

# *Le Lycée Français de Los Angeles*



Le Lycée Français  
de Los Angeles

## *Course Catalog 2018-19*

### *French Section Program*

*6ÈME (6TH GRADE)*

*5ÈME (7TH GRADE)*

*4ÈME (8TH GRADE)*

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

## School Mission

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Le Lycée Français de Los Angeles

## MIDDLE SCHOOL CURRICULUM FRENCH SCHOOL PROGRAM

6ÈME (6TH GRADE)	5ÈME (7TH GRADE)	4ÈME (8TH GRADE)
Français	Français	Français
Anglais	Anglais	Anglais
Histoire, Géographie et Enseignement Moral et Civique	Histoire, Géographie et Enseignement Moral et Civique	Histoire, Géographie et Enseignement Moral et Civique
Mathématiques + US Math Prep	Mathématiques + US Math Prep	Mathématiques + US Math Prep
Science et Vie de la Terre	Science et Vie de la Terre	Science et Vie de la Terre
Environmental Studies	Classroom Without Borders	--
Sciences Physiques	Physique-Chimie	Physique-Chimie
---	Espagnol , Allemand ou Chinois	Espagnol , Allemand ou Chinois
Informatique	Informatique	Informatique
Technologie	Technologie	Technologie
Arts Plastiques	Arts Plastiques	Arts Plastiques
Education Musicale	Education Musicale	Education Musicale
Education Physique et Sportive	Education Physique et Sportive	Education Physique et Sportive
Initiation au Latin	Latin ( <i>Elective</i> )	Latin ( <i>Elective</i> )
---	Grec ( <i>Elective</i> )	Grec ( <i>Elective</i> )
Chinois-Mandarin ( <i>Elective</i> )	Chinois-Mandarin ( <i>Elective</i> )	Chinois-Mandarin ( <i>Elective</i> )

### EXTRA-CURRICULAR ACTIVITIES

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

**French**

This class offers a complementary approach of French and francophone language, literature and culture. Each chapter is devoted to a main theme allowing students to familiarize themselves with different time periods and genres (Antiquity's epic narrative, 17e century comedy, contemporary poetry...) Through designated readings students will foster their skills in various categories such as grammar, spelling, vocabulary, oral expression and creative writing. 6<sup>th</sup> grade French class also aims at preparing students to literary analysis. Therefore language skills are used to nurture literary texts' interpretation. Students will work individually as well as in group projects such as Drama workshop. Besides mandatory readings, free reading will also be encouraged by means of occasional visits to the Middle School library. Each student will have to fill a reading diary to review the books she chose in a personal way. Main Teaching objectives are:

- Read fluently
- Express themselves clearly and convincingly in a communicative situation
- Adopt a critical attitude towards discourse
- Product a variety of short creative texts in relation with the different genres studied (narrative, drama, poetry)
- Handle the structure, meaning and spelling of current words and a selection of more elaborate vocabulary
- Observe how verbs work and spell them correctly
- Analyze the relationship between words in a given sentence and identify their functions (subject, verb, complements etc.) (e.g., synopsis, book review, interview of the writer, etc.). Their work is displayed on the library and classroom walls.
- Other kinds of writing assignments: the teacher lists a subject that relates to the book students are studying. They work in pairs during the daily classwork. The teacher corrects them and gives them a final writing assignment that they must correct and give back to the teacher at the end of the class.
- Oral work: the teacher gives them an oral subject related to the book. For example, as a project related to a fairy tale, students have to act out a scene in which they pretend they received a magic wand as a birthday gift from their parents. Each student plays a different character, such as a son or daughter, mother or father. As a group, they have to prepare a speech about the subject.
- Other projects with the library: they borrow a collection of short stories about Greek mythology (each book is about a famous character, such as Oedipe, Prometheus, etc.). They choose one character and make a presentation about it (with a poster that will be put up on the library wall)

**English**

Students in 6<sup>th</sup> grade English learn how to think. They study basic literary terms, story structure, and genres including mythology, short fiction, drama, poetry, the novel, the graphic novel, and memoir. They learn the skills to do research projects and make both written and oral presentations. In grammar they study the parts of speech and the logic of where they fit in a sentence; types of sentences (simple, compound, complex) and why it's important to vary them in writing; phrases and clauses; spelling strategies; and punctuation. The vocabulary units focus on Greek and Latin roots, Latin legal terms, etymologies, cognates, and context clues to boost decoding skills. We also work in the series *Wordly Wise 3000*, the first step in a program that builds S.A.T./ACT strategies in reading and vocabulary. To emphasize critical thinking, the curriculum is built around key thematic questions that students ask as they encounter each new text: *How has our perception of The Hero changed over time? (Heroes, Gods & Monsters of the Greek Myths, The Iliad, The March); How can imagination save a life? (The Phantom Tollbooth, The Red Pencil); Why do people migrate from one country to another? (The Arrival, The Red Pencil); Which is more important, safety or freedom? (The Giver); How do individuals affect history (The March); How are outsiders perceived, and how can rumors be fatal? (Wolf Hollow); Why are mortals so foolish in love? (A Midsummer*

*Night's Dream*). In addition, from September to June, students also grapple with larger philosophical questions as we read and discuss Nigel Warburton's *A Little History of Philosophy*. The 6<sup>th</sup> Grade Writing course introduces students to the basics of written expression. Led by examples from professional authors, they learn about good sentence structure, variety of word choice, figurative language, imagery, and rhythm in their writing. They become comfortable with expository, descriptive, narrative, and persuasive writing. They also study—so they can learn how to reject—the 5-paragraph essay, applying this basic structure across the curriculum but viewing it as a set of training wheels to be outgrown. Students write creatively on many topics in many genres (comic strips, ad campaigns, restaurant reviews, short stories, a book of poems.) A 6<sup>th</sup> grade poetry journal, published in June, includes poetry and essays from students in both the French and ISP sections. Sixth graders are still discovering their most effective learning styles, so the approach in this class is to vary the instruction and activities throughout the year. The unit on Greek mythology draws heavily on visual learning, with weekly slides from ancient and modern art that deal with classical and mythological subjects. The visual arts component in the curriculum is augmented by a field trip to the Getty Villa and a project, “My Conversation with an Ancient Artist,” in which students respond to a piece of art they have studied with a modern take on an ancient work. They also look at representations of scenes from *The Iliad* (in sculpture, painting, and graphic novels) and create their own interpretation of the text. For kinesthetic learners, students reenact stories from the myths through skits. Social learners enjoy small group exploration of a topic—searching for etymologies in teams, putting Medea on trial, or designing a future utopian society after we read *The Giver*. And solitary learners are challenged through book reviews, research projects, and literary response essays. We also spend time teaching them *how* study, offering different strategies based on different learning styles, e.g., vocabulary pictures for visual learners, partner quizzing for social learners, songs or raps for aural learners, flash cards, journaling, mnemonics, and note-taking for solitary learners. By the end of 6<sup>th</sup> grade, students will be engaged readers, confident writers, and clear thinkers. They will have an expanding knowledge of literature and art and new insight into how they learn best.

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

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

### **History-Geography-Civics**

This course will cover ancient Egyptian, Hebrew, Greek, Roman, and Christian civilizations and their cultural contributions to world history and geography. The students will be expected to learn the chronology of these contributions. They will be familiarized with ancient maps and learn how politics, religion, and economics formed and influenced the course of these and other traditions. Students will also learn the sites and histories associated with the important monuments of these traditions. In the geography portion of this course, ancient human societies and world populations will be analyzed in relation to the

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

### **Mathematics**

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

### **US Math Prep**

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

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

### **Science**

This course is divided into five major themes: characteristics of the living and nonliving environment, the colonization of our environment, the classification of organisms, the concept of agriculture and food production in our environment, and our ecosystem and the importance of recycling. Students will also learn about animal nutrition (the search for food, eating, and digestion), animal reproduction, the breathing nutrition of green plants and fungi, and the reproduction of flowering plants. Students will conduct experiments, analyze documents, and learn to use scientific reasoning, which will enable them to identify biological problems and learn how to formulate hypotheses. Students will be evaluated in the form of quizzes or tests.

### **Environmental Studies**

Throughout the sixth grade school year, students will explore and investigate the interrelationships of the natural world, by studying environmental heroes and pioneers such as John Muir. We will discuss, identify, and analyze environmental problems, both natural and human-made, and evaluate the relative risks and alternative solutions for resolving and/or preventing them. Students will participate in a variety of projects

aimed to provide a more personal connection to the environmental issues, such as a California Bird Project. They also have an extensive environmental research unit using internet tools to research and applying software applications to design visual graphic presentations (via Word, PowerPoint, Keynote, Pages, etc.).

### **Physics**

In 6th grade, during this introduction class, students start to explore three areas of the challenging Physics and Chemistry classes awaiting them in 7th and 8th grade. The first part of the curriculum describes the states and constitution of matter on a macroscopic scale, while the second part focuses on the notion of movement and speed, and the last part on the various energies and their conversion.

### **Computer Science**

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

### **Technology**

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

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

### **Art**

The Arts Plastiques course in the French School Program follows the requirements of the French curriculum from sixth grade to ninth grade. The course is designed to give students of each level creative, perceptual, and vocabulary tools. With each assignment, they discover new ways to answer to each art project: it's a "riddle" with as many answers as there are students in a class. There is no wrong answer... as long as they follow the guidelines of each lesson's theme. As often as possible, themes will be related to other school subjects to favor an interdisciplinary experience. Students learn, through individual or group art projects, how to discover and understand what *visual art* is about, creating a strong portfolio and increasing their knowledge about artists' pieces taken from every creative fields and era of the history of art. On occasion and related to the current art shows, students will go on field trips to discover various exhibitions and galleries. Through the curriculum, the students will have developed a sense of visual sensibility, creative expression, historical background, and critical thinking. In this course, students will discover the basics and the specificities of Arts Plastiques. They will create 2D and 3D projects and will review basic techniques in the use of pencils, crayons, pastels, markers, and paint through themes, utilizing self-portrait, graphics, shading and black and white, monochrome, shaped format, collage, and so forth. Upon completion, students will discuss their projects and share their ideas with others. The students' artwork will be displayed in the classroom for all to observe. They will also discover examples of masterpieces taken from the history of art related to the theme they just studied. Interdisciplinary projects and lessons are created, known as Histoire des Arts. A theme is selected every year, and the students will work on it in every subject in preparation for the oral exam required in the French ninth grade system.

## **Music**

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

## **Physical Education**

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

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

## **Introduction to Latin**

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

## *6ÈME (6TH GRADE) FSP Electives*

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

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

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

This is a course for students who have successfully completed Chinese I-A or students who have had studied Chinese previously and passed the placement test conducted by teachers. The emphasis of the course is on acquiring skills for character writing and learning basic sentence structures for daily communication. The focus is placed on the building of language-learning skills that can be applied in any future study of a world language. This course introduces students to more complex sentence structures and

idiomatic expressions. In addition to the pinyin Romanization system, students work extensively on the four-tone Mandarin phonetic system. Classes are conducted in the target language, as appropriate to the students' level of proficiency, and are designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

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

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

### **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.

### **Drama (Elective)**

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

## *5ÈME (7TH GRADE) French School Program*

### **French**

The purpose of the course is to nurture the francophone culture of the students, to develop their creative and critical mind, and to improve their analytical and linguistic skills. More specifically, this course is divided into different learning sections, with different purposes:

1. Reading comprehension of different types of texts (novels, articles, short stories, poetry, theater) and basis of textual analysis.
2. Language (grammar, spelling, conjugation, syntax): language mechanisms analyze more specifically enunciation, types of sentences (simple and complex), nouns and expansions, and verb tenses.
3. Writing experimentations (articles, interviews, theatrical dialogs, poetry, letters, portraits and descriptions, and argumentative essays).
4. Oral skills: speaking resources exploration (reports, debates, declamation, acting)
5. Artistic and cultural projects, allowing students to connect literature with other artistic fields (cinema, photography, music, slam and arts).

The reading section of this course will cover a large swath of literary history and will include works of prose and drama. In particular, they will study literature through five themes: "Adventure and travel stories",

“Middle Ages’ heroes, Princesses and Knights”, “Life in society: family, friends, school, social medias”, “Developing imagination”, and “Man versus Nature”. To do so, different complete literary works will be studied in depth: lyrical poems, one hero novel, one drama, one travel and adventure story.

### **English**

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

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

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

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

### **History-Geography-Civics**

In this course, students will study the Byzantine, Muslim, and Carolingian civilizations during the Middle Ages. Students are expected to have a basic familiarity with European societies, economics, politics, geography, and climates. They will learn the importance of the Roman Church’s influence on society and will be expected to explain feudalism and its implications. Students will analyze the birth of modernity by studying humanism and the Renaissance as well as their impact on the French kingdom. In Geography, the program is focused on sustainable development, the need to save Earth’s resources and to adapt our societies to climate change. Students will also study three continents: Africa, Asia, and America. For each continent, they will be able to identify the main cities and their specific climates. Students will also be expected to understand the diversity of cultures, populations, and environments as well as the development associated with these continents. In Civics (EMC), students will study two main ideas: equality and identity. Through the equality theme, they will learn the different types of discrimination (racism, anti-Semitism, xenophobia, sexism, homophobia...); and they will study personal identity and legal identity through the second theme. They will have in-class debates and examine official texts.

## **Mathematics**

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

## **US Math Prep**

The math prep course is designed to introduce common concepts, methodologies, and terminologies of standard American math to French School Program students in order to better prepare them for future standardized testing, such as the CTP4. We will focus primarily on the following subjects:

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

## **Science**

This course begins with a review of the subject matter covered in sixth grade, which includes the continued study of Earth science and an introduction to life science. Specifically, students will understand that Earth processes today are similar to those that occurred in the past and that gradual geologic processes have created cumulative effects over time, as evidenced by erosion, sedimentation, and fossil formation. Additionally, students will explore plant and animal reproduction and will be able to identify characteristics that distinguish plant cells from animal cells. We then transition into human reproduction, where students learn more about how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization. The respiratory, circulatory, and digestive systems of living beings will also be introduced, and students will understand how certain organ systems function or malfunction as a result of the contributions of individual organs, tissues, and cells. Students will be evaluated in the form of quizzes or tests.

## **Classroom without Borders**

This course heightens students' awareness of issues in third-world countries, and forces them to analyze and ultimately strategize methods to help affect change in regards to these issues. One topic that is covered is the issue concerning child soldiers in Africa. The students research the reasons that children are being forced to fight in wars and make presentations to their peers to bring awareness to this atrocity. They also host a clothing drive for expectant mothers in Kenya, who as a result of health care issues do not have access to prenatal care and clothing for their newborn babies. Additionally, each class is assigned a pen-pal with a 7th grade class from around the world. In the past we have corresponded with students in

Kazakhstan, Argentina, Russia, Belgium, Brazil, and Canada. The students write handwritten letters and send items that are specific to life in Los Angeles, while their counterparts do the same. It has proven to be an excellent experience for our students to see how students of the same age live and learn around the world.

### **Chemistry/Physics**

In chemistry they will study the water cycle and matter transformations. They will learn to characterize the different states of matter (solid, liquid and gas), propose experiments to study the changes of state properties, characterize a pure body various changes of state, interpret changes of state at microscopic scale, imagine and realize experiments to characterize mixtures and find experimentally water solubility values. Then, in the part dedicated to physics, students will first study light and sound signals, and particularly how to make out the primary light source (bright object) of a spreading object, and use the rectilinear light propagation to understand the shadow's form. Students will also approach the notion of electrical energy. It will allow them to realize simple electric circuits to switch a lamp or an engine on, identify a short circuit situation, draw an electric circuit and differentiate series and parallel circuits. Students will be evaluated through quizzes and tests as well as on their reports of experiments done in the lab.

### **Spanish, German, or Chinese**

#### **Spanish**

This class' main goal is to emphasize the development of basic language and comprehension skills in listening, reading, writing, and speaking Spanish. Students will study both the vocabulary and grammar structures of the language as well as the cultures of Spanish-speaking people throughout the world. In the grammar portion, students study the principal tenses to be able to express themselves in the present, past, and future tenses in simple sentences. They also learn all the principal elements that can compose a sentence (articles, nouns, adjectives, verbs, adverbs, and so on) and their relation in sentence structure. The lexical and thematic orientation portion will include students learning vocabulary classified by themes, where they will be expected to use those words in their own sentences. In the oral and written comprehension portion, students will be able to comprehend brief and simple interventions and micro texts. In the oral and written expression portion, they will be able to participate in a conversation and to write sentences using all the vocabulary and grammar rules previously learned. Students will have the opportunity to analyze different extracts of Spanish movies to frame their knowledge of their target language in a real Spanish environment. These movies will be shown during the school term. Another example of differentiated teaching will be linked to the theme of food. The students will have to choose a Spanish recipe that they will cook at home and bring to class so they can explain in class the process of cooking. All students will have an opportunity to taste the different Spanish foods and ask about the different ingredients.

#### **German**

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

the year in “Histoire des Arts”. The level expected upon completion of the class is A1 according to the European framework of reference for foreign languages.

### **Chinese**

This beginner’s course is designed to establish a foundation in all language skills in relation to the study of Mandarin Chinese. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. Particular attention is given to learning to differentiate tones and the subtleties of Chinese pronunciation and to learning the fundamentals of character writing. The course introduces students to basic practical vocabulary and idiomatic expressions and the development of simple conversational skills. Students are introduced to the culture, customs, and history of China. The course delivery is interactive and experiential, encouraging active participation. This course is the first year program of Baccalauréat Chinois. The level expected upon completion of the class is A1 according to the European framework of reference for foreign languages.

### **Computer Science**

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

### **Technology**

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

### **Art**

During this second year of middle school, the students will review the basics and the specificities of Arts Plastiques. They will create 2D and 3D projects, they will review basic techniques in the use of pencils, crayons, pastels, markers, collage, paint, and so on through themes using still life, various painting techniques, chromatic circle, composition and narration, design, texture, and surfaces. Upon completion, they will discuss their projects and share their ideas with others, also discovering art created by other students which is displayed in the classroom. They will discuss examples of masterpieces taken from the history of art related to the theme they just studied.

In 7th grade, students will study three themes: image construction and transformation, image and its referent and finally images in the Asiatic culture. Interdisciplinary projects and lessons are created, known as Histoire des Arts. A theme is selected every year, and the students work on it in every subject in preparation for the oral exam required in the ninth grade French system. According to the new French program, two projects will also be done through the “Enseignements Pratiques Interdisciplinaires (EPI)”.

### **Music**

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

to listening activities and learning the history of Medieval and Renaissance music, connecting with historical and cultural contexts and other forms of arts (EPI / Art history projects). Seventh graders will also be part of a group project that involves all of the seventh grades classes: they will record a common song (vocals and instrument) and shoot the music video. They will learn how to record music and understand the software, and they will learn how to shoot a video, how playback functions, and what tools are needed.

### **Physical Education**

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

## *5ÈME (7TH GRADE) FSP Electives*

### **Latin I (Elective)**

This course focuses on the fundamentals of the Latin language. By comparing French and Latin grammar and vocabulary, students obtain a better understanding of the mechanics of both languages and make a better use of their French vocabulary. Basic forms, syntax, and vocabulary are acquired through the reading of selected authentic texts by Pliny, Livy, and Cicero that relate to the beginnings of Rome as a city-state.

### **Greek (Elective)**

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

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

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

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

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

students' level of proficiency, and are designed to develop listening, speaking, reading, and writing skills. The course delivery is interactive and experiential, encouraging active participation.

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

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

### **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.

### **Drama (Elective)**

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

## *4ÈME (8TH GRADE) French School Program*

### **French**

The purpose of the course is to nurture the francophone culture of the students, to develop their creative and critical mind, and to improve their analytical and linguistic skills. More specifically, this course is divided into different learning sections, with different purposes:

1. Reading comprehension of different types of texts (novels, articles, short stories, poetry, theater) and basis of textual analysis.
2. Language (grammar, spelling, conjugation, syntax): language mechanisms analyze more specifically enunciation, types of sentences (simple and complex), nouns and expansions, and verb tenses.
3. Writing experimentations (articles, interviews, theatrical dialogs, poetry, letters, portraits and descriptions, and argumentative essays).
4. Oral skills: speaking resources exploration (reports, debates, declamation, acting)
5. Artistic and cultural projects, allowing students to connect literature with other artistic fields (cinema, photography, music, slam and arts).

According to the new French program, they will also study in class five themes: "Love in literature", "Individual versus society: for which values and commitments?", "Fiction versus Reality in literature",

“Information/disinformation” and “Is everything possible in modern cities?” To do so, different complete literary works will be studied in depth: lyrical poems, Gothic short-stories by several authors, one novel, one drama.

### **English**

This course covers grammar and vocabulary development. Students will be able to identify parts of speech and apply grammar rules appropriately and identify and apply word meanings, and show understanding of word relationships. There is also a significant concentration on writing development. We will cover the writing of essays, poems, short stories, letters, and biographies. Particularly, students will learn to write descriptive, expository, narrative, compare and contrast and persuasive essays.

Students also study several novels throughout the year, during which time we complete a project associated with a particular theme within that novel. Finally, students will extend their general English culture. Students will be able to receive and give evaluative feedback in response to classroom texts and peer work.

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

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

The ultimate goal of this class is to transfer the student to mainstream English class as soon as the ESL teacher, in accordance with the regular English class teacher, deems the student ready.

### **History-Geography-Civics**

In History, the course begins with a presentation of the European colonial empires as well as the slave trades and slavery they generated. After studying the Enlightenment movement in the eighteenth century, we will analyze the French Revolution and its political, economic, and social outcomes. Later, we will focus on the nineteenth-century Industrial Revolution and its social implications.

In Geography, students will study globalization, starting with the different levels of development in the world through the examples of three countries: the United States, Brazil, and Mali. We will then learn about the flux of goods and persons in the world as a globalized space. The students will use many different types of documents (maps, paintings, carvings, and literature excerpts, for example) as well as produce diverse kinds of work (argumentative paragraph, poster, PowerPoint, or movie presentations, for example). In Civics (EMC), students will study two main ideas: liberty and justice. Through the liberty theme, they will learn its literary, artistic and historical background and the fundamental liberties (conscience, expression, association, press...) and personal human rights. The second theme will focus on the role of justice in France and the legal status of children.

### **Mathematics**

This course is designed to teach the fundamentals of Algebra. The four guidelines of the program in middle school are the following: organization and data management, numbers and calculation, geometry and sizes and measures. With the new program, we are also learning coding. Students will review operations with fractions and learn how to solve them when dealing with negative numbers. They will also learn how to

solve equations, study the power of 10, and be introduced to proportionality. Other topics presented in the course include the order of operations, solving linear equations, solving inequalities (introduced this year but supposed to be done in 9th grade), exponents, and the application of statistics. Students will develop and put into practice problem-solving skills; they will work with real numbers and perform the interactions required with basic operations. They will learn the Pythagorean theorem, the 'Thales' theorem, properties of exponents, and how to compute percentages of increase and decrease as well as simple and compound interest. They will continue working on the surface area and volume of 3D objects and understand how area and volume change with a change in scale. This course emphasizes abstraction and critical thinking in mathematics. Students will master the essential concepts of algebra as it is used to generalize problem-solving situations and gain an appreciation and understanding of its historical roots.

### **US Math Prep**

The math prep course is designed to introduce common concepts, methodologies, and terminologies of standard American math to French School Program students in order to better prepare them for future standardized testing, such as the CTP4. We will focus primarily on the following subjects:

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

### **Science**

This course begins with a review of the subject matter covered in seventh grade. The biological aspect of the course contains further instruction on sexual reproduction in the environment, particularly as it relates to the functioning of the human reproductive system and the physiology and specialization of genitals. The topics of conception and gestation will also be studied. Additionally, students will be briefly introduced to the human nervous system. In the geological portion of the course, students will learn that Earth is composed of several layers: a cold lithosphere, a hot conductive mantle, and a dense metallic core. We will also examine Earth's activity, particularly the major geologic events that result from plate tectonics and motions, such as volcanism, earthquakes, rock formations, and the resulting fossil evidence. In the final section of the course, students will learn about the renewable and nonrenewable resources available for human use. Students will be evaluated in the form of quizzes or tests.

### **Chemistry/Physics**

In this course, in the first part approaching matter composition and transformation, students will be introduced to atoms, electrons, protons, and neutrons and will be able to identify them and make distinctions among them. Students will also learn to calculate material density to differentiate some liquids or solids, differentiate a chemical reaction from a physical change, study how atoms rearrange themselves during a chemical reaction, know a short list of the most important atoms and how to find them in the periodic table, and notice that the mass of matter doesn't change in a chemical reaction.

Then, in the second part dedicated to physics, they will increase their knowledge on electrical energy, they will particularly learn to measure electric current and voltage, study what the difference between voltage and current is, and their effect on electrical circuit, use a mathematical formula relating voltage to current (Ohm's law) and calculate electricity power and energy to study a house electricity consumption. Finally, they will study movements and interactions. It will allow them to calculate a speed by measuring time and distance, characterize an object movement by its speed and direction and study simple situations of motion relativity. Students will be taught the proper setup of a laboratory experiment and the necessary safety precautions that must be observed. They will be evaluated in the form of quizzes and tests.

## Spanish, German, or Chinese

### Spanish

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

### German

During this second year of German, simple, everyday German is taught through a situational approach of vocabulary covering topics of interest to 8th graders such as German students with their friends, German students at school, life at home, an interview, and tourism in German-speaking countries. Grammar is taught as a tool necessary to expand the students' level of performance, and items such as the subordinate clause, declension of the adjective, conjugation in the preterit tense, and subjunctive mode are developed in a practical context with immediate applications. General progression is organized in units within a situational and functional framework. Audiovisual German material is frequently used. The curriculum includes all-German immersion sequences with selected German movies, particularly those relating to the "Histoire des Arts" and EPI multidisciplinary theme of the year. Upon completion of the course, students should master linguistic functional topics such as the following: interview someone, give and write a report of a specific event, give advice, express your feelings, tell about your activities, agree/disagree, tell about your plans, and make suggestions. The level expected upon completion of the class is A2 according to the European framework of reference for foreign languages.

### Chinese

This course is designed for the students who successfully completed 7th Grade Chinese program to establish a foundation in all language skills in relation to the study of Mandarin Chinese. Emphasis is placed on the building of language-learning skills that can be applied in any future study of a world language. Particular attention is given to learning the fundamentals of character writing and to expand the vocabulary for reading and writing short passages. The course introduces students to more complex sentence structures and idiomatic expressions in order to gasp communication skills in various real life situations. The course delivery is interactive and experiential, encouraging active participation. This course is the second year program of Baccalauréat Chinois. The level expected upon completion of the class is A2 according to the European framework of reference for foreign languages.

### Computer Science

This course focuses on computer proficiency, covering the computer, its parts and its history, operating systems, word processing, spreadsheets and database management, presentations, graphics, and the Internet. To follow their previous class (in 6<sup>th</sup> and 7<sup>th</sup> grades) they will improve their skills on Microsoft Word, Excel, and PowerPoint. Students will learn the concepts and skills required to work effectively with these tools and

apply that knowledge by completing a series of projects. They will also improve their design skills on the computer. Such skills will involve exercises in the production of graphic design using Photoshop Elements (and other software), where they will develop the ability to use the tools provided by the software to achieve their design goals. The course continues with developing basic web design skills, where students can use the graphic designs they have created to produce web pages. In this they will learn coding (HTML and CSS) to achieve a set of web design goals. In the final month, they will complete a website building project. Finally, they will be introduced to video editing with iMovie software to develop their own creativity with computer.

### **Technology**

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

### **Art**

During this third year of middle school, the students will reuse the techniques learned the past years. They will create 2D and 3D projects, and they will review the basic techniques in the use of pencils, crayons, pastels, markers, and paint through themes using the rules of perspective, specific format in size and shape, a movie poster contest, designing space, mobile, support, and textures. They will create more personal projects by picking their own techniques. Following the projects, they will discuss their projects and share their ideas with the others, also discovering pieces from the other students displayed in the class. They will also discover examples of masterpieces taken from the history of art related to the theme they just studied. In 8th grade, students will study three themes: image production, images and their relations to real, time and space, and image diffusion in Culture. Interdisciplinary projects and lessons are created, known as Histoire des Arts. A theme is selected every year, and the students will work on it in every subject in preparation for the oral exam required in the ninth grade French system. According to the new French program, one project will also be done through the "Enseignements Pratiques Interdisciplinaires (EPI)".

### **Music**

The classroom instruction is dedicated to developing students' ability to sing, read, play and understand music in its many forms: Students learn a repertoire of songs in English and French with one or more voices. Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music; Students will play different scores with musical instrument. The music class is also dedicated to listening activities and learning the history of music (European and American): studying music through different cultures and artistic movements, connecting with European and American history, for a better understanding of past and present music in hindsight and a more opened mind. Each class of eighth graders will also make a music video project. They will record a song (vocals and/or instrument) and shoot the music video. They will discover how to record music, understand the software and the tools/instruments needed, and learn the music recording technique. Students will be asked to use their creativity to write a synopsis, organize the shooting (place, decoration, costumes, etc.), and make the storyboard. They will also discover how to shoot a video, including the different filming angles and the tools/instruments needed. They will show their acting skills in adapting their storyboard and will learn how to edit a video to get the final version of the music video.

## **Physical Education**

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

## *4ÈME (8TH GRADE) FSP Electives*

### **Latin (Elective)**

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

### **Greek (Elective)**

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

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

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

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

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

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

This is a course for students who have successfully completed Chinese I-B or those who have had studied Chinese previously and passed the placement test conducted by teachers. Students will continue to grasp

oral communication skills in various real-life situations. They will also learn about different aspects of Chinese history, culture, economics, and so forth so that they will be prepared for the next course level. The course delivery is interactive and experiential, encouraging active participation.

### **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. They also prepare for a variety of concerts on- and off- campus, all year long, between November and June.

### **Drama (Elective)**

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

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