

Le Lycée Français de Los Angeles



Le Lycée Français
de Los Angeles

Course Catalog 2018-19

International Section Program
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
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

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, and 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 making the most of the opportunity.

Math (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.

Math (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.

“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.

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.

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 warm and the cool, 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.

3RD - 5TH GRADE INTERNATIONAL PROGRAM

3 RD GRADE	4 TH GRADE	5 TH GRADE
English /ESL	English /ESL	English /ESL
French /FLE	French /FLE	French /FLE
Mandarin Chinese	Mandarin Chinese	Mandarin Chinese
Mathematics	Mathematics	Mathematics
American Civilization	American Civilization	American Civilization
Citizenship	Citizenship	Citizenship
Science	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 (<i>Elective</i>)	Choir (<i>Elective</i>)

EXTRACURRICULAR ACTIVITIES

CLASSES

ATHLETICS

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

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

3rd Grade International Program

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.

French/FLE

With an emphasis on oral skills, this course follows a method that covers all basic structures and components of the French language. We learn through songs and workshops on subjects such as cooking, and other practical applications of the French usage.

Mandarin Chinese

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

Mathematics

Grade 3 ISP 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. This course begins by acquainting students with the concepts of 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 the concept of multiplication, will memorize multiplication tables, and will ultimately learn to multiply and divide by numbers of several digits. The course will also include an introduction to geometry, fractions, and decimals.

US 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.

Citizenship

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.

Science

Science at the elementary level focuses on the scientific thinking process. Students will work individually and as a team 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 includes the study of 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.
- 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 amphora's, 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

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.

4th Grade International Program

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.

French/FLE

Every language session is based on activities that are meaningful for 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 use of 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.

Mandarin Chinese

Fourth grade Chinese is designed for students who have completed the previous year's Chinese course. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. Language is presented through target phrases and structures with short stories as the context to make the learning meaningful and interesting. Students are taught to apply the language skills they acquired in a real-life situation. 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 to develop 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.

Mathematics

Grade 4 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. The 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, plane geometric figures. They collect, represent, and analyze data to answer questions.

US 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.

Citizenship

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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.

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 to solve the problem. Students will research different ways of recycling and conserving our resources, examining populations and ecosystems and learning about different types of ecosystems, the various cycles in the ecosystem, and the variety of species found there. Finally, students will look at the Earth’s structure and explore magnetism and electricity.

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 educatifs, 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 Age 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

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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.

5th Grade International Program

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.

French/FLE

Verbs and grammar will be extensively studied to support accurate speaking, writing, and understanding of written and oral French. Students will learn to use the appropriate tense and will acquire the structural basics of all types of sentences, from the simple to the most complex. Different teaching aids are used (extracts from literature, news report, ads, and movies) 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 for a broader understanding of the language.

Mandarin Chinese

Fifth grade Chinese is designed for students who have completed the previous year's Chinese course. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. Language is presented through target phrases and structures with short stories as the context to make the learning meaningful and interesting. Students are taught to apply the language skills they acquired in a real-life situation. 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 to develop 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.

Mathematics

Grade 5 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. The four basic operations are used and applied to fractions, decimals, and positive/negative numbers. Grids, tables, graphs, and charts are used to record and analyze data. Common measuring units and formulas are used to determine length, area, and volume of simple geometric figures. Throughout the year, students develop the knowledge of mathematics as a language and are explicitly taught the specialized vocabulary of mathematics as differentiated instruction.

US 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.

Citizenship

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.

Science

Students study physical science, life science, and earth science with small group hands-on investigations and experimentations in class. The various topics are organized within 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 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 educatifs, ortholud, code.org, Scratch....)
- Working on algorithms, proper coding techniques and problems solving (Blocky, Javascript

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 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.

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.

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