that the French Ministry selects every school year; for example, *Virgil's Aeneid "Book VI"* was the official text chosen one year. Moreover, students are introduced to the methodology of comparative literature by confronting the selected classical work with a modern or contemporary work, e.g., *Age of Iron* by J. M. Coetzee, which was proposed to be read in relation to the themes shared with *The Aeneid*.

ROCK BAND (GRADES 9 TO 12) FOR ADVANCED MUSIC STUDENTS ONLY - SPECIAL PERMISSION REQUIRED.

Band class is a small ensemble course for students who wish to experience all the facets of playing, rehearsing, and performing with a rock band. In rock band class, students experience what it is like to perform together as a group. They will have to play their part well enough to listen to the other group members and focus on some of the more peripheral aspects of being in a band. They will learn equipment setup and settings, stage presence, teamwork, responsibility, and much more! Each band consists of three or more musicians. Players of all instruments are welcome to participate in the rock band class. Anyone with minimal instrument skills can audition to be part of the band. Le Lycée provides the rehearsal space for the bands and the instruments. Students are also welcome to bring their own instruments. Each band rehearses several songs under the guidance of the faculty members at Le Lycée. The culmination of the rock band class is a concert at the high school campus in early March, in front of all high school students, teachers, and staff, and another at Theater Raymond Kabbaz in mid-May. Students have the opportunity to perform at the Spring Musical Afternoon program. This is a sold-out event!

THEATER (FRENCH ELECTIVE) (GRADE 10 TO 12)

This drama/acting class (in French) guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises, including teamwork, relaxation, concentration, movement, voice, and diction, play analysis, acting, improvisation, interpretation, character analysis, performance, scene work, and monologues. After reviewing the skills needed for theater performance, the class prepares a live performance held at TRK in May each school year (the choice of author and text varies each year). The program presents a wide range of repertoire. Recent productions include the following:

- *Scènes courtes*, short texts by Guy Foissy, Frédéric Sabrou, Gustave Akakpo, and Les inconnus.
- *Saynètes et Pièces Courtes*, short texts by Hanokh Levin, Matei Viesniec, and Jean-Michel Ribes.
- *Théâtre en court*, short texts by Sylvain Levey, Marc-Emmanuel Soriano, Daniel Keene, Xavier Duringer, Raymond Queneau.

Past Year's Events:

- *Le triomphe de l'amour Marivaux*
- *Sous Contrôle Frédéric Sonntag*
- *Ruy Blas Victor Hugo*
- *Fables La Fontaine*
- *Petites pièces françaises: Jean Tardieu, Richard Rafaillac, Jean-Michel Ribes, Hervé Blush*
- *Sketches de René Tholy et petites pièces d'auteurs: Hanokh Levin, Christian Rullier, Howard Baker, Yves Lebeau, Xavier Durringer, Denise Bonal, Yves Renaud*
- *Le feu d'artifice et autres sketches: Karl Valentin*
- *Orgueil et préjugés Jane Austen*
- *Exercices de style Raymond Queneau*
- *Sketches de Raymond Devos et divers auteurs: Jim Jarmusch, Jean Tardieu, David Yves*
- *Le songe d'une nuit d'été William Shakespeare*
- *Les diablogues Roland Dubillard, Ils s'aiment Muriel Robin et Pierre Palmade*

TUTORING AT SCHOOL

The after-school tutoring sessions listed below are free of charge based on students' needs. These differ from private fee-based tutoring from our teachers on the School-Approved Teacher Tutoring List issued in early fall.

- Math Tutoring* (Elective) (Grade 12) *No grade issued.

TERMINALE BFI SPECIALTIES

AP BIOLOGY / SPE BFI AP BIOLOGY

This TS BFI AP Biology course is designed to offer students a solid foundation for success in high-level biology topics. This course is structured around the final three units of study for AP Biology: the ecological relationships found in all environments, plant and animal form, and function. This course is structured around student engagement and success in a laboratory setting; students will conduct inquiry-based investigations to deepen their conceptual understanding and reinforce the application of science practices in a hands-on environment. Students will further explore the first four units of study they learned in Bio III (H) to prepare for the AP Biology exam fully.

BIOLOGY IV / SPE SVT (SCIENCES DE LA VIE ET DE LA TERRE)

This course is a continuation of eleventh grade Biology and incorporates discussion and laboratory experiments designed to develop student's knowledge of biology and geology. This course has three major objectives:

1. Strengthen the mastery of scientifically validated knowledge and methods of reasoning specific to the sciences and, more generally, ensure the acquisition of a scientific culture based on the fundamental concepts of biology and geology,
2. Participate in the training of critical thinking and civic education by understanding the current world and its evolution from a scientific perspective,
3. Prepare students who choose scientific training for further studies in higher education and beyond for the professions to which it leads.

CHEMISTRY/PHYSICS IV (H) / *SPE PHYSIQUE-CHIMIE*

In the 12th grade, students attending the Physics-Chemistry Specialty Course have confirmed this choice among the three specialties taken in the 11th grade. As such, within the framework of the six weekly hours and in a logic of disciplinary requirement, they deepen the contents and methods of the discipline and resolutely embark on a path that opens the way for them to pursue higher education, particularly in the fields of experimental sciences, medicine, engineering, computer science, mathematics, and technology. Physics and chemistry, both fundamental and applied sciences, contribute in an essential way to acquiring a body of knowledge and know-how indispensable in learning engineering sciences and life and earth sciences. At the same time, they constitute a privileged ground for contextualization for mathematics or computer science. The physics-chemistry program of the 12th grade is in line with that of the 11th grade, promoting experimental practice and modeling activity and proposing a concrete and contextualized approach to the concepts and phenomena studied. The modeling approach is central in training students to link the "world" of objects, experiences, facts, models, and theories. Therefore, the proposed teaching is concerned with continuing the acquisition of the main components of this approach. The 11th-grade themes, chosen

for their formative virtues, are deepened to ensure a preparation adapted to higher education requirements. Also, links can be forged with the topics covered in scientific education. Finally, it may be an opportunity to discuss, on the one hand, societal issues such as issues relating to energy issues, climate, and optimization of the use of natural resources, as well as to emphasize the nature of scientific knowledge and scientific knowledge development processes. In the context of the preparation of the final oral test and the associated project, particular attention may be paid to the experimental dimension, including the use of authentic data, modeling activity, simulation, and openness to the scientific, economic, and industrial world. This project can be based on manipulations carried out by students, published experimental results, scientific articles, and programming activities. In particular, the oral presentation presents the coherence of the scientific approach followed.

ECONOMICS III (H) / SPE SES (SCIENCES ÉCONOMIQUES ET SOCIALES)

Students work on economic and social issues related to current events. They become experts in economics and sociology. They study economic growth, wonder about its benefits to international trade, and wonder how a financial crisis works. They studied French social structure and democratic societies and thought about social justice. They prepare for the baccalaureate: the exercise is a four-hour essay. They acquire tangible skills in research, information processing, statistics, and writing while developing critical thinking.

HISTORY AND GEOPOLITICS II / SPE HGGSP (HISTOIRE-GÉOGRAPHIE, GÉOPOLITIQUE ET SCIENCES POLITIQUES)

This course presents the opportunity to study some key concepts in the contemporary world by combining History, Geography, Geopolitics, and Political Science to better comprehend their importance and complexity through their variations in time and space. The six themes studied during this second year are: Making War, Building Peace; Geopolitical Stakes of Heritage; Geopolitical Stakes of Knowledge; Exploitation and Preservation of the Environment; History and Memory; and Sea Space as new Fields of Conquest. Students will further their research skills, note-taking, synthesis of information, argumentation, and analysis of documents; they will also learn how to become more autonomous in building their knowledge and delivering precise and effective oral and written presentations.

TERMINALE BFI MATH TRACKS

MATH TRACK A = AP CALCULUS BC / *SPE BFI AP CALCULUS BC*

Students learn the mathematical concepts and practical value of calculus. This approach involves learning calculus algebraically, numerically, graphically, and verbally. Students study the theory of calculus and its use as a powerful tool for analyzing real-world problems. Applications include science, economics, statistics, and engineering. Students take the AP exam in May. Prerequisite Skills Necessary to Enter the Grade: successful completion of pre-calculus with a grade of A or B.

MATH TRACK A = AP CALCULUS AB / *SPE MATHÉMATIQUES*

The goal of this course is threefold: algebra and geometry, calculus, and probability. We will cover combinatorics, 3D geometry, and parametric equations in algebra and geometry. We'll cover limits, differentiation and chain rule, convexity, logarithmic and exponential functions, anti-derivatives, integrals, and differential equations in calculus. In probability, students will learn about the binomial

law and the law of large numbers. Students will also learn about sequences, series, and proof by induction. Throughout the year, and at the end of each chapter, students will solve problems touching on these topics in Python using an algorithmic approach.

MATH TRACK A (ELECTIVE) = AP CALCULUS BC / OPTION MATHÉMATIQUES EXPERTES

The course will cover functions, limits, differentiation, antiderivatives and integration, differential equations, and series. Students will also learn about complex analysis and its real-world applications, accompanied by a geometric and trigonometric approach to complex numbers. The third focus of this course will be number theory, in which there will be a full proof of the Bezout and Gauss theorems. Students will learn about the Euclidean algorithm and how to compute it in Python. These two theorems will set the foundations for the students to solve Diophantine equations and investigate prime numbers. The last part of the course will cover graph theory using matrix theory. One of these topics' main applications will be covering Markov chains.

MATH TRACK B = CALCULUS (NOT AN AP) / *MATHÉMATIQUES COMPLÉMENTAIRES*

This course aims to teach students calculus, probability, and statistics. Students will learn about limits, continuity, differentiation, convexity, logarithmic and exponential functions, antiderivatives, and calculus integration. They will learn about binomial law, geometric law, and confidence intervals in probability and statistics. They will also learn about probability density functions and exponential and uniform distributions. The last part will focus on two variable statistics, including linear and exponential regression. We will also cover sequences and series.

MATH TRACK B = AP STATISTICS (A U.S. MATH COURSE)

AP Statistics is a year-long introductory course to Statistics for students who have completed Algebra 2. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use Probability and Statistical Inferences to develop an appropriate model for collected data. Upon completion, students will learn proper statistical techniques and various ways to communicate them in statistical activities and projects. They will develop into competent interpreters and users of statistical data and information. Students who take this class take the AP exam that takes place in May of each year.

MATH TRACK B = STATISTICS (A U.S. MATH COURSE)

In this course, students will learn the basic rules and principles of probability and their applications. They will develop the skills and understanding of summarizing, representing, and interpreting data on a single count or measurement variable. They will also learn to summarize, represent, and interpret data on two categorical and quantitative variables, interpret linear models, understand and evaluate random processes underlying statistical experiments, and make inferences and justify conclusions from sample surveys, experiments, and observational studies. Additionally, they will comprehend independence and conditional probability, use them to interpret data, and learn how to use the rules of probability to compute probabilities of compound events in a uniform probability model, calculate expected values, and use them to solve problems and evaluate outcomes of decisions.

MATH TRACK C = INTEGRATED MATH - PART 2/ MATHEMATICS III

This course is aligned with the Common Core State Standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they will need to succeed in school and life. This course will extend the student's understanding of coordinate geometry, circles, and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry, and quadratics. The course demands that students further develop the logic needed for abstract problem-solving and emphasizes the common core standards. Students evaluate probability based on the standard deviation of normally distributed data, differentiate between various data methods, and distinguish between population and sample statistical central tendencies. Students use the Fundamental Theorem of Algebra to predict solutions to polynomial functions and then analyze decisions, including diagnostic tests and quality control. They use their understanding of function families, including transformations of quadratic, cubic, exponential, logarithmic, and trigonometric functions and their inverses, to model and solve contextual problems, adjusting parameters as needed to improve the predictability of their model and critique the models of others. They expand their understanding of triangles to include non-right triangles, leading to the development of the Law of Sines and the Law of Cosines, including stating the number of possible solutions.

<<< End of Catalog >>>