

Le Lycée Français de Los Angeles



Le Lycée Français
de Los Angeles

Course Catalog 2018-19

French Section Program

CE1, CE2, CM1, CM2

Grades 2nd – 5th

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School Mission

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

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

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

1. Critical Thinking:

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

2. Multilingual Communication:

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

3. College Readiness:

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

4. Independent and Self-Directed Learners:

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

5. Cultural Sensitivity:

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

6. Social Consciousness:

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

7. Lifelong Enrichment:

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

ELEMENTARY SCHOOL CURRICULUM
CE1 (2nd Grade) Bilingual Program

CE1—2ND GRADE
French/FLE
English/ESL
Mathematics (in both English and French)
Science (in English)
“Questionner le Monde” (in French)
American Civilization (in English)
Citizenship (in English)
“Enseignement moral et civique” (in French)
Computer Science (in French)
Art (in French)
Music (in French)
Drama (in English)
Mindfulness (in English)
Physical Education (in French)

EXTRACURRICULAR ACTIVITIES	
CLASSES	ATHLETICS
Art	Afternoon Athletic Program
Extra Help “ <i>Soutien</i> ” for French	Ballet
Extra Help “ <i>Soutien</i> ” for Math	Contemporary/Jazz Dance
Piano (incl. music theory)	Fencing
Study Hall	Karate
Basketball	
Soccer	
Swimming	
Tennis	

Elementary School Course Descriptions

CE1 (2nd Grade) Bilingual Courses

French/FLE

Throughout the year, students will develop French language skills through reading, writing, listening, and speaking. The students will follow *Alex et Zoe CE1*, a French book outlining the ways students should practice their skills through reading stories. Through consistent reading, the students will be able to read and understand short, simple texts by the end of the year. Students also develop their speaking skills; they will be able to engage in limited conversations about the text, discuss different topics of daily life, and ask and answer questions. Listening is also a large component, as students will have to understand a short dialogue and/or story. Students will also practice poetry to increase their confidence in language learning. They will learn the basic rules of French grammar.

English

Students in second grade develop their language skills in daily discussions, shared experiences, oral presentations, and dramatic play. As oral language develops, vocabulary in reading and writing are strengthened. 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 library, identify their own reading interests, and read from a variety of authors and types of books. Children write on a daily basis, whether composing an original story, collecting thoughts and experiences in a journal, composing a letter, or completing a research project. Students are instructed and guided to write in a clear and focused manner. Children practice legible penmanship and begin to be accountable for standard spelling. Older children learn to proofread and revise selected drafts, in effect preparing them for “publication.” Students demonstrate an understanding of sentence structure, parts of speech, appropriate capitalization, and paragraph organization.

ESL—English Second Language

ESL is a specialized class offered to beginner English language learners for one year to give them a strong foundation in the language before they are integrated into the mainstream English class, which is designed for native speakers. Because the most important vocabulary and grammatical concepts have already been mastered by students in the mainstream English class, ESL provides students with instruction in important foundational grammar and vocabulary, which would not be part of the mainstream class curriculum. ESL involves taking students out of the mainstream English classes and addressing their specific learning needs in ways that are as targeted and individualized as the situation allows. The goal is that no student be left behind from making as much progress as possible. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary, and grammar foundation. At the same time, attempts are made to encourage and inspire enjoyment of learning. In view of 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 goals and make the most of the opportunity.

Mathematics (American)

Grade Two American Math uses the *Singapore Math* curriculum which helps empower students to problem-solve and develop critical thinking skills. Using the CPA approach, from “concrete, to pictorial, to abstract” visual understanding is emphasized to develop true conceptual understanding. Students study numbers 1 through 1,000, including place value, (units, tens, hundreds,) order, and spelling. They will understand the relationship between numbers. Students work on mental math and try to find the most

efficient strategy to set up a problem and learn how to justify their reasoning. They solve problems involving addition and subtraction of two- and three-digit numbers as well as simple problems involving multiplication and division. Students will learn how to tell time, discover fractions and decimals, and will collect and record information on a graph and other representations. In geometry, the class studies symmetry, alignment, squares, rectangles, circles, and solids. Students learn to be neat and precise in their work. They also discover the metric and standard measurements.

Mathematics (French)

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 for doing so. The geometry portion of math culminates in the students understanding of symmetry, alignment, squares, rectangles, circles, and solids (cubes and cylinder). 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 how to use a ruler and measure in centimeters, as well as how to 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 with the US system as well. The only required calculation technique is addition in columns. For subtraction and multiplication, students develop strategies to explore the concept but not techniques.

Science

This course covers three different branches of science: life science, earth science, and physical science. It complies with the Next Generation Science Standards. Life science includes 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 the study of rocks, soil, fossils, and dinosaurs, an introduction to geology. Physical science includes forces and motion, light and sound energy, and simple machines, an introduction to physics. The class includes 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.

“Questionner le Monde”

In 2nd grade, the students keep exploring and observing the world. They will learn to question it using the scientific method. The objectives are to allow students to acquire the knowledge to describe and understand the world that surrounds 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 (thermometer, lamp, electricity), including how they work and why we use them. They will learn to identify living things and how to 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 assessment is completed in various forms, including writing, non-fiction reading comprehension, class discussions, verbal evaluations,

small group exercises, and workbook exercises. At-home research projects are assigned periodically.

Citizenship (American)

The program uses *Chicken Soup for the Soul Hallway Heroes*, a literature program using the power of storytelling to improve young minds. The goals are to reduce poor behavior, enhance social and emotional learning, improve literacy, and make cross-curricular connections. *Chicken Soup for the Soul Hallway Heroes* uses a collection of real life short stories from the anthology, *Be the Best You Can Be*. Studying stories not only develop literacy skills, which align with English language arts and literacy standards, but also “encourage the goals of universal tolerance, acceptance, respect, kindness, and compassion through social-emotional learning (SEL).” Furthermore, “These true narratives teach students to understand themselves and relationships with others; to explore and value multiple, diverse perspectives; and to develop empathy and compassion.” Students engage in conversations, reflections, and journal entries to better understand how to resolve personal problems and support other classmates. Exercises focus on becoming a respectful citizen, showing such qualities as compassion, integrity, fairness, self-discipline, trustworthiness, honesty, and perseverance. There are five sets of cognitive, affective, and behavioral competencies embedded in the lessons: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

“Enseignement Moral et Civique”

The “Enseignement moral et civique” class in 2nd grade will give the students a morale and civic culture, using critical thinking, allowing them to become aware of their responsibilities in their personal and social life. They will learn about the values of the Republic and Democracy: dignity, freedom, equality, solidarity, justice, respect, and being able to identify any type of discrimination. The program aims at reinforcing the morale conscience of the students by working on expression, identification and discussion of emotions and feelings.

Computer Science

- Presentation of hardware terminology
- Presentation of software terminology
- Presentation of educational software. (Mavis beacon, Math Blaster)
- Presentation of educational websites (Logiciels educatifs, ortholud, code.org, Scratch....)
- Proper use of the hardware
- Presentation of algorithms and proper coding techniques (Blocky, Javascript)
- Learning of basic word processing skills (Pages software)
- Demonstrate correct touch-typing keyboard technique (Mavis Beacon software)

Art

Students gain techniques in using various materials such as paper, cardboard, and clay for 3D works. They also explore other materials that are used in 2D work such as paints, oil pastels, crayons, markers, and colored pencils. The subjects are various and develop individual creativity, autonomy, and integration in a work group. 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 warms and the cools, world masks, and animals in art. Artists studied are Van Gogh, Picasso, Warhol, Matisse, Lichtenstein, Munch, Haring, Khalo, and Rousseau.

Music

Students will be able to sing on tune, hold a good singing posture, breathe correctly while singing, learn

10 songs by heart, identify the characteristics of different musical cultures, listen to others, and learn to focus on what they hear to analyze those cultures. They will learn to identify the connections between various musical pieces, and extend their musical culture. Students will learn to produce simple rhythms and recognize their notation, express feelings and moods through a particular dance, and finally, use the appropriate vocabulary when speaking about music.

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, as well as 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.

Mindfulness

Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally. Mindfulness develops awareness, focus, emotional intelligence, and elevates the mind-body connection. A fifteen minute weekly class includes a group discussion around a new topic (i.e. mindful eating, mindfulness movement, etc.) and a challenge on how students can take mindfulness home with them.

Physical Education

Physical Education (P.E.) is the development of motor skills and involves the practice of physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand the mechanics of their body, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students with 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. To allow each student sufficient time to learn and improve their skills, each activity is taught for at least six lessons. Our goal is to provide the students with a broad physical foundation of skills to build upon throughout their lives.

**ELEMENTARY SCHOOL CURRICULUM
FRENCH SCHOOL PROGRAM**

CE2 (3RD GRADE)	CM1 (4TH GRADE)	CM2 (5TH GRADE)
French	French	French
English /ESL	English /ESL	English /ESL
«Questionner le Monde (Science, History, Geography)	History Geography	History Geography
America Civilization	American Civilization	American Civilization
Mathematics	Mathematics	Mathematics
Enseignement moral et civique	Enseignement moral et civique	Enseignement moral et civique
	Science	Science
Computer Science	Computer Science	Computer Science
Art	Art	Art
Music	Music	Music
Drama	Drama	Drama
Mindfulness	Mindfulness	Mindfulness
Physical Education	Physical Education	Physical Education
	Choir (Elective)	Choir (Elective)

CLASSES	ATHLETICS
Art	Afternoon Athletic Program
Mandarin Chinese	Ballet
Drama Club*	Contemporary/Jazz Dance
Extra Help “ <i>Soutien</i> ” for French	Fencing
Extra Help “ <i>Soutien</i> ” for Math	Karate
Piano (incl. music theory)	Swimming
Study Hall	Tennis
<p>*The Drama Club is included in tuition and is available beginning in 4th grade (CM1). Note: The Drama <i>Club</i> is different from Drama <i>class</i> in that it provides additional instruction <i>after</i> school, is not graded, and offers auditions.</p>	

CE2 (3rd Grade) French School Program

French/FLE

In third grade, the students are beginning to master the language through many activities. Oral skills are reinforced; the students are now able to 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 and use of synonyms, antonyms, polysemy, and level of language. Grammar is taught by reinforcing correct syntax and expression. Students are building a strong specific grammatical vocabulary—that is, the knowledge of the nature and function of a word 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. Emphasis is placed on word analysis, fluency, vocabulary development, and reading comprehension. 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 grade level. Third grade spelling involves mastering blends, contractions, compounds, and orthographic patterns, as well as arranging words in alphabetical order. Listening and speaking strategies in third grade require that students listen critically, respond to oral communications with understanding of main ideas, and to speak with proper phrasing, pitch, and modulation.

ESL—English Second Language

ESL 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 they are integrated into the mainstream English class, which is designed for native speakers. Because the most important vocabulary and grammatical concepts have already been mastered by students in the mainstream English class, ESL provides students with 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 the 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 is capable of making. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational grammar. At the same time, attempts are made to encourage students as much as possible and to inspire enjoyment of learning. It is important to note, however, that—in view of 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 is able to make the most of the opportunity that the class presents.

“Questionner le monde” (Science, History, Geography)

The general objectives of "Questioning the world" 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; 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; the alternation day / night; 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 history of the Western world and of France in particular: Prehistory, Antiquity, Middle Ages, Modern Times, Contemporary Era; study important dates and key figures in the history of France and the world.

American Civilization/Social Studies

Students in third grade learn about our connections to the past and how government and traditions have developed and influence current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American natives, the arrival of immigrants, and the impact both have had in forming the fiber of our contemporary society. Students study where and how communities formed in relationship to natural resources. Map skills, non-fiction reading comprehension, and vocabulary are also important aspects of the class.

Mathematics

Students should master the basics of arithmetic operations. This includes 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 appropriate math notation or language. In geometry, students will learn the meaning of parallel, perpendicular, quadrilateral, angles, and right angles. In the Measurement unit, students will estimate and measure the length, liquid volume, and weight/mass of given objects using the appropriate tools and units.

“Enseignement moral et civique”

- Rules of school life – Manners – Rights, restrictions, and rules - Respect
- *Règle de vie à l'école - La politesse - Les droits, les interdits et les règles - Le respect*
- Girls and boys (relations, jobs) – The difference – Equality in society - Safety
- *Filles et garçons (relations, métiers) - La différence - Egalité dans la société - La sécurité*
- Helping each other and generosity – freedom – fraternity – Symbols of the Republic
- *L'entraide et la générosité – Liberté – Fraternité - Les symboles de la République*

Computer Science

- Introduction to the server.
- Demonstrate how to utilize various types of computer software, e.g. content-based, musical, drawing, and painting, etc.
- Introduction to desktop management.
- Correct utilization of menus.
- Creation and editing of a word processing document, adding graphics to a document.
- Demonstrations of the ability to create, save, and print a document created with a word processor.
- Demonstrate knowledge and utilization of other computer-related technology, e.g. USB flash drives, CD / DVD-ROM.
- Use of educational websites for online exercises (Logiciels educatifs, ortholud, code.org, Scratch...)
- Working on algorithms, proper coding techniques and problems solving (Blocky, Javascript)

Art

The children learn step-by-step techniques for drawing both animals and cartoon characters as well as for 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 through the creation of pictures using geometric solids. They are also given opportunity to express aspects of their personal lives and experiences through drawing. Students will be exposed to prehistorical art, aboriginal art, Egyptian sarcophagus with cartouche, Greek amphoras, stained glass art, Indian miniatures and comic books, communication in the arts and architecture.

Music

Students will be able to sing on tune, hold a good singing posture, breathe correctly while singing, learn 10 songs by heart, identify the characteristics of different musical cultures, listen to others, and learn to focus on what they hear to analyze those cultures. They will learn to identify the connections between various musical pieces, and extend their musical culture. Students will learn to produce simple rhythms and recognize their notation, express feelings and moods through a particular dance, and finally, use the appropriate vocabulary when speaking about music.

Drama

Third grade 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, as well as 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.

Mindfulness

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Physical Education

Physical Education (P.E.) is the development of motor skills and involves the practice of physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand the mechanics of their body, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students with 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. To allow each student sufficient time to learn and improve their skills, each activity is taught for at least six lessons. Our goal is to provide the students with a broad physical foundation of skills to build upon throughout their lives.

CM1 (4th Grade) French School Program

French

The fourth grade French School Program (CM1) follows the French National Education curriculum. The progression for mastering the French language is based on a program of reading, writing, vocabulary, grammar, and spelling. A literature program reinforces independence in the students' reading and writing. Reading and writing are systematically linked: the students work on them daily in French. 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 study of the French language (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 the presentation of their schoolwork and to prepare it in an organized and clear manner, eventually including the use of 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 an important part of the curriculum, with language art skills greatly emphasized. Our goal is to develop oral and written fluency in French and to extend the students' vocabulary. Study texts, particularly literary texts, aim to develop comprehension and to increase confidence in learning to compose texts independently. Students learn language to communicate their thoughts, feelings, and experiences and to 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 used 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 a myriad of techniques (reading/writing) to facilitate reflection and communication. Little by little, the reading journal will help the student to master language and communicate feelings with others.

- The reading journal can be included in the curriculum without loss of 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 the moment he opens a

book. Brain circuits are awakened as an unconscious vigilance operates. The reading journal orients the student toward a structured, intelligent, and strategizing reading beyond mere pleasure. The reading journal is not limited to the study of feelings about the story but also is a study of the structure and the author's choices. *A reader in reading journal mode is an active reader.* the critical and analytical mind is operating from the start.

English

Students strengthen their reading development through reading a variety of genres, from non-fiction selections, classics, and historical and narrative fiction. Titles included are *Little Women*, *Huckleberry Finn*, *Johnny Tremain*, *Matilda*, and *Bud not Buddy*. They respond to literature in organized writing essays and narratives of multiple paragraphs. Reading and writing, combined with listening and speaking, help students articulate their voice and form their thoughts into complete and meaningful sentences. Students are introduced to new vocabulary weekly through short reading selections of both fiction and nonfiction selections. Weekly grammar lessons fine tune their writing and sharpen their understanding of grammar, punctuation, and spelling through exercises.

ESL—English Second Language

ESL 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 they are integrated into the mainstream English class, which is designed for native speakers. Because the most important vocabulary and grammatical concepts have already been mastered by students in the mainstream English class, ESL provides students with 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 the 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 is capable of making. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational grammar. At the same time, attempts are made to encourage students as much as possible and to inspire enjoyment of learning. It is important to note, however, that—in view of 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 is able to make the most of the opportunity.

History

Students will study these periods:

- **Middle Ages:** The invasions of the Huns with Attila; the Franks with Clovis and Charlemagne; the dislocation of political power; the Middle Ages society (those who were working, those who were fighting, and those who were praying); the castles; the Romanesque and Gothic Churches; the Muslim religion with Mahomet; the conflicts around the Mediterranean Sea (the Crusades) with Louis the 9th; the One Hundred Years War with Joan of Arc.
- **Modern Times:** The Great Explorations with Christopher Columbus, the Renaissance with Leonardo da Vinci, and the religious conflicts between the Catholics and the Protestants.

Geography

As a French school located in the United States, we frequently compare the two countries to understand their similarities and differences at the time of globalization. In fourth grade, students will study mountainous areas and the weather in France and in the United States. Our main focus of the

year will be on the creation of the European Union: to understand what Europe is, the European Union's purpose, its advantages, the ways in which it differs from the United States, the countries in the European Union, its role in the world, its population, and the different cultures and economical levels. Finally, we will concentrate on the modes of transportation to understand their advantages and disadvantages.

American Civilization/Social Studies

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

Mathematics

Mathematics develops precision and rigor in reasoning as well as imagination regarding ways to view 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

- The organized study of numbers includes numbers of up to eight digits.
- With whole natural numbers, we primarily focus on the principles of decimal numeration and on the value of digits according to their written position.
- Fractions and decimals up to the hundredth place are introduced and explained.
- Daily practice of mental arithmetic.
- Properties and operational techniques for each of the four operations are intensively reviewed.

Geometry, Size, and Measurement

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

Organization and Data Management

- The ability to organize and manage data is first developed as a way to solve word - problems.
- Proportionality is introduced early through various situations (e.g., situating numbers on a line, knowing only the place of the zero and another number, no ruler allowed), but will be developed to a greater extent in fifth grade.

Enseignement moral et civique

We start the year with a work on the rules that create a positive classroom community. Once these rules are well in place, we transition to the children's rights. We then expand to the road safety rules before

concluding the year with a special emphasis on the conditions of a sustainable development.

Science

The science program helps to prepare students for life in our ever-changing world and explains the ecological challenges the world is experiencing right now. Science lessons concentrate on teaching students about the natural and physical world. The complete scientific method is stressed. The program focuses on main subjects such as the human body or the situation regarding water (scarcity and quality) all around the world.

Computer Science

- Proper use of the web to research various curriculum areas
- Demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies
- Introduction to software media representing different subject areas
- Development of critical thinking skills through simulations, problem solving, and drawing conclusions
- Demonstrate knowledge and utilization of computer equipment e.g. how to operate efficiently, correct terminology, troubleshooting, etc.
- Demonstrate knowledge and utilization of Internet resources
- Use of educational websites for online exercises (Logiciels éducatifs, ortholud, code.org, Scratch....) Working on algorithms, proper coding techniques and problems solving (Blocky, Javascript)

Art

Fourth grade art class develops the aptitude for exploring art and stimulating children's enthusiasm for creation. Students are guided to reach their artistic potential through weekly study, inspiration, and hands-on activities. They will study artists such as Le Douanier Rousseau and will be examining and learning from different paintings by this artist. In a project, students will create a naive painting representing jungle and using weaving paper. Looking at various periods of art from the Middle Ages to modern art will inspire them. They will learn about famous tapestries such as *La dame a la Licorne* and the *Tapestry of Bayeux*. They also will be working with different materials such as pencils, fabric, wood, cardboard, tracing paper, raffia and pastels, markers, paint, mixed media, and clay. In a project on Mona Lisa, students will create their own paint mixing vinegar, oil, eggs, and spices to get the Tempera paint that artists of the Middle Ages used, with natural pigments. Students will study illuminations and letterheads used in books of the Middle Ages, and they will paint a letterhead using calligraphy and gold paint. They will also study the coat of arms, the architecture, and the fortified castles of France built during the Middle Ages before creating their own coat of arms in a 3D project. During this period, they will learn the vocabulary of this type of architecture, such as crenel, drawbridge, arrow slit, and moat. For their projects, students will learn to work in small groups and share the responsibilities of the work to achieve their goal.

Music

Students will be able to sing on tune, hold a good singing posture, breathe correctly while singing, learn 10 songs by heart, identify the characteristics of different musical cultures, listen to others, and learn to focus on what they hear to analyze those cultures. They will learn to identify the connections between various musical pieces, and extend their musical culture. Students will learn to produce simple rhythms and recognize their notation, express feelings and moods through a particular dance, and finally, use the appropriate vocabulary when speaking about music.

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, as well as 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.

Mindfulness

Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally. Mindfulness develops awareness, focus, emotional intelligence, and elevates the mind-body connection. A fifteen minute weekly class includes a group discussion around a new topic (i.e. mindful eating, mindfulness movement, etc.) and a challenge on how students can take mindfulness home with them.

Physical Education

Physical Education (P.E.) is the development of motor skills and involves the practice of physical, sporting, and artistic activities. It contributes to health education by allowing students to better understand the mechanics of their body, the physical safety rules, and how to take controlled risks. It teaches responsibility and autonomy, providing the students with 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. To allow each student sufficient time to learn and improve their skills, each activity is taught for at least six lessons. Our goal is to provide the students with a broad physical foundation of skills to build upon throughout their lives.

Choir (Elective)

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

CM2 (5th Grade) French School Program

French/FLE

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 what the selected story is about. They learn to identify main characters, invent a continuation of a story, and identify the key words or phrases. The reading base in fifth grade becomes broader in both languages, moving from childhood stories to more sophisticated young adult literature while still including the literary works of several genres. Students are taught to challenge their own 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. Our goal is to develop oral and written fluency in French and to broaden and extend the students' level of 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 writings. A variety of 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 as well as journal and letter writing, creative story writing, and written correspondence with French students. The goal is to encourage the students to expand their written description through the use of detail, while enforcing the correct use of grammar, punctuation, and spelling. Students learn to revise and edit their own work and that of their peers. Students need to be able 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

English fifth grade students read daily from a variety of genres whether it be classic literature, historical fiction, narrative fiction, or informational text and nonfiction. Novel studies included in the course are: *Holes*, *Number the Stars*, *The Penderwicks*, *Maniac Magee*, and *Esperanza Rising*. Strategies such as inquiry, inferring, critical analysis, and summarizing details, are just a few of the techniques students use to build comprehension develop multiple perspectives and independent thinking. Reading aloud is vital to understanding a literary work and sharpens their fluency, intonation, articulation, and self-expression. Students choose their own reading books in library, and engage in projects such as Reading to the Second Grade Day. Students develop formal presentation skills and addressing questions from an audience. Sharing their reading experiences helps make the learning process both authentic and meaningful. Group work, partner work, and independent work are just some of the diverse ways to support differentiated learning environments. New vocabulary words are introduced weekly from short reading selections. W o r d families, roots, and cognates help students understand word meanings. Vocabulary strategies and concepts are also taught in the context of the passage and student's personal experience. Students use conversation, acting, games, and charades, and art visuals as well, to build authentic vocabulary understanding. Students also develop verbal reasoning skills in analogical, categorical, and logical reasoning. Writing supports reading and vocabulary development. Students build their writing and research ideas through structured note taking, reciprocal teaching, and graphic organizers. They learn the purpose of writing and how to organize their thoughts from a topic sentence, how to exemplify points, and form a conclusion. In-class writing projects include story, narrative, literature response, research, and persuasive. Writing workshops guide students with one on one conference from first draft to final draft, to presentations. Character analysis, study of conflict, craft, elements of a story, and theme are key components. The objective is to support the student's expression, authentic responses, and ideas while also creating independence in their revisions and editing using "6 traits" checklist. In essence, students are encouraged to articulate their voice into meaningful ideas through a blend of critical thinking, reading, writing, listening, and speaking.

ESL—English Second Language

ESL 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 they are integrated into the mainstream English class, which is designed for native speakers. Because the most important vocabulary and grammatical concepts have already been mastered by students in the mainstream English class, ESL provides students with 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 the 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 is capable of making. The ESL course aims to cover all aspects of the language, including reading, writing, speaking, spelling, vocabulary development, and foundational grammar. At the same time, attempts are made to encourage students as much as

possible and to inspire enjoyment of learning. It is important to note, however, that—in view of 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 is able to make the most of the opportunity.

History

The curriculum covers a broad period, from the seventeenth century (starting with Louis XIV) to the present. Emphasis is placed on the changes that occurred in the French society, thanks to the ideas that led to the 1789 Revolution and the improvements derived from it. After studying this important event in French history, we will focus on Napoleon Bonaparte and his empire. Then, we will focus on the industrial revolution and the main inventions of the nineteenth century and the beginning of the twentieth century, the living conditions of the workers, and how laws were created to protect the workforce. We also will study how the republic became the government in France. 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, before finishing with the construction of the European Union and the improvements in sciences and technologies, we will study World War II. This period is very interesting and rich, and it allows the students to understand how quickly a society can change.

Geography

In Geography, fifth graders will work on the different landscapes and weather in the world. They also will study an industrial port zone and discover what industry means. To reach that goal, they will study French and US industries, noting the differences between old industries and the new high-tech industry. They will also work on the service activities: how people pay for it in France and the topic of tourism. For “Francophone week,” we will point out the importance of the French language and culture all around the world. Finally, students will study the diversity and different densities of populations all around the world. We will study the various representations of the world using the globe and several maps so that students understand the unavoidable deformations of a flat representation of the world. They will understand and be able to complete them.

American Civilization/Social Studies

Fifth graders study the early history of the United States from Native American history to 1850’s. The course focuses on the creation of the nation peopled by immigrants from all around the world as well as the Enlightenment ideals and English traditions of self-government. With the implementation of critical thinking, events are viewed through the eyes of historical groups such as Native Americans, pioneers and explorers, colonists, slaves, families of men, women, and children. Class and small group discussions reflect the experiences of different races, religions, ethnicities, and voices. Students continue to develop the civic and economic skills they will need as citizens. They examine the human and physical geography of the United States by studying its present-day maps and learning about the 50 states and their capitals.

Mathematics

Course objectives are problem solving; adding, subtracting, and multiplying; dividing whole numbers and decimal numbers; multiplying whole numbers and decimals by 10,100, and 1,000; adding and subtracting fractions; geometry, measuring segments, and tracing figures from a construction program; symmetry, measuring and tracing angles, and calculating the perimeter and surface area of a square and a rectangle; knowing and using standard metric units of length and surface area; measuring time (year, month, week, hour, minutes, seconds); properties of the triangle. Students will be able to solve

problems related to the curriculum, using and understanding the curriculum above. Text used for the course is *J'apprends les maths, CM2*, Brissiaud.

“Enseignement moral et civique”

In fifth grade we will work on school rules. The students will differentiate between rights and duties and will realize that job opportunities, a comfortable life, and respect are not the same worldwide. To this end, they also will study the different kinds of government: republic, dictatorship, and monarchy. The students will learn the symbols of the French Republic and will understand why and how people vote. They will discover how to be French citizens and will study discrimination, respect, and tolerance. In fifth grade, the Civics curriculum will closely correlate to the History curriculum.

Science

Course

objectives are electrical circuits, elementary safety rules for electricity, sources of energy, the solar system, volcanoes and earthquakes, fossils. Students will be able to solve problems related to the curriculum, using and understanding the curriculum above. Textbook used for the course is *Sciences experimentales et technologie CM*, Tavernier.

Computer Science

- Creation of a multimedia projects
- Photo editing
- Musical creation
- Comics creation
- Develop an understanding of how computer technology is used in our society
- Demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
- Introduction to Spreadsheet programs
- Demonstrate knowledge and utilization of electronic mail
- Introduction to Multitasking.
- Use of educational websites for online exercises (Logiciels éducatifs, ortholud, code.org, Scratch....)
- Working on algorithms, proper coding techniques and problems solving (Blocky, Javascript)

Art

Fifth grade art students learn about the history of art, including the major works of famous artists who expressed a new vision of art at their time. This class develops the aptitude for exploring art and stimulating children's enthusiasm for creation. 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 they discover and explore other cultures, such as during a project on African masks. Students create 3D objects linked with what they are studying at that time in history. They will be studying artists such as Monet, Picasso, Klimt, Vermeer, Van Gogh, Giacometti, Hokusai, and Seurat and will be 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 talking about their creation, the steps they chose, and the final result. They also

study artists such as 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

Students will be able to sing on tune, hold a good singing posture, breathe correctly while singing, learn 10 songs by heart, identify the characteristics of different musical cultures, listen to others, and learn to focus on what they hear to analyze those cultures. They will learn to identify the connections between various musical pieces, and extend their musical culture. Students will learn to produce simple rhythms and recognize their notation, express feelings and moods through a particular dance, and finally, use the appropriate vocabulary when speaking about music.

Drama

Fifth graders focus on creative expression. Students create, perform, and participate in theater games. They apply processes and skills in acting, directing, and designing to create informal theater, and their theatrical skills are developed through participation in improvisational activities. Students collaborate as actor, director, or technical artist in creating informal theatrical performances.

Mindfulness

Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally. Mindfulness develops awareness, focus, emotional intelligence, and elevates the mind-body connection. A fifteen minute weekly class includes a group discussion around a new topic (i.e. mindful eating, mindfulness movement, etc.) and a challenge on how students can take mindfulness home with them

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