

Léman Manhattan Preparatory School



Upper School
Course Catalog 2016-2017

TABLE OF CONTENTS

GENERAL INFORMATION

Mission, Vision, and Core Values.....	3
Portrait of a Léman Manhattan Learner.....	4
Middle School Program: Grades 6-8.....	5
High School Program: Grades 9-12.....	6-7
Personalized Learning Plan (PLP).....	8
The International Baccalaureate (IB) Program.....	9-13
Graduation Requirements.....	14
Academic Programs: Grades 6-12.....	15-16
Léman Manhattan Language Policy.....	17-19
Student Support.....	20-23
Learning Support Program	
English Language Learner Program	
Technology, Library, and Information Connections.....	24-26
Standardized Testing.....	27-30
Extracurricular Activities, Clubs, and Athletics.....	31-34

COURSE DESCRIPTIONS AND REQUIREMENTS

English (IB Group 1).....	35-39
World Languages (IB Group 2).....	40-49
Social Studies (IB Group 3).....	50-55
Science (IB Group 4).....	56-60
Mathematics (IB Group 5).....	61-63
Fine Arts (IB Group 6).....	64-74
Music.....	64-67
Theatre.....	68-71
Film.....	71
Visual Arts.....	72-74
Physical Education and Health.....	75-79
Computer Science and Technology.....	80
Advisory and Strengths for Success (S4S).....	81-84

MISSION STATEMENT

Léman Manhattan Preparatory School is an international learning community committed to educating, empowering and inspiring students from early childhood through 12th Grade to be confident, independent critical thinkers.

We equip young minds with the knowledge and skills they need to evaluate, compare and make thoughtful choices so they can become informed and engaged citizens of the world.

Léman Manhattan Preparatory School is enriched by our vibrant downtown location and the proven academic resources afforded us as an affiliate school of Nord Anglia Education.

VISION

We develop each child's potential through:

- Personalized instruction that addresses each student's unique learning style
- Differentiated instruction, curriculum and assessment
- Fostering meaningful student-teacher relationships
- Promoting ongoing collaboration among community members, both locally and globally
- Cultivating independent thought that builds character and confidence

CORE VALUES

Core values are the essential and enduring tenets of our school. These guiding principles have a profound impact on how everyone thinks and acts. And they are the soul of who we are — the values that guide all of our actions.

We believe equally in the value of:

- Thinking critically and working collaboratively
- Achieving academic excellence
- Personalized learning
- Nurturing creativity
- Modeling and promoting resiliency
- Promoting healthy minds and bodies
- Respecting one's self and others
- Serving the local and global community
- Encouraging open minds and international-mindedness

Portrait of a Léman Manhattan Learner

Léman Manhattan Preparatory School is an international learning community committed to educating, empowering and inspiring students from early childhood through 12th Grade to be confident, independent critical thinkers. The Portrait of a Léman Manhattan Learner includes the IB Learner Profile as well as additional unique attributes that draw from the Léman Manhattan Mission Statement.

AS LÉMAN MANHATTAN LEARNERS, WE STRIVE TO BE:

- INQUIRERS**
 - We nurture our curiosity, developing skills for inquiry and research.
 - We know how to learn independently and with others.
 - We learn with enthusiasm and sustain our love of learning throughout life.
- KNOWLEDGEABLE**
 - We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
 - We engage with issues and ideas that have local and global significance.
- THINKERS**
 - We use critical and creative thinking skills to analyze and take responsible action on complex problems.
 - We exercise initiative in making reasoned, ethical decisions.
- COMMUNICATORS**
 - We express ourselves confidently and creatively in more than one language and in many ways.
 - We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- PRINCIPLED**
 - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
 - We take responsibility for our actions and their consequences.
- OPEN-MINDED**
 - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.
 - We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- CARING**
 - We show empathy, compassion and respect.
 - We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- RISK-TAKERS**
 - We approach uncertainty with forethought and determination.
 - We work independently and cooperatively to explore new ideas and innovative strategies.
 - We are resourceful and resilient in the face of challenges and change.
- BALANCED**
 - We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.
 - We recognize our interdependence with other people and with the world in which we live.
- REFLECTIVE**
 - We thoughtfully consider the world and our own ideas and experience.
 - We work to understand our strengths and weaknesses in order to support our learning and personal development.

The ten attributes and descriptors above are called the 'IB Learner Profile.' They are valued by all IB World Schools.

- COLLABORATORS**
 - We form cultural, academic and social partnerships globally and locally.
 - We maximize opportunities to share our learning within our own community and beyond.
- GLOBAL CITIZENS**
 - We mindfully cultivate individuality and embrace diversity.
 - We are advocates for peace and stewards of the planet.

These additional descriptors represent unique attributes valued at Léman Manhattan.

MIDDLE SCHOOL PROGRAM

GRADES 6-8

The Middle School program at Léman offers academically challenging and engaging coursework that enables students to problem-solve, develop leadership skills, and flourish academically, socially, and emotionally.

The 6th through 8th Grades at Léman represent a shift from a homeroom-based learning environment to a departmental structure, where subject-matter faculty experts deliver instruction across a range of disciplines. In addition, the Middle School program presents students with opportunities to reach beyond the school walls through cultural and travel learning excursions. These horizon-changing experiences enable students to build increased independence and a sense of community with their peers.

Each Middle School student is part of a small advisory group that provides a supportive discussion forum. Advisory meets four days a week to foster the development of small communities with the goal of supporting personal and academic growth. The Middle School Advisory Program emphasizes six character-centered pillars that include respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Advisory groups focus on issues that relate to students in their roles as people, as learners, and as members of the community. The ultimate goal of Léman's Advisory Program is for students to understand themselves better in each of these roles. Throughout the year, students explore topics as varied as building strong character, resiliency, conflict resolution, developing personal goals, celebrating accomplishments within and outside of school, and examining factors that enhance or interfere with their learning.

Middle School students focus on developing critical thinking to lay the foundation for evaluating sources and information to make educated choices, and to acquire the building blocks they need to achieve success in future academics and in life. We teach life skills such as strong communication, leadership, time management, and ownership of learning, which become part of students' toolkit for High School and beyond.

Co-curricular offerings such as athletics, fine arts, and clubs and activities are also an important part of our Middle School students' lives as they discover new passions and interests. Advisors meet with parents and students several times a year to review each child's goals and progress. Conferences are led by the student with support from his or her advisor. Working together, families, teachers, and students partner to foster academic success and personal growth in every child.

UPPER SCHOOL PROGRAM

GRADES 9 -12

In Léman's High School, students immerse themselves in rigorous coursework and a range of extracurricular activities, including international opportunities that broaden their horizons and offer rich academic and cultural learning experiences.

Léman Manhattan offers the International Baccalaureate (IB) Diploma Programme, recognized as the worldwide gold standard for academic excellence and a sought-after credential by top colleges and universities. Through the IB approach to learning, the High School program cultivates globally minded, principled thinkers who are agents of change and demonstrate a commitment to service in their communities and beyond.

High School students have the option to earn an IB diploma by completing a two-year advanced program during 11th and 12th Grades. Focusing on depth versus breadth of knowledge, the IB consists of six foundational courses; a broad-based independent research essay; a creativity, activity, and service requirement; and a Theory of Knowledge course. The IB focuses on building knowledge, skills, and independent critical and creative thought to help students make connections between areas of study.

Léman also provides comprehensive college advisory services through the Office of College Counseling. With two dedicated college counselors on staff and the support of Léman's Advisory Board, our students benefit from a tremendous wealth of resources to help them achieve their desired outcome. Our graduating seniors have gained acceptance to top institutions, including Princeton, Columbia, Dartmouth, University of Pennsylvania, Duke, University of Virginia, and Johns Hopkins University.

In the High School, Advisory focuses on five primary areas: academic support, college counseling, internal and external community building and community service, current events, and important social/emotional issues relevant to students in the 9th through 12th Grades.

In addition to our core academic curriculum, our students are offered numerous co-curricular experiences including varsity sports, clubs, theater and music, and internships that take advantage of the tremendous diversity of opportunities in Manhattan. Students perform in Léman Main Stage theatrical productions, hold positions in Student Government, compete on the athletic field or court, volunteer as translators in their native language, and serve as Student Ambassadors. Taking advantage of the city as our campus, Léman students gain real-world experience with internships, externships, and in-residence programs at such institutions as the Metropolitan Museum of Art, Memorial Sloan Kettering Cancer Center, and the Julliard Pre-College Program.

Our High School is an innovative and dynamic place where young adults are challenged to participate in leadership-building activities across the school and in their communities to prepare them to be global citizens of the 21st century.

PERSONALIZED LEARNING PLANS

Personalized Learning Plans uniquely demonstrate Léman Manhattan's commitment to the growth and development of each and every student as an individual. We understand that in order to maintain a high level of engagement and motivation, students must have a sense of ownership of their learning and an understanding of the qualities that make a successful learner. The PLP is one way of achieving this as it provides students with opportunities to strengthen their skills and work on a project that has personal significance.

Each fall, students select **yearlong projects based on their individual passions**. They may choose to delve deeply into an art form, volunteer at a local organization, undertake an experiment, learn a new skill, or engage with any other project that is vitally enriching. Students then develop a plan for the year, thoughtfully organizing their goal into actionable steps.

Léman believes in both **process** and **product**, and students reflect on these values as they develop their PLPs. They ensure that their project links to an **academic skill** or content area, contains a **HAL component**, has a **global connection** and/or **community service** aspect, and supports their growth as **reflective practitioners**.

The **academic component** is typically linked to a class at school, or to abilities that are needed in many classes, like research skills. The **HAL component** supports students in areas generally considered to be life-long skills such as organization, collaboration, perseverance and responsibility. The purpose of the **global connection** and/or **community service component** is to encourage students to learn from other cultures and to support communities beyond our school. As **reflective practitioners**, students learn to self-assess and redirect during long-term projects, constantly challenging themselves to work to their highest potential. Together, these components ensure that our students' minds and bodies are nurtured while inspiring exploration and open-mindedness.

Building the PLP is a collaborative process to which all partners (students, teachers, and parents) contribute. The PLP is finalized during a conference in the fall, and students and teachers reflect in writing on the student's progress several times a year. In order to keep everyone informed and collaborating, all partners discuss the PLP during two subsequent conference days – one in the winter and one in the spring.

THE INTERNATIONAL BACCALAUREATE (DP) PROGRAM



The International Baccalaureate Diploma Program (IBDP) is designed as an academically challenging and balanced program of education with final examinations that prepare students, ages 16 to 19, for success at university and life beyond. The program is taught over two years.

From the time of its foundation in 1968, the IBO program has:

- Provided a package of education that balances subject breadth and depth and cross-disciplinary study through the unique theory of knowledge course,
- Encouraged international-mindedness,
- Gained a reputation for its rigorous external assessment and global standards, and
- Emphasized the development of the whole student physically, intellectually, emotionally and ethically.

Both Léman Manhattan (LMPS) and the IBO aim to prepare students for life in the globalized 21st century. The 'Portrait of a Léman Manhattan Learner' was inspired, in part, by the IB academic philosophy. Only officially authorized schools may offer the Diploma Program and register candidates for an IB examination session. LMPS became an IB World School in 2015.

Research shows that IB students are well prepared for university-level work. Program impact studies published by the IBO reveal that:

Of DP students (domestic and international) who attend college in the US, most enroll directly in somewhat selective or more selective four-year institutions, and generally graduate at higher rates than the institutional averages. – Taken from www.ibo.org/research

THE CURRICULUM

All IB Diploma Program candidates must satisfy assessment requirements in six subjects, one from each of the six groups listed below. At least three and not more than four subjects must be studied at higher level (HL) and the others at standard level (SL).

Group 1 – Studies in Language and Literature (Language A)
Group 2 – Language Acquisition (Language B or Ab Initio)
Group 3 – Individuals and Society
Group 4 – Experimental Sciences
Group 5 – Mathematics
Group 6 – The Arts

Exceptions Instead of a Group 6 subject, a candidate may choose an additional subject chosen from Groups 1 to 4.

Prohibitions No candidate may count the following toward the diploma:

- the same subject at higher level and standard level,
- the same language for Groups 1 and 2, and
- any two of mathematics (HL), mathematics (SL) and mathematical studies (SL).

Core Requirements In addition to completing six subjects, diploma candidates must also:

- follow, and meet assessment requirements for a Theory of Knowledge (TOK) course,
- complete a program of extracurricular activities known as Creativity, Action, Service (CAS), and
- complete an Extended Essay on a topic of their choice.

IB Diploma Program candidates can be registered for an additional subject. This may be useful in order to meet certain university requirements, but adds considerably to a candidate's workload. An additional subject cannot contribute towards a candidate's combination of diploma subjects and there is no guarantee all extra subject options can fit into the Léman Manhattan Upper School schedule.

REGISTRATION

The process of officially registering students for final IB exams begins in September of their senior year. The IB Coordinator electronically registers students onto the IB Information System. Students must sign a contract indicating they have read the IB General Rules and Regulations and verify the course selections.

The following categories of registration are available:

Diploma	Candidates intending to complete all the requirements, including the Core, for the award of an IB diploma.
Course	Candidates intending to design their own program of study and/or take fewer than six IB DP subjects. Course candidates do not need to meet the extra requirements of the IBDP Core. Subject grades awarded for individual course certificates <i>cannot</i> subsequently contribute to the award of an IB diploma.
Anticipated	In some circumstances it is possible for candidates to complete the requirements for one or two standard level subjects (excluding ab initio languages) at the end of the first year of the Diploma Program.
Retake	Previous IB diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB Diploma. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

APPROACHES TO TEACHING & LEARNING (ATL)

Within the context of an international education, the IBO mandates that all IB World schools give particular attention to global engagement, multilingualism and intercultural understanding through teaching and learning.

The IB groups cognitive, metacognitive and affective skills into five ATL categories: thinking skills, communication skills, self-management skills, social skills and research skills. Further, teaching must be: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; and, informed by formative and summative assessment.

At Léman Manhattan, these approaches to teaching and learning are implemented in all IB courses and embedded in our own Portrait of a Léman Manhattan Learner.

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment ... and are intrinsically linked with the IB learner profile. - *Taken from ATL in the DP Guide (January 2015)*

GRADING AND ASSESSMENT

Performance in each of the six IB diploma subjects is graded on a scale of 1 point (very poor) to 7 points (excellent), which together with the possibility of 3 bonus points for the TOK and

Extended Essay result in a maximum point score of 45. Final external assessments occur at the end of year two.

An 'N' (no grade) is awarded when a student does not complete all the components of a course. An 'N' in any course is a failing condition for the IB Diploma.

Candidates who score 24 points or more, have numeric grades in all six subjects and meet all the other required standards and conditions are awarded an IB Diploma. Students' results are determined by their performance against standards-based criteria. The numeric grade awarded in each course is based on combined results students obtain on all assessed work. External components are uploaded electronically for grading by IB examiners around the world. Internal assessment in each IB course is graded directly by the subject teachers with samples sent for moderation by external IB examiners. The highest total score that a Diploma Program student can be awarded is 45 points.

THE IB DIPLOMA 'CORE'

CAS	Creativity, Action, Service (CAS) aims to broaden students' educational experience through their involvement in creative pursuits, sports, and community service work. To complete CAS successfully, students must complete a CAS project and demonstrate achievement of the program's eight learning outcomes.
Theory of Knowledge	TOK is designed to provide a forum for discussion, reflection and instruction that helps in the development of interdisciplinary understanding. The course is assessed by an oral presentation and by a 1200 to 1600 word essay on a prescribed topic.
The Extended Essay	The IBO defines this essay as "an in-depth study of a limited topic within a subject." The extended essay (EE) provides students with the opportunity to investigate an academic research question, and in the process, develop the research and writing skills expected for further education.

Students are required to meet interim due dates for completion of each stage of the Core. In addition, they must conduct mandatory meetings with their advisors and submit written reflections via ManageBac.

Candidates may earn up to a total of 3 bonus points for their results in TOK and the EE.

TOK/EE GRADE POINT MATRIX

EXTENDED ESSAY	THEORY OF KNOWLEDGE				
	(A)	(B)	(C)	(D)	(E)
(A) Excellent	3	3	2	2	FC
(B) Good	3	2	1	1	FC
(C) Satisfactory	2	1	1	0	FC
(D) Mediocre	2	1	0	0	FC
(E) Elementary	FC	FC	FC	FC	FC

FC = Failing Condition

IB COURSES AT LÉMAN

The chart below summarizes the courses currently offered at Léman Manhattan.

GROUP	HIGHER LEVEL (HL)	STANDARD LEVEL (SL)
Group 1 Studies in Language and Literature	English A: Language & Literature	English A: Language & Literature
Group 2 Language Acquisition		French B French Ab Initio Spanish B Spanish Ab Initio Mandarin B Mandarin Ab Initio
Group 3 Individuals and Society	History Economics	History Environmental Systems & Societies (ESS)
Group 4 Experimental Sciences	Biology Chemistry Physics	Chemistry Physics ESS
Group 5 Mathematics	Mathematics	Mathematics Mathematical Studies
Group 6 The Arts	Film Theatre Arts Visual Arts	Film Theatre Arts Visual Arts

HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate from Léman Manhattan Preparatory School, a student must receive a minimum of the following academic credits and fulfill the requirements in Arts, Physical Education, World Languages, and Community Service. Specific departmental requirements are:

English	4 credits
Social Studies	3 credits (4 recommended)
Mathematics	3 credits (4 recommended)
World Language	3 credits of the same language (4 recommended) 2 credits of a second world language
Science	3 credits, including a year of life science and a year of physical science (4 recommended)
Fine Arts	3 credits
Physical Education/Health	5 trimester of physical education and 1 trimester of health
Community Service	All students need to complete 150 community service hours across four years

ACADEMIC PROGRAMS

GRADES 6-8

Sixth Grade

English Language Arts
World Language
Social Studies
Science
Mathematics
Band or Chorus
Visual Art
Theatre
Physical Education and Swim
Strengths for Success: Study Skills

Seventh Grade

English Language Arts
World Language
Social Studies
Science
Mathematics
Band or Chorus
Visual Art
Theatre
Physical Education and Swim
Strengths for Success: Study Skills

Eighth Grade

English Language Arts
World Language
Social Studies
Science
Mathematics
Band or Chorus
Visual Art
Theatre
Physical Education and Swim
Technology

ACADEMIC PROGRAMS

GRADES 9-12

Freshman Year

English	Freshman Literature and Composition
Social Studies	Ancient Civilizations
Mathematics	Integrated Mathematics 9A/9B
World Language	World Languages 1 and 2 EAP or Study Lab for ELL students
Science	Life Science
Arts	Music, Theatre, Film or Visual Art
Action	Physical Education/Health - swim if test not passed

Sophomore Year

English	World Literature
	Research and Writing
Social Studies	Modern World History
Mathematics	Integrated Mathematics 10A/10B
World Language	World Languages 1 and 2 EAP or Study Lab for ELL students
Science	Physical Science
Arts	Music, Theatre, Film or Visual Art
Action	Physical Education/Swim

Junior Year

English	IB English Language and Literature SL or HL
Social Studies	IB Economics, IB History, IB Environmental Systems (ESS) or US Government
Mathematics	IB Mathematics or Math Studies
World Language	IB Spanish B/Ab, IB French B/Ab, IB Chinese B/Ab or ELOL
Science	IB Physics, IB Biology, IB Chemistry, IB ESS or Forensics
Arts	IB Visual Arts, IB Theatre, IB Film OR Arts Elective
Elective	TOK & Study Lab OR an Elective from attached List
Community Service	CAS

Senior Year

English	IB English Language and Literature SL or HL
Social Studies	IB Economics, IB History, IB Environmental Systems (ESS) or US Government
Mathematics	IB Mathematics or Math Studies
World Language	IB Spanish B/Ab, IB French B/Ab, IB Chinese B/Ab or ELOL
Science	IB Physics, IB Biology, IB Chemistry, IB ESS or Forensics
Arts	IB Visual Arts, IB Theatre, IB Film or an Arts Elective
Elective	TOK & Study Lab OR an Elective from attached List
Community Service	CAS

The academic above is a model and can be customized with the recommendations of an advisor and guidance counselor. N.B. IB students (in grades 11 & 12) who take a second course from Groups 2 to 4 instead of a Group 6 course must take an art elective.

LÉMAN MANHATTAN LANGUAGE POLICY

The LMPS Language Policy, integral to LMPS philosophy and practice, creates a shared vision and mission to successfully implement LMPS language programs and curriculum. It is comprehensive and school wide, and promotes a high-quality academic curriculum for a minimum language proficiency in two languages other than the mother tongue for all students. The policy also recognizes and embraces the central role language and culture play in the overall linguistic, cognitive and academic development of LMPS students.

Guiding Principles

At LMPS we:

1. Foster in students the ability to think and express themselves with precision, clarity, confidence, and imagination in at least two languages.
2. Provide an appropriate language and learning program in order to allow all students to access their curriculum in a supportive environment.
3. Involve all teachers in the language-teaching process, as language and learning are inextricably linked and fundamental to learning.
4. Value the student's first language and literacy as the foundation for second and third language acquisition and development. These are essential in establishing a firm foundation for thinking processes, in maintaining cultural identity, and in developing communicative and literacy competence.
5. Engage in meaningful learning experiences within well-designed programs since language acquisition and learning take place best in such an environment.
6. Believe firmly that language development in more than one language fosters personal growth and is essential to the development of international understanding.
7. Employ a variety of instructional methods in all areas of the curriculum to show the interconnection among reading, writing, speaking, and listening.

8. Provide opportunities for teachers and administrators to participate in relevant professional development in the areas of linguistic and cultural awareness.
9. Integrate the expression of cultural and linguistic heritage into all programs and facilitate cultural exchanges through the curriculum and special events.
10. Support mother tongue languages both through differentiation and IB Language A self-taught courses.

Please note: Students who come to LMPS unilingual and without prior language classes needs are met by offering Ab initio language courses.

In regards to English Language Learners (ELLs), the faculty of LMPS believes and practices the following:

- English is the primary medium of instruction, and teachers work collaboratively to provide a program of English language learning for all students to address their academic needs.
- All staff members are language teachers, independent of their core specialty area, and are responsible for addressing and meeting the needs of all students of diverse linguistic and cultural backgrounds.
- Parents are made aware of their important role in ensuring the development of their children's mother tongue and are encouraged to do so through a range of strategies to support their child's education including enrollment in a mother tongue program.
- At Léman Manhattan, we believe that ELL students are best educated in a sheltered instruction environment. When possible, our ELL students are instructed in a mainstream setting with ELL push-in and pull-out support, providing them access to content area standards as they develop English proficiency.
- In addition, students are supported through ELL support classes based on individual needs.

All staff members understand the particular needs of those students being educated in a language.

STUDENT SUPPORT

The Student Services Department employs a nurturing and holistic approach to the social-emotional development, health, and well-being of our students. Our counselors, psychologist, health educator and nurses provide on-going teacher, family and student support for social-emotional, academic, behavioral, and health concerns both in and outside of the classroom. This may include individual and small group work, or whole class education with students. The members of our department consult and collaborate with the entire Léman community and appropriate outside providers when necessary to best support academic success. We strive to be proactive in our personal/social-emotional education and possess age-appropriate understandings of the necessary components that lead to a healthy, well-adjusted, and productive lifestyle. The counselors in the Upper School assist all students in the preparations for college and the application process, and provide safe spaces to grow and take risks. We aim to prepare and support our students for college and life beyond Léman Manhattan.

THE LEARNING SUPPORT PROGRAM

Léman Manhattan Preparatory School's main goal is to meet student needs through a differentiated rigorous curriculum. We are committed to meeting the needs of all students through an increasingly comprehensive framework of curriculum, instruction, and assessment. Each division has a Student Support Team comprised of trained Learning Specialists who collaborate with classroom teachers and administrators to identify a well-integrated system of instruction and intervention for students identified as in need of support and/or enrichment.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Our mission is to help students acquire proficiency in the English language, to ensure academic success, and to confidently participate and integrate as an active member of the Léman Manhattan Preparatory School (LMPS) community.

We believe that all students should have equal access to the curriculum and should be immersed into the mainstream classrooms whenever possible. The ELL Department believes that high academic standards help promote language development for non-native English speakers. A culture of school wide collaboration is adopted such that classroom content is made accessible and comprehensible for English language learners. Students are strongly encouraged to maintain their mother tongue, enhancing both cognitive development and English language acquisition.

COURSE DESCRIPTIONS FOR HIGH SCHOOL ESOL

ESOL 1 and foundations courses are required of all beginner students. Language assessments will determine course placements.

ESOL: Basic Skills in Process Writing is a required course for all English Language Learners enrolled in the ESOL program.

ESOL: Basic Skills in Process Writing

This course will focus on using the writing process to develop basic skills needed for academic writing. Students will learn how to develop their thought processes and ideas into written discourse using the modes of argumentation and exposition. Students will first review simple, compound, complex, complex-compound sentences and the use of coordinating and subordinating conjunctions. Students will then focus on paragraphs and learn how to write strong introductions with a claim/thesis statement, body paragraphs with topic sentences and supporting evidence/details, and conclusion paragraphs that summarize and support a claim/thesis statement. Students will also learn how to use transition words effectively between ideas and among paragraphs. Students will be taught the expectations of academic integrity and use of the MLA format for citing references. Students will be required to read supporting mentor texts for analysis and prepare for class discussions.

ESOL: Foundations in Communications

ESOL Communications is a yearlong course for students who score within the beginner range on

Léman English language assessments. The purpose of this course is to familiarize new students to the school culture of Léman and the culture of New York City and America. Students will use the content they learn in the class to create role-plays and skits based on real life scenarios, which they will perform in class. Students will gain a greater confidence in their abilities to communicate in English and to navigate living in New York and attending Léman.

ESOL: Foundations in English Literature

ESOL English Literature is a yearlong course for students who score within the beginner range on Léman English language assessments. The purpose of this course is to introduce non-native English speakers to the rigors of an English Language Arts class while developing their English language skills. Students will be introduced to various genres such as folk tales, historical fiction, and biographies by reading authentic texts. Students will gain a solid foundation in literary analysis and have opportunities to further their oral language skills by discussing the various works studied in the course. An emphasis will be placed on the academic writing process and the academic language related to English Language Arts.

ESOL: Foundations in Science

ESOL Science is a yearlong course for students who score within the beginner range on Léman English language assessments. The purpose of this course is to provide students with an introduction to the fundamentals of biology, chemistry, and physics. Students will use an adapted version of the Next Generation Science Standards to develop the skills of speaking, listening, reading, and writing in English. Topics will include: developing and using models, planning and carrying out investigations, analyzing and interpreting data, obtaining, evaluating and communicating information.

ESOL: Foundations in Ancient Civilizations

ESOL Ancient Civilizations is a yearlong course for students who score within the beginner range on Léman English language assessments. The purpose of this course is to provide students with an introduction to the study of geography, ancient cultures, and history. The course begins with an overview of the major themes of Social Studies that will be revisited throughout the year. Students will use the content of social studies to develop the skills of speaking, listening, reading, and writing in English. Students will be expected to read texts for main ideas and key information, provide written answers to questions, write paragraphs and/or short essays on given topics, and give oral presentations in class.

ESOL 1

ESOL 1 is a yearlong course for students who score within the beginner range on Léman English language assessments. The purpose of this course is to give students a foundation in listening, speaking, reading, and writing. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Fundamental reading and writing skills will also be addressed. Topics include grammar and mechanics, vocabulary development, and an introduction to academic writing.

ESOL 2

ESOL 2 is a yearlong course for students who score within the high beginner to low intermediate range on Léman English language assessments. The purpose of this course is to further develop students' listening, speaking, reading, and writing skills. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Students will learn reading and writing strategies that are applicable to content area classes. Topics include grammar and mechanics, vocabulary development, reading comprehension strategies, and academic writing.

ESOL 3

ESOL 3A is a yearlong course for students who score within the low to mid intermediate range on Léman English language assessments. The purpose of this course is to further develop students' listening, speaking, reading, and writing skills. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Students will learn reading and writing strategies that are applicable to content area classes. Topics include grammar and mechanics, vocabulary development, reading comprehension strategies, and academic writing.

ESOL 4

ESOL 4 is a yearlong course for students who score within the high intermediate to advanced range on Léman English language assessments. The purpose of this course is to further develop students' listening, speaking, reading, and writing skills. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Students will learn reading and writing strategies that are applicable to content area classes. Topics include grammar and mechanics, vocabulary development, reading comprehension strategies, and academic writing.

ESOL: Independent Study

This is a yearlong course for students who are at the advanced level of English language proficiency. Students are assigned to an individual ELL Specialist and together they co-design a course of study to meet the student's personalized needs. The focus of study will be designed around advanced topics in grammar, vocabulary, writing and test preparation.

COURSE DESCRIPTIONS FOR MIDDLE SCHOOL ESOL

MS ESOL: Foundations in Language Arts

Foundations in Language Arts is a yearlong course for **beginner** students in the Middle School. The purpose of this course is to introduce students to the rigors of an English Language Arts class while developing their English language skills. Students will be introduced to various genres such as folk tales, historical fiction, and biographies by reading authentic texts. Students

will gain a solid foundation in literary analysis and have opportunities to further their oral language skills by discussing the various works studied in the course. An emphasis will be placed on the academic writing process and the academic language related to English Language Arts.

MS ESOL: FOUNDATIONS IN SOCIAL STUDIES

Foundations in Social Studies is a yearlong course for **beginner** students in the Middle School. The purpose of the course is to introduce non-native English students to world history content as they develop their English language proficiency. Students will be introduced to the rise of the earliest human communities and ancient classical periods on through the modern era and contemporary times. Students will also be introduced to geography skills and developing cultural literacy as they explore the concept of conflict in our global world.

MS ESOL 1

MS ESOL 1 is a yearlong course for students who score within the **beginner** range on Léman English language assessments. This class is in lieu of a world language. The purpose of this course is to give students a foundation in listening, speaking, reading, and writing. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Fundamental reading and writing skills will also be addressed. Topics include grammar and mechanics, vocabulary development, and an introduction to academic writing.

MS ESOL 2

MS ESOL 2 is a yearlong class for the purpose of assisting intermediate students of English with their content area classes while furthering their proficiency in English. The course is tailor-made to support, and enhance student success across the four academic language domains of speaking, reading, writing and listening. Students enrolled in MS ESOL will receive individualized, personalized, instruction with regular teacher feedback in order to develop specific academic needs. Support will be provided for content area classes such as pre-teaching or re-teaching content, building background and developing vocabulary. There will be an emphasis on learning strategies in order to promote self-motivating and self-monitoring techniques.

TECHNOLOGY, LIBRARY, AND INFORMATION CONNECTIONS

Léman Manhattan combines technology and library support into the Technology, Library, and Information Connections (TLIC) department. Educational Technology (EdTech) Coaches and Library faculty work as a team to collaborate on information literacy instruction goals for each grade level. They support successful and ongoing integration across the curriculum in the Early Childhood, Lower, and Upper Schools, collaborating with faculty to plan, execute, and evaluate curriculum units that engage and challenge students.

TECHNOLOGY

Technology empowers teachers to personalize instruction and engages students to become confident, independent critical thinkers. The role of our EdTech Coaches is to help facilitate this by mentoring, collaborating, and training faculty and staff on best practices for integrating technology in the classroom, our community, and the world. As an international learning community, technology supports our commitment to educating, empowering and inspiring students to make thoughtful choices and global connections as informed and engaged citizens of the world.

We believe that technology...

- Is an essential part of a student’s life at Léman
- Should be integrated throughout the standards-based curriculum
- Supports students’ path to digital responsibility and global citizenship in the 21st century
- Empowers teachers to personalize instruction
- Enables learning “anytime, anyplace, at any pace” as our students become the innovators of tomorrow

We have adopted the International Society for Technology in Education (ISTE) Standards that guide our practice and goals for learning here at Léman. Our students will become:

- *Empowered Learners* who leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- *Digital Citizens* who recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- *Constructors of Knowledge* who critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- *Innovative Designers* who use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- *Computational Thinkers* who develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- *Creative Communicators* who communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- *Global Collaborators* who use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. (<http://www.iste.org>)

LIBRARY

The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

(<http://www.ala.org/aasl/standards/guidelines/outline>)

Both librarians hold ALA accredited Master's degrees in Library and Information Science.

Our libraries are the cultural and intellectual centers of the school, hosting book discussions, creative writing clubs, displays of student artwork, and author visits throughout the year. They are also physical, programmatic, and virtual entities.

- *Physical:* Both libraries are home to a wide assortment of fiction and nonfiction titles in print for research, curriculum support, or the pursuit of interests and leisure reading. These collections represent the best there is in both classic and contemporary literature. The diversity of their culture, thought, and experiences reflect our school's commitment to and celebration of international-mindedness.
- *Virtual:* Our learning space includes a virtual space that includes access to ebooks and research databases. For research and homework needs, students have remote access to more than 20 subscription databases - available on-campus and from home - covering all disciplines of our PreK-12 curriculum and beyond. These digital resources range from generalized databases, containing both scholarly and magazine articles, to more subject

specific databases, containing primary source documents, visual and audio resources, biographies, and streaming video.

- *Programmatic:*

- Early Childhood and Lower School students have scheduled time in the library, where words and pictures are the central inspiration for expression. Answering questions becomes a natural part of each program, and a vibrant story program captures the varied interests of children at different ages and reading levels. The librarian, in collaboration with teachers and the educational technology coach, provides information literacy instruction both in the library and in the classrooms, connecting the needed skills to the curriculum.
- The Upper School librarian collaborates with Middle and High School faculty to integrate information literacy skills into their curriculum. The library sponsors independent reading programs throughout the year. The librarian is embedded into the Research and Writing classes and works with IB students both in groups and one-on-one, helping them to not only understand the research process; but, also helps them find the information they need to have a successful Extended Essay.

STANDARDIZED TESTING

ERB/COMPREHENSIVE TESTING PROGRAM 4th EDITION (CTP-4)

The CTP 4 test is administered to students in Grades 2-9 in the spring. The test is designed to collect information about student achievement in key areas: listening, reading, vocabulary, writing, and mathematics. The CTP 4 Verbal tests assess students in the following areas: Word Analysis, Auditory Comprehension, Reading Comprehension, Writing Mechanics, Writing Concepts and Skills, Verbal Reasoning, and Vocabulary. The CTP 4 Mathematics tests includes questions that assess students' understanding and application of a variety of content and process areas in mathematics, including five main categories: Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

ERB/WRITING ASSESSMENT PROGRAM (WrAP)

The WrAP test is administered to students in Grades 3-10 in the spring. The test is designed to provide a direct assessment of writing through a writing sample submitted by each student. The tests mirror formal classroom writing practice to inform learning and instruction.

PRELIMINARY SCHOLASTIC APITUTDE TEST (PSAT) FOR SOPHOMORES

The PSAT is administered to all students in Grade 10. The purpose of having sophomores take this test is to provide an opportunity to experience taking a practice standardized test in preparation for the following year, as well as further test taking during the college application process.

Counselors will distribute student score reports to students in advisory and review the content and breakdown of the results in order to best comprehend them. The results of this test will not be shared with colleges or other institutions.

PSAT scores on the critical reading, mathematics, and writing skills range from 20 to 80 points, analogous of the 200 to 800 point range on the SAT Reasoning Test.

Typically students should not prepare or study for this test more than reading the PSAT information on the College Board website, thoroughly reading through the PSAT booklet, and taking the practice test included in the distributed booklets. This is meant to give students the experience in taking a standardized test, assessing their ability in each of the sections, and developing an academic plan to increase their scores the following year, all without adding pressure to the workload during the Sophomore year.

PRELIMINARY SCHOLASTIC APITUTDE TEST (PSAT) FOR JUNIORS

The PSAT is administered to all students in Grade 11. The purpose of this test is to prepare students for the SAT Reasoning Test used during the college application process. The PSAT can

also be used to assess the qualifications for the National Merit Scholarship, National Achievement Scholarship, and National Hispanic Scholarship programs. Students whose scores determine qualification will be notified for further instructions.

Counselors will distribute student score reports to students in advisory and review the content and breakdown of the results in order to best comprehend them. The results of this test will not only be shared with colleges, but will be provided upon request by other institutions and/or academic programs.

Students should prepare for this test by thoroughly reading through the PSAT booklet that is distributed to them prior to the test date, and taking the practice tests included in the booklet. Students can also study using PSAT preparation books and the PSAT results and original test booklets from the 10th grade to help them develop their test-taking skills.

SCHOLASTIC APTITUDE TEST (SAT)

Although not required, students are encouraged to take the SAT at least once during the spring semester of their junior year in March, May, or June. If necessary, many take it again during the fall semester of their senior year. The SAT Reasoning Test is one of the assessment tools that colleges use to identify the academic ability of each student candidate during the college admission process.

Registration material for the SAT Reasoning Test is available on the College Board website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should always register for a College Board test on the website in the same manner to maintain consistency. Students must use their correct personal information during registration and on the test, or scores will be delayed or disqualified.

Students may select up to four colleges or universities to send their scores of the registered SAT Reasoning Test at no additional cost. However, it is wise for students not to send the scores the first time they take the test because most students intend to take it again during the fall semester of their senior year. While some colleges consider your highest total SAT score, most will use your highest scores from each section as a composite to assess during the college admission process.

Students should prepare for this test as much as possible using accessible resources to familiarize themselves with the test. The Library and College Counseling office at Léman Manhattan have SAT study skills booklets, test-taking techniques and strategy guides, and practice tests for students to borrow. Counselors will coordinate SAT test prep courses through independent organizations for juniors and seniors, or make suggestions for prep courses. Information about test prep courses will be provided after students receive their PSAT results in their junior year.

SAT SUBJECT TESTS

Students may take the SAT Subject Tests at any given test date during their high school career. Most students are encouraged to take a Subject Test directly following the course in that particular subject in which they feel confident and show interest. The purpose of these tests is to distinguish your application and achievements among other candidates during the college admission process. Subject Tests are the only national standardized tests that allow students to choose the subjects that best highlight their strengths and interests.

Each Subject Test is one hour long, and students can take up to three different subjects per test date. For juniors and seniors, students cannot take the SAT Reasoning Test and SAT Subject Test on the same test date. Students must choose which test they intend to take during the registration process on the College Board website, and submit the appropriate form and fee for that test.

Students should prepare for the SAT Subject Test using the appropriate resources for that subject. Subject Test practice books and study guides are available in the Library and College Counseling office. Students should also schedule individual sessions with their teachers of the respective subject for additional tutoring or help if necessary. The College Board website also posts free practice questions for students to use in preparation for the Subject Test.

ACT COLLEGE READINESS ASSESSMENT

The ACT is a standardized test that students can choose to take and use for the college application process. Students may use either the SAT or the ACT in the college admissions process. Typically students take the ACT in junior and/or senior year. Students are encouraged to consider taking the ACT at least once along with their SAT testing experience to determine which test they feel most comfortable and confident in taking.

Registration material for the ACT Test is available on the American College Testing Program website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should always register for the ACT Test on the website in the same manner to maintain consistency. Students must use their correct personal information during registration and on the test, or scores will be delayed or disqualified.

Students should prepare for this test as much as possible using accessible resources to familiarize themselves with the test. The Library and College Counseling office at Léman Manhattan have ACT study skills booklets, test-taking techniques and strategies guides, and practice tests that are available to all students to borrow. Counselors will make suggestions for ACT test prep courses through independent organizations for juniors and seniors. Information about test prep courses will be provided after students receive their PSAT results in their junior year. Because students are not required to take a practice test in preparation for the ACT Test, students should find appropriate resources that cater to the ACT Test.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

International students, when English is not their first language and have not attended at least four years of high school in the United States, are required to take the TOEFL as part of the college application process. Colleges and universities use this test as a tool to assess international students' ability to learn and communicate sufficiently in the English language in order to successfully integrate into their on-campus environments. Although not required, students are encouraged to take the TOEFL at least once during their junior year. Many take it several more times during their senior year.

Registration material for the TOEFL are available on the ETS TOEFL website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should always register for the TOEFL on the website in the same manner to maintain consistency. Students must use their correct personal information during registration and on the test, or scores will be delayed or disqualified. Students should be mindful of the different countries that serve as test sites in order to register based on their location during the school year or summer vacation.

Students should prepare for this test as much as possible using the accessible resources to familiarize themselves with the test. The Library and College Counseling office at Léman Manhattan have TOEFL study skills booklets and practice guides available to all students. Counselors will make suggestions for test prep courses through independent organizations. Students are encouraged to seek additional help from teachers, EAP instructors, and external resources to prepare for the test.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ATHLETICS

In addition to the school day curriculum, Upper School students are presented with a variety of afterschool options. These programs are optional. Many programs are offered on multiple days and repeat each trimester. Here is a sample of activities, clubs, and athletics that have been offered in previous school years.

ART CLUB

The Art Club is intended to give students opportunities to create artwork in a formal setting accompanied by their peers as well as have access to one-on-one guidance from the instructor. Students may choose to elaborate on a style that they are already experimenting with, develop new artistic ideas or pursue suggested projects. Meetings will consist of creating artwork that students would not normally have a chance to make in their art class during the school day. Art Club also serves as a time for extra help where students who are far behind in an art project or need to continue developing their portfolio can come in to complete their work outside of class time.

YEARBOOK CLUB

Yearbook Club provides students with opportunities to hone their writing and editing skills while contributing invaluable student input to our annual school yearbook.

SPANISH LITERARY SOCIETY

The SLS@Léman is the place where literary enrichment in Spanish takes place. It is a place where appreciation Literature in Spanish and art can come together to read works of famous Spanish and Latin American poets and writers of all time periods, or to discuss paintings of past and modern artists.

MATH CLUB

This club aims to encourage students as they prepare to tackle math problems in competition through Math Madness and the American Math Competition (AMC 10 and AMC 12).

INVESTMENT CLUB

The Investment Club introduces students to the modern concepts of investing and entrepreneurship through basic financial lessons, the stock market game, and guest speakers. The club's goal is to educate students and promote interest in finance.

AMNESTY INTERNATIONAL

Amnesty at Léman is a student-run social activism group backed by the resources provided to us by Amnesty international; a non-profit working toward ending capital punishment, human rights violations and women rights issues. We're looking for interested students to make a difference about social issues and injustices that matter to them.

PHILOSOPHY CLUB

Philosophy, this word comes from the greek "Philosophia". *Philo* stands for love and *sophia* stands for wisdom. So, it means the "Love of wisdom." In this club we will discuss different significant philosophers and their ideas. Then, we will work our way into contemporary philosophers, which is the ultimate objective of the club.

This club is recommended for:

- People that want to study humanities.
- People that enjoy reading.
- People that enjoy thinking.
- People that want to learn something different.

VOLUNTEER CLUB

Volunteer Club provides an opportunity for students to engage with local communities by doing meaningful service work such as helping out at food pantries, tutoring students at the school in Bed Stuy, planting a garden at the same school, etc.

PHYSICS CLUB

Physics Club members explore the frontier of contemporary physics by designing experiments in relativity and quantum mechanics and then executing them with advanced apparatus that we ourselves will assemble. Hands-on projects and teamwork will have us co-operating with others all over the world in International Cosmic Ray Day, in a CERN competition whose winners go to Switzerland, and in Fermilab Masterclasses.

3-D PRINTING CLUB

The 3D Printing After-School Club is a place for students to collaborate on creative design and engineering solutions. It is open to all students, and embraces all aspects of the 3D printing community, both functional and artistic. The club hosts design competitions, plans outreach events, and discusses advances in technology. At our outreach events we showcase the designs that members have made during our competitions, or even outside of the meetings. We will be actively working to improve school awareness of 3D printing/design. Grades: 6 – 8.

TAKE TWO FILM ACADEMY

Lights, Camera, Action! Learn how to make and act in a film with Take Two Film Academy. Students work together to create, act, shoot, direct and edit their own short films. At the end of the term students will have at least one film that they have made, put on a DVD and posted online. Professional equipment, cameras, audio and editing software is provided. This is a great way for aspiring actors and directors to start learning this important new literacy. Grades 6 – 8.

ONE ACT PLAY FESTIVAL

The One Act Play Festival is an annual tradition at Léman Manhattan. Students from 6th-12th grade audition for and rehearse a series of short plays for performance in a festival-like showcase. These plays are generally selected to support a chosen theme, and students have the opportunity to be cast in more than one piece.

Actors rehearse in three different grade-level groupings: 6th, 7th-8th, and 9th-12th. These groups come together for a week of tech and dress rehearsals, and all grades perform on the same nights. Students also fill tech team and backstage roles, acting as stage managers, house managers, and crew members.

This event focuses on the actor's process; although simple sets and costumes are used to support the actors' work, the main focus is on character development and performance style.

LÉMAN MAIN STAGE MUSICAL

The annual Upper School Musical is a full-scale production that showcases the combined talents of student actors, crew members, and musicians. This ensemble-focused production has become a beloved tradition at Léman Manhattan, and each company works in a positive and supportive manner to create a polished, professional-feeling production. Students from both divisions can audition and, if cast, rehearse intensively for several weeks before performing.

Rehearsals include team-building games, character-creation exercises, vocal coaching sessions, blocking, choreography, and tech rehearsals. Professionals from the New York theatre community may be brought in to work with the students and enhance the production. Actors are encouraged to be part of the design and set-creation process, often helping to paint the set, tailor costumes, and organize props and set pieces. Students also fill tech team and backstage roles, acting as stage managers, house managers, and crew members. Professional musicians work with exemplary student musicians who play (by invitation only) in the pit band.

LÉMAN CONSERVATORY

The Léman Conservatory offers private music lessons and acting coaching during after school hours for students in grades K through 12. Our outstanding artist-faculty are experienced teachers and performers affiliated with such prestigious institutions as Lincoln Center, Carnegie Hall and Broadway, as well as a variety of prominent NYC jazz clubs and renowned recording artists. Our world-class teachers inspire and challenge our students to reach their true potential as a musician or actor.

ATHLETICS

GRADES 5-6

Fall Season

Boys 5/6 Futsal
Girls 5/6 Futsal
Boys 5/6 Cross Country
Girls 5/6 Cross Country

Winter Season

Boys 5/6 Swimming
Girls 5/6 Swimming
Boys 5/6 Basketball
Girls 5/6 Basketball

Spring Season

Boys 5/6 Track
Girls 5/6 Track

GRADES 7-8

Fall Season

Girls 7/8 Soccer
Boys 7/8 Soccer
Girls 7/8 Volleyball
Boys 7/8 Cross Country
Girls 7/8 Cross Country

Winter Season

Girls 7/8 Basketball
Boys 7/8 Basketball
Girls 7/8 Swimming
Boys 7/8 Swimming

Spring Season

Girls 7/8 Track & Field
Boys 7/8 Track & Field
Boys 7/8 Baseball

GRADES 9-12

Fall Season

Boys Varsity Cross Country
Girls Varsity Cross Country
Boys Varsity Soccer
Girls Varsity Soccer
Girls Varsity Volleyball
Girls Junior Varsity Volleyball

Winter Season

Girls Varsity Basketball
Boys Varsity Basketball
Boys Junior Varsity Basketball
Girls Junior Varsity Basketball
Boys Varsity Indoor Track
Girls Varsity Indoor Track
Boys Varsity Table Tennis
Girls Varsity Table Tennis
Boys Varsity Squash
Girls Varsity Squash

Spring Season

Boys Varsity Golf
Girls Varsity Golf
Girls Varsity Track & Field
Boys Varsity Track & Field
Boys Varsity Baseball
Girls Varsity Softball

COURSE DESCRIPTIONS* & REQUIREMENTS

ENGLISH

The study of the human experience is central to English Language Arts. At Léman Manhattan, we recognize the power of literature to unlock empathy and international-mindedness. The invitation to analyze a text, whether visual or written, is a call to hone one's critical thinking and interpretive sensitivity. Our students develop a keen awareness of purpose and audience as they explore different modes of writing, develop their own unique voices as writers, and articulate ideas with clarity and expression.

Our middle school students begin with an exploration of character, conflict and theme. By analyzing the way in which characters develop and change throughout the texts we study, students are encouraged to respond to big-picture questions. What does it mean to be a hero, for example, and how does the definition of heroism change when explored across cultures or through time? Students strengthen their writing and speaking skills by expressing ideas in the narrative, persuasive, and expository modes, both through intensive writing and active classroom discussion.

In Freshman Composition and World Literature, ninth and tenth grade students are prompted to develop critical thinking in greater depth and express ideas with increasing sophistication. By the time they reach the eleventh grade, students are prepared for the rigorous demands of the International Baccalaureate Language and Literature Course. Here, students analyze the different interactions between text, audience and purpose. They develop awareness of the roles that language, culture and context play in determining how meaning is constructed in texts. Graduates are thoroughly prepared for the rigor of university academics.

At Léman Manhattan, we embrace technology and recognize the power of digital devices and social media to unlock skills pertinent to English Language Arts. Students use technology to extend their learning experiences beyond the classroom. From creating podcasts, blogs, vlogs and online editorials, to responding to one another's work in online forums and uploading recitations to SoundCloud, our students are continuously engaged with technology. Digital readers, laptops, and Smartboards are readily available to our students in every classroom.

*Please note that courses are subject to availability based on enrollment and interest.

In order to meet the requirements for graduation, all Léman Manhattan students must complete one English course for each year of middle school, in addition to four credits of high school English.

ENGLISH DEPARTMENT COURSES

SIXTH GRADE

The goal of the sixth grade English curriculum is to immerse students in the world of literature while using character and conflict to explore topics such as identity, journeys, courage and fear. Students are guided through discussions and the process of making connections between our readings, our own writing, and the world around us.

Sixth graders engage in creative, analytical, expository, and persuasive writing throughout the year. Creative writing includes experiments with literary forms such as poetry, memoir, and short stories. Students are also asked to write formal essays in which they are challenged to think critically about the books they read and write persuasively about their individual views. Grammar skills and concepts are taught with an emphasis on application to the students' own writing, and new vocabulary is continuously integrated throughout the year.

Works studied may include the following: *The Odyssey* by Homer, *Catherine Called Birdy* by Karen Cushman, *Red Scarf Girl* by Ji-li Jiang and *Heart of a Samurai* by Margi Preus, as well as a selection of short stories, essays and poetry.

SEVENTH GRADE

The seventh grade English curriculum builds upon sixth grade by developing a deeper understanding of character, narrative and creative expression as well as continuing to develop the building blocks of language, including grammar, spelling and vocabulary.

Students explore an array of media – such as poetry, short stories, novels, plays and film – in a quest to understand more about creative expression, not only that of experienced writers and poets, but inevitably also their own. There is a focus on the process of writing, directing students to understand that finished work must go through multiple stages of revision and editing. This process also incorporates working with others, not only in peer-editing, but also learning to rely on one another to get a project completed.

Seventh graders engage in both creative and critical writing throughout the year. Their creative work focuses on poetry and script-writing as well as free writing in their journals. Grammar skills, vocabulary and sentence structure are taught in conjunction with the studied texts. They also must focus on formal essay work, learning how to construct a cohesive argument and draw out comparative elements from various works. Students learn how to focus on details in text and their own experiences to derive meaning from their studies in English. Critical thinking is an essential goal.

Works studied may include the following: *Lord of the Flies* by William Golding, *Twelfth Night* by William Shakespeare, and *I Am Malala* by Malala Yousafzai, as well as a selection of short

stories, essays and poetry.

EIGHTH GRADE

Eighth grade literature explores topics related to power and responsibility. Students think critically about how different cultures and societies decide who is powerful and who is not.

Elements of literature such as conflict and plot development are more thoroughly examined. Writing instruction focuses on critical analysis of literature and development of a thesis statement for essay writing. Building on their 7th grade writing instruction, students are asked to support their claims with carefully chosen textual evidence that is clearly and thoughtfully integrated into their writing. The 8th grade curriculum boasts a strong interdisciplinary approach between ELA and Social Studies through lessons and assessments connecting literature and historical time periods. Modern American texts and history are explored in methods consistent with a Humanities model. Vocabulary and grammar instruction are reinforced in the context of student reading and writing.

Works studied may include the following: *With Their Eyes* edited by Annie Thoms, *Romeo and Juliet* by William Shakespeare, *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, *Animal Farm* by George Orwell, *House on Mango Street* by Sandra Cisneros and *Brown Girl Dreaming* by Jaqueline Woodson, as well as a selection short stories, essays and poetry.

NINTH GRADE

Freshman Literature & Composition

The study of literature and composition enables students to hone their unique voices as writers by close reading a variety of genres. By examining works written by authors of different viewpoints, voices, and modes of expression, students analyze the way in which effective writers target purpose and audience through word choice, organization, and selection of detail. Students deepen their skills of thematic and rhetorical analysis by examining key narrative components, and investigating ways in which effective writers use persuasive language.

In writing, students compose compelling arguments, sharpening their critical thinking skills as they produce sufficient evidence to support their claims. Additionally, students craft narratives while paying careful attention to character development, conflict and theme. By examining and crafting expository texts, students strengthen their concision as they express complex ideas clearly and accurately through the careful selection, arrangement and analysis of information. In addition, students develop formal speaking and listening skills through daily classroom debate and discussion.

Works studied may include the following: *The Curious Incident of the Dog in the Nighttime* by Mark Haddon, *Oedipus The King* by Sophocles, *Maus* by Art Spiegelman and *Joy Luck Club* by Amy Tan, as well as a variety of articles, essays, short stories and poetry.

TENTH GRADE

World Literature

The study of World literature emphasizes the relationship of literary works to societal values, beliefs and traditions. Students explore an array of texts written across time and place, uncovering similarities and differences that emerge, and examining how these comparisons are meaningful. Through the study of different cultural paradigms reflected by world literature, students strengthen their empathy and global awareness, preparing for life beyond high school in an international landscape.

Students continue to sharpen their critical thinking skills by uncovering relationships of texts to one another, to their authors, and to the socio-political contexts in which they were produced. By examining the way in which authors employ a variety of literary techniques and stylistic devices to convey their themes, students become increasingly adept at close reading. In addition, students build upon their speaking and listening skills through active classroom discussion. Finally, students continue to hone their unique voices as writers while sharpening their focus, organization, and language.

Works studied may include the following: *Hamlet* by William Shakespeare, *Persepolis* by Marjane Satrapi, *Purple Hibiscus* by Chimamanda Ngozi, *One Day in the Life of Ivan Denisovich* by Aleksandr Solzhenitsyn, and *Siddhartha* by Hermann Hesse, as well as a variety of articles, essays, short stories and poetry.

Research and Writing Seminar

This course has been designed to prepare students to tackle the IB Extended Essay. Although diploma students will have an Extended Essay advisor, they will be expected to work largely independently and their essays will be assessed externally. For this reason, students taking Research and Writing will have the opportunity to experience writing an extended essay with support every step of the way. They will be expected to adhere to strict deadlines! Students will study how to: approach reading a scholarly article, conduct their own research, evaluate primary and secondary sources, create an annotated bibliography, organize their thinking into a coherent argument, and write a 3000-4000 word essay with an abstract and a works cited that conforms to the MLA style guide. Since each student will choose a different topic, they will regularly be asked to update their teacher about their progress. Students will submit a rough draft of their writing and will revise their work before submitting a final draft at the end of the semester.

ELEVENTH and TWELFTH GRADE

IB Group 1: Studies in Language and Literature

Group 1 courses are designed to develop a high social, aesthetic and cultural literacy, as well as effective communication skills. The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process.

IB English Language and Literature SL/HL

IB English Language and Literature introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

IB English Language and Literature is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow students to explore language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively in speaking and writing. A key aim is the development of critical literacy.

Language and Literature is offered at both the Standard Level (SL) and Higher Level (HL). Topics of study at both levels include: Language and Social Relations, Language and Power, History of Mass Communication, and Language and Popular Culture.

Two additional topics are studied at HL only, including Language and the Individual, and Persuasive Language. In SL, four literary texts are studied in depth, while six texts are examined for HL, all of which encompass a broad range of genres, cultures and time periods.

ENGLISH DEPARTMENT HIGH SCHOOL ELECTIVES

Broadcast Journalism

In this course, students learn the fundamentals of broadcast writing style, production and performance techniques, as well as editing video and audio. Students strengthen their ability to write clearly and concisely, to prioritize and synthesize information, and perform under deadline pressure as they create news stories for the LMPS News broadcast. Students take turns anchoring throughout the year, and all students are expected to anchor for a minimum of four weeks.

Creative Writing

This workshop-style course is designed to facilitate students in discovering what stories they most want to tell, and *how* to tell these stories in a way that will sweep readers off their feet. Together, we experiment within fiction, nonfiction and poetry, closely studying the works of masters in each genre to understand the elements of effective writing. We then consider how the purpose and style of a piece determines *how* and *when* these elements are used to achieve a writer's goals. We will apply these techniques to original pieces, moving through the phases of exploratory writing, editing with peers, and revising for publication. As we study mentor texts, we will analyze key techniques such as characterization, dialogue, imagery, diction, and sound. We will play and experiment together through a variety of classroom exercises and different modes of reading and writing. By regularly creating and sharing together, we will discover our personal writing identities. There will be opportunities to, in the words of Frank McCourt, "test [your] talent in the real world" through submissions for outside publication.

WORLD LANGUAGES

The World Languages Department believes in developing students' global awareness by offering the chance to communicate in a variety of languages and allowing students to have a deeper understanding and appreciation of other cultures.

Léman Manhattan provides rigorous courses in Mandarin, Spanish, French, and Arabic. All courses ensure development in the core modalities of language learning: aural, oral, reading, and writing. Students are exposed to a variety of instructional strategies and authentic contexts in which to practice using these core skills for learning a new language.

From Pre-K to 12th Grade, our spiraled curriculum ensures progression and development of the essential skills needed to become proficient in another language. Kindergarten students are introduced to Mandarin, Spanish, and French, a trimester of each language. In First grade, all students choose to study Mandarin, Spanish, or French and continue this language through their tenure at Léman. In order to fulfill Léman's mission and vision, students study an additional language in high school. Through interactive courses, which explore cultural differences and similarities, and study abroad experiences, students are provided with the knowledge and skills they need to be engaged citizens of the world.

WORLD LANGUAGE DEPARTMENT COURSES

GRADES 6-8

FRENCH

French A

This introductory course in French teaches our students basic language skills to begin speaking and writing in French. The learning activities are geared towards creating a language immersion environment. Classroom learning activities incorporate a variety of activities: basic written composition, partnered dialogues, group role-play, targeted audio/visual and interactive resources that introduce and/or reinforce grammar structures and vocabulary. Students are regularly challenged in grammar and vocabulary that require deeper understanding. In every unit, French/francophone culture is explored. Through the course students learn *basic French greetings, numbers, days of the week, months of the year, telling time, vocabulary involving school subjects, the classroom environment, after-school activities, the home and physical descriptions of people and places*. Active vocabulary from a variety of day-to-day situations is presented, practiced and consolidated. As grammar is learned and reviewed, students develop the four language skills related to the unit of study. Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, TV5 and Quizlet.

French B

In French B, students continue to develop their proficiency in speaking, listening, reading and writing at a basic level. Students substantively cover present tense verb forms. Examples of units explored include *introducing and describing family members and friends, eating in restaurants/cafes, shopping for food, shopping for clothing, expressions and vocabulary associated with air and train travel*. All subject areas include a cultural connection to the outside world, in particular to the francophone world. Examples of activities and projects include presenting a family tree in French, making a poster related to French cuisine and /or eating in a restaurant or cafe, creating a short film in French about travel, or writing and performing a role-play in French about a specific travel situation. Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, TV5 and Quizlet.

French C

In French C, students expand their communicative skills as well as their written and reading comprehension. French grammar is studied more in depth. In addition to studying the present tense of regular and irregular verb forms, students begin studying the past and near future tenses. Units explored at this level include *sports, seasonal sports/leisure activities, daily routine and cultural pastimes*. Examples of activities and projects include creating a sports or travel/leisure magazine, researching the history and tourism of a francophone village or city, performing a group role-play in French about a specific travel situation, developing a planned trip to a francophone country of interest: creating a passport, developing an itinerary, and planning sports activities and/or cultural events during a vacation. Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, TV5 and Quizlet.

French D

French D builds upon the skills learned the previous year. Students further develop their knowledge of the past tense and are introduced to the imperfect tense and the future tense. Units studied include *health and wellness, technology (telecommunications and electronic communications), travel modes, expressions/vocabulary used at the bank and at the post office, foods and food preparation in the kitchen*. Projects and activities may include a role-play at a doctor's office, bank, or post office, and creating a French menu. Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, TV5 and Quizlet.

MANDARIN

Mandarin A

This introductory course in Mandarin teaches our students basic language skills to begin speaking and writing in Mandarin. Students start to learn Mandarin through pinyin, a Romanized form of the language, and simplified characters are taught. The goal is to build a familiarity with the language. During this school year, we focus on topics including *self-introduction, date, numbers, family, occupation, colors, daily routine, transportation, and body parts*. Students participate in activities to develop a cultural awareness including learning Chinese songs, learning the basic tools for Chinese calligraphy, learning about and

celebrating traditional festivals, and eating Chinese food.

Mandarin B

Mandarin B builds upon the skills learned the previous year. Vocabulary development focuses on practical words and conversation for Middle School students and includes themes that are relevant to their everyday lives. During this school year, we focus on topics including *countries, subject of study, making phone calls, weather, seasons, sickness, hobbies, and vegetables and fruits*. By Mandarin B, students begin to use more Chinese characters in their writing with the support of a dictionary, and they converse in Mandarin during class times. Students begin using the computer to type Chinese characters. Projects may include making a Mandarin schedule of daily and weekly activities, writing short essays using Chinese characters, and giving a weather report.

Mandarin C

In Mandarin C, students become more comfortable writing and reading using Chinese characters without the support of pinyin. Students sharpen their listening and speaking skills with emphasis placed on tone and accent. During this school year, we focus on topics including *relatives, seasons, house and neighborhood, and hobbies continued*. Projects include designing your ideal campus, and comparing a Chinese neighborhood with an American neighborhood.

Mandarin D

Mandarin D is a continuation of all of skills mastered in the previous Mandarin courses. Students continue to develop the four language skills: reading and writing simplified characters, speaking, and listening. Students engage in conversations on topics of interest, such as *appearance, hobbies, school facilities and food*. Students are expected to understand and use advanced Chinese grammar and sentence structures, and be able to read and write complex passages based on the topics above. Projects include translating a poem to Chinese and rewriting it using Chinese calligraphy.

Mandarin E

The Mandarin E course builds upon the skills learned the previous year. Students continue to develop their communication skills and participate in various activities in an immersive classroom with structural scaffolding support. A spiral curriculum with four major themes- health lifestyle, environment, festivals and schools- will be introduced. Students build on new knowledge by revisiting the previous topics such as fresh market, illness, seasons, neighborhood, hobbies, school events and subject of study. Furthermore, students expand their vocabulary and reading comprehension skills through exposure to various literary texts related to four major themes. More deep cultural components are also integrated into curriculum and students develop the literacy skills in acquiring the knowledge such as Chinese history and Chinese idioms. By the end of the course, students interact orally and in writing with other speakers of language on a variety of social context and completing a three-paragraph essay assignment.

SPANISH

Spanish A

Spanish A students develop skills in listening, speaking, reading and writing as well as explore cultures from the Spanish-speaking world through the topics of celebrations, geography and weather, school and leisure activities, family and meal taking, as well as shopping. Students build confidence in their language-production skills and gain a solid foundation through basic functions. This includes verb conjugations in the present tense, familiar and polite forms, descriptions, comparisons, expressing feelings, and asking and answering questions. Students progress rapidly through communicative activities with partners as well as individual tasks. Vocabulary and grammar is presented contextually through online resources; mini dramas acted out by native speakers from various countries.

Spanish B

Spanish B students continue to develop their proficiency in speaking, listening, reading and writing at a basic level. Some grammar is discussed, for example an introduction to adjectives and prepositions. Some verb tenses studied are a few basic irregular verbs and a continuation of verbs in the present tense. Examples of units explored include introducing and describing *family members and friends, the home, sports and leisure, and the environment and immediate surroundings*. All subject areas include a cultural connection to the outside world, in particular to the Spanish-speaking world. Examples of activities and projects include role-playing shopping and dining, making a poster in Spanish of his/her dream home, and creating a short film about the verb *hacer* (to do/to make). Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, and Quizlet.

Spanish C

Spanish C is conducted primarily in the target language. The learning activities are geared towards creating a language immersion environment. Learning activities involve partnered dialogues with the new elements of grammar and vocabulary presented. Students are regularly challenged in grammar and vocabulary that requires deeper understanding. In every unit, Spanish culture is explored. Students review and expand on topics from previous years, including new topics like technology, invitations, daily routines, and vacations. Active vocabulary from a variety of day-to-day situations is presented, practiced and consolidated. As we review grammar, students develop all four language skills related to the unit of study. Resources include the following: Newspapers, short stories, advertising, audio selections, and essays.

Spanish D

Spanish D is the highest level of Spanish offered in the middle school. This course is a continuation of all skills mastered in the previous Spanish courses. Students continue to develop the four language skills in listening, speaking, reading and writing as well use these skills to explore cultures from the Spanish-speaking world. Students engage in conversations on broad topics of interest, including some review from previous years as well as some new topics. Students will also begin to use more advanced Spanish grammar and sentence structures such

as the preterit (past tense). They will also be able to read and write complex passages based on the topics above. At this stage, students also begin to discuss and reflect (in Spanish) on television programs as well as selections of literature from Spanish readers.

GRADES 9-12

ARABIC

Introductory Arabic

Students explore the Arabic language and cultures while they develop their ability in listening, speaking, reading and writing in Modern Standard Arabic (MSA). Topics include greetings and introductions, school environment, hobbies, family and professions, shopping as well as some celebrations, music, and geography of the Arab World. For the first half of the year students learn to connect Arabic letters and master the Arabic script. Much of the listening and writing is practiced on mini white boards as the teacher dictates words. During this time, students also build confidence in speaking through communicative activities with partners. In the second semester students transition out of using the transliteration as they continue to strengthen their writing skills in the Arabic script. Vocabulary and grammar is presented contextually through visuals as well as authentic texts. Students review topics through print material, interactive Smart board and online activities, Quizlet, as well as games.

Intermediate Arabic

At the Intermediate level, students continue to develop their intercultural awareness and ability in listening, speaking, reading and writing in Modern Standard Arabic (MSA). They also learn to use more colloquial expressions and to distinguish some of the unique features of Arabic dialects. The year begins with a review of topics from Introductory Arabic such as introductions, family and school as well as a comprehensive review of Arabic sounds and script. New topics include food and dining, daily routines, house and home, weather and physical environment as well as celebrations and music. Intermediate students continue to build confidence in speaking through communicative activities and strengthen their writing and reading comprehension skills. Students review topics through games, print material, interactive Smart board and online activities, such as Quizlet.

FRENCH

Introductory French

Introductory French introduces students to the basic foundations of vocabulary and the fundamentals of applied grammar through a linguistic, communicative, real-life contextual and cultural approach. The proper use of prepositions is learned as well as the formation of some irregular verbs and verbs in the present tense. Some units explored at the beginner level are *city and businesses, cuisine of the francophone world, grocery shopping and dining at a restaurant*. Examples of activities and projects include filming a touristic video in French about what businesses and attractions one finds in New York City, performing a role-play as if they were dining at a restaurant, doing a presentation about the culture and cuisine of a

francophone country, having francophone food share day, and having a cultural outing to a French restaurant. Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, TV5 and Quizlet.

Intermediate French

At the intermediate level, students build on their communicative competence, showing a greater level of accuracy when using basic language structures. Throughout this level, students are exposed to more complex features of the language and begin to confidently manipulate more complex grammatical structures in their speech and writing. Some verb tenses studied are the past and imperfect tenses, the recent past and the near future. Some topics learned are *friendship, sports and activities, work and professions*. Students continue to develop the skills of listening, speaking, reading and writing as well as intercultural awareness through the topics of geography, travel, and vacationing. Interactive resources used in and outside of class include Rosetta Stone, LinguaScope, TV5 and Quizlet.

High Intermediate French

At the high-intermediate level, students communicate on a variety of topics, using more complex structures to express concrete and some abstract ideas. Students are able to identify the main ideas when listening to or reading authentic materials and are able to comprehend significant details when the topics are familiar. Verb tenses studied at this level are the future, conditional and pluperfect tenses. Some topics learned include *youth rights at school and at work in the francophone world, various global issues, and environmental protection*. Activities and projects may include making a creative project on our student rights at Léman Manhattan, and researching and presenting a global issue in a francophone country.

Advanced French I/II

In Advanced French, students become comfortable with their communication skills of listening, speaking, reading and writing. The learning activities are geared towards creating a language immersion environment. Students are expected to express themselves at higher levels of proficiency and regularly challenged in grammar and vocabulary that requires deeper understanding. Advanced French students understand oral and written messages in the language, and are able to exchange and support well-defined ideas and opinions on a variety of real-life topics. Some units include *French cinema, music and fashion, the media, new technologies, and racism around the world*.

MANDARIN

Introductory Mandarin

This course is an introduction to Mandarin Chinese language and culture. Students will learn the basics of Mandarin such as *greetings and salutations, family, dates and time, hobbies, and visiting friends*. The four skills of listening, speaking, reading and writing are incorporated in classroom activities. Students utilize their understanding of foundational Chinese characters and grammar to eventually read and compose letters and short narrative style texts by the end of the year. Culture such as Chinese calligraphy, festivities, and food will be included in the

curriculum. There will be a class fieldtrip to Chinatown and/or a museum on Chinese culture in NYC.

Intermediate Mandarin

Intermediate Mandarin starts with a review of introductory Mandarin Chinese language and culture. Students learn more intermediate topics of Mandarin such as *studying Chinese, school life, shopping, and transportation*. Students utilize their growing vocabulary and grammar to write longer essays, narratives, and emails that include a variety of literary components. Cultural topics such as Chinese tea, school culture, market culture, travel and geography, as well as food will be included in the curriculum. There will be a class fieldtrip to Chinatown and/or a museum on Chinese culture in NYC.

High Intermediate Mandarin

The High Intermediate course builds upon the skills learned the previous year. Students continue to develop their communication skills of listening, speaking, reading and writing, but are expected to express themselves proficiently and accurately. Students expand their vocabulary on topics of daily life including *weather, dining, asking directions, seeing the doctor*, as well as express their opinions on popular social phenomena like *education* and the *internet*. More intermediate grammar is integrated and students master expression in existential sentences and typical phrases. By the end of the course, students interact orally and in writing with other speakers of the language, exchanging ideas and sharing opinions on a variety of real-life topics.

Advanced Mandarin (I/II)

Advanced Mandarin students continue to develop their communication skills in listening, speaking, reading and writing, but apply these skills in real social context. Students expand their vocabulary on topics of daily life including *schooling, housing, shopping, dating, traveling, working*, as well as express their opinions on popular social phenomena like *leisure activities* and *food*. In addition, advanced grammar is integrated into the curriculum, and students begin to master expressions in existential sentences, subjunctive mood and typical phrases. By the end of the course, students conduct projects and utilize their oral skills and writing skills with other speakers of the language, exchanging ideas and sharing opinions on a variety of real-life topics.

SPANISH

Introductory Spanish 9

Introductory Spanish students develop skills in listening, speaking, reading and writing as well as explore cultures from the Spanish-speaking world. Topics explore include: celebrations, geography and weather, school and leisure activities, family and meal taking, as well as shopping and dining. Students gain a solid foundation in verb conjugations in the present tense, familiar and polite forms, descriptions, comparisons, expressing feelings, and asking and answering questions. They progress rapidly through communicative activities with partners as

well as individual tasks. Students review topics through games, print material, interactive Smart board activities, as well as Quizlet.

Intermediate Spanish

Intermediate Spanish students begin the year with a comprehensive review of topics from the Introduction level. They continue to develop the skills of listening, speaking, reading and writing as well as intercultural awareness through the topics of music and celebrations, geography, travel and vacationing, health and daily routines, and shopping. Students learn to talk about the past using the preterit and the imperfect tenses, along with other new structures such as reflexive verbs, the present progressive, and direct and indirect object pronouns. They progress rapidly through communicative activities with partners as well as individual tasks. Vocabulary and grammar is often presented contextually through online resources; mini dramas acted out by native speakers from various countries. Students also learn through TPR (Total Physical Response), which allows them to make sense of language through body movements and gestures. Students review topics through print material, interactive Smart board activities, as well as games.

High Intermediate Spanish

High Intermediate Spanish is conducted entirely in the target language. The learning activities are geared towards creating a language immersion environment. Learning activities involve partnered dialogues with new elements of grammar and vocabulary presented. Students are regularly challenged in grammar and vocabulary that requires deeper understanding. In every unit, Spanish culture is explored, and students are assigned to write compositions that practice aspects of the units explored. We begin with verbs in the imperfect tense, vocabulary related to legends and stories, and continue on to the introduction of formal and informal commands. Active vocabulary from a variety of day-to-day situations is reinforced, practiced and consolidated.

Advanced Spanish (I/II)

Advanced Spanish is conducted entirely in the target language. The learning activities are geared towards creating a language immersion environment. Learning activities involve partnered dialogues with new elements of grammar and vocabulary presented. Students are regularly challenged in grammar and vocabulary that requires deeper understanding. In every unit, Spanish culture is explored, and students are assigned to write compositions that practice aspects of the units explored. We begin with an overview of all regular and irregular preterite aspects and continue on to use the subjunctive as a form of conjecture. Active vocabulary from a variety of day-to-day situations is reinforced, practiced and consolidated. Reading Spanish literature and writing analyses in Spanish is routinely practiced and expected.

GRADES 11-12

IB Group 2: Language Acquisition

Group 2 consists of two modern language courses—language ab initio (“from the beginning”) and language B. At Léman Manhattan, language ab initio is offered in Spanish, and language B is

offered in three languages: French, Mandarin, and Spanish. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The modern language courses develop students' linguistic abilities through the development of receptive, productive and interactive skills.

The IB Diploma Programme (DP) Coordinator and teachers ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. The IB DP Coordinator, in conjunction with teachers, is responsible for the placement of students.

IB Spanish Ab Initio SL

IB Spanish Ab Initio is a two-year program conducted in Spanish. This is a language-learning course designed for students new to Spanish or with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to Spanish culture. The skills to be honed range from understanding straightforward recorded or spoken material, to producing texts where the use of register, style, rhetorical devices etc., are generally appropriate to the audience and purpose. At the end of two years, the student will be able to take the IB Spanish Language Ab Initio Exam.

IB Mandarin Ab Initio SL

IB Mandarin Ab Initio is a two-year program conducted in Mandarin. This is a language-learning course designed for students with previous years in studying Mandarin. The main focus of the course will be on enhancing language acquisition and the development of effective communicative skills. Both verbal and written skills will be sharpened through the study and the use of materials from straightforward written or spoken materials to literary texts. The variety of literary genres and writing styles such as: letters, journals, argumentative essays, messages etc., are introduced. Mandarin grammar is studied more in depth. In addition, this course will develop students' intercultural understanding through exposure to a wide range of topics, such as global issues, media, cultural diversity, food and drink, health, leisure, and technology. By the end of the year, students will complete the External Assessment: Written assignment, Paper 1&2; as well as the internal Assessment: Interactive Oral Assessment and Individual Oral.

IB French B SL

IB French B is a two-year program conducted in French. This course is designed for students who have had two to four years of previous experience in studying French. The emphasis of the course will be on the development of effective and accurate communication of the four primary language skills of listening, speaking, reading, and writing. These skills will be developed

through the study and use of a range of written and spoken material on communication and media, global issues, social relationship, cultural diversity, customs and traditions, health, leisure, science and technology. Students will be exposed to a variety of literary genres and writing styles such as: narrative, journals, short stories, biographies, novels, poetry, etc. Assessment will be conducted throughout the course in the areas of listening, speaking, reading and writing. Students complete the External Assessment: Written assignment, Papers 1 & 2; as well as the Internal Assessment: Interactive Oral Activities and Individual Oral.

IB Mandarin B SL

IB Mandarin B is a two-year program conducted in Mandarin. This course is designed for students who have had two to four years of previous experience in studying Mandarin. The emphasis of the course will be on the development of effective and accurate communication of the four primary language skills of listening, speaking, reading, and writing. These skills will be developed through the study and use of a range of written and spoken material on communication and media, global issues, social relationship, cultural diversity, customs and traditions, health, leisure, science and technology. Students will be exposed to a variety of literary genres and writing styles such as: narrative, journals, short stories, biographies, novels, poetry, etc. Assessment will be conducted throughout the course in the areas of listening, speaking, reading and writing. Students complete the External Assessment: Written assignment, Papers 1 & 2; as well as the Internal Assessment: Interactive Oral Activities and Individual Oral.

IB Spanish B SL

IB Spanish B is a two-year program conducted in Spanish. This course is designed for students who have had two to four years of previous experience in studying Spanish. The emphasis of the course will be on the development of effective and accurate communication of the four primary language skills of listening, speaking, reading, and writing. These skills will be developed through the study and use of a range of written and spoken material on communication and media, global issues, social relationship, cultural diversity, customs and traditions, health, leisure, science and technology. Students will be exposed to a variety of literary genres and writing styles such as: narrative, journals, short stories, authentic articles, blogs, etc. Assessment will be conducted throughout the course in the areas of listening, speaking, reading and writing. Students complete the External Assessment: Written assignment, Papers 1 & 2; as well as the Internal Assessment: Interactive Oral Activities and Individual Oral.

SOCIAL STUDIES

The Social Studies Department at Léman Manhattan Preparatory School promotes critical thinking skills, research, reading and writing abilities, international mindedness, and collaborative learning. As students learn how the past informs the present, they spend a great deal of time analyzing primary and secondary historical sources to generate the types of work done by historians and other social scientists. Learning is structured by deriving understanding from a variety of perspectives, organized into eight core historical lenses: time, continuity, and change; connections and conflict; geography; culture; society and identity; government; economics; and science and technology.

Courses offered in grades 6-12 span ancient civilizations through current events, inviting global perspective-taking designed to create well-rounded students and civic-minded leaders. Differentiated assessments and learning experiences are hallmarks of all Social Studies courses offered at Léman. Students are required to take three credits of Social Studies and encouraged to pursue their interests through elective classes offered within the department.

SOCIAL STUDIES DEPARTMENT COURSES

GRADES 6-8

SIXTH GRADE

6th Grade Social Studies builds on students' knowledge of map skills, geography, and ancient cultures by exploring how major themes in global history can lead to a deeper understanding of our world today. The course is structured around the major themes of Social Studies—cooperation and conflict, geography, culture, society and identity, government, economics, and science and technology—and students build critical thinking skills by applying these ideas to historical information from multiple times and places. The year begins with a study of Ancient Greece before moving on to examine the rise, fall, and legacy of the Roman Empire; the development of feudalism during the European Middle Ages; the prosperity of the medieval Islamic world; the cultural achievements of the Renaissance; and the Age of Discovery. Students develop key skills related to writing and analysis through document-based writing assignments, primary and secondary source analysis, multimedia projects, field trips, and guided independent research.

SEVENTH GRADE

7th grade Social Studies is the first in a two-year study of American history in the middle school. Students employ writing, critical thinking, reading, and discussion skills as they study American history from Native Americans and the thirteen colonies through Reconstruction following the Civil War, taking time out to connect their study of the past with current events and modern history that impact our everyday lives. Building future global citizens who are ready to participate and contribute to our democracy is a hallmark of our 7th and 8th grade American History courses.

A depth versus breadth approach is taken in 7th grade Social Studies, allowing students to delve deeply into events in American history to build evaluative and analytical thinking abilities. Students begin with case studies of two Native American groups, the Plains and Iroquois Indians, and compare and contrast their lifestyles to those of European colonists establishing America's thirteen colonies. Students' studies move chronologically through units on the "Road to the American Revolution", the Revolutionary War, the Constitution, a New Nation (focusing on Presidents Washington, Adams, Jefferson, and Jackson, as well as slavery and abolition), the Civil War, and Reconstruction.

Students utilize primary and secondary sources in historical research on assessments, identify and explain different historical interpretations, create thesis statements, perform document analysis, and logically sequence information. Essay topics for the 7th grade include the Salem Witch Trials, the Declaration of Independence, the presidency of Andrew Jackson, causes of the Civil War, and *Plessy v. Ferguson*. Project topics include multimedia presentations on the thirteen colonies and slavery & abolition, portfolios on the road to the American Revolution and the Civil War, and a research-based project on the Constitution.

EIGHTH GRADE

Students continue their study of American History in 8th grade Social Studies. Building on the content and skills mastered in 7th grade, our 8th grade students delve into topics spanning from the late 19th century through present-day events, while reflecting on past knowledge to guide new learning.

8th grade continues in the vein of depth versus breadth, including exploring the connections between industrialization and immigration in the late 19th-early 20th centuries, study of the Progressive Era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights movement, and modern topics including the Watergate Scandal, the rise of conservatism, the September 11th attacks, and the election of Barack Obama. Primary and secondary source analysis is critical to demonstrating understanding on assessments such as projects, essays, and exams focused on critical thinking exercises and writing.

Historical skills necessary for high school and college are fostered in 8th grade Social Studies, including effectively and logically sequencing information, analyzing documents for point of view and bias, and constructing thesis statements. Project topics include multimedia projects on anti-immigration political cartoon analysis, causes and military technology of World War I, arts and culture of the Roaring twenties, and Cold War hotspots. Students continue their writing focus in 8th grade by exploring persuasive and expository essays on Andrew Carnegie, Theodore Roosevelt, causes of the Great Depression, the Holocaust, the Hiroshima and Nagasaki atomic bombings in World War II, and a compare/contrast essay on the approaches towards civil rights of Martin Luther King, Jr. and Malcolm X. The year concludes with a research project on a topic from modern history.

GRADES 9-12

NINTH GRADE

Ancient Civilizations

Ancient Civilizations is a survey course that focuses on the early history of the world and its peoples, from prehistory to the Medieval World. Our approach to the study of history is informed by concepts related to economics, geography, culture, religion, philosophy, anthropology, and sociology, as detailed in the course standards. Identifying and comparing major themes and patterns in the progression of history is the main objective, and students strive to study the past while knowingly occupying the present in order to explore what the early history of humanity can tell us about ourselves.

Over the course of the year the following major content areas will be covered: Introduction to History, Evolution/First Civilizations, Early River Valley Civilizations, Asian River Valley Civilizations and Empires, Classical Greece, Ancient Rome and Early Christianity. Document analysis is a central component of the course as instruction prepares the students for the rigor of the International Baccalaureate program. Skills fostered in this course include research initiative and planning, historical research analysis, use of historical research, document interpretation and integration, evidence recall and use, and topical analysis.

TENTH GRADE

Modern World History

World History is a survey course that focuses on the history of the world and its peoples, from the Late Middle Ages to Industrialization. Our approach to the study of history is informed by concepts related to economics, geography, culture, religion, philosophy, and sociology. Identifying and comparing major themes and patterns in the progression of history is the main objective, and students strive to study the past while knowingly occupying the present in order to explore what the history of humanity can tell us about ourselves.

Over the course of the year the following major content areas will be covered: Renaissance and Reformation, Age of Exploration and Absolutism, Enlightenment and Revolutions, Nationalist Revolutions, and The Industrial Revolution. Document analysis and analytical essay writing is a central component of the course as instruction prepares the students for the rigor of the International Baccalaureate program.

ELEVENTH GRADE and TWELFTH GRADE

IB Group 3: Individuals and Societies

Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place. At Léman Manhattan we are offering two courses from group 3, History and Economics.

IB History SL/HL: 20th Century World History

The IB History course aims to promote an understanding of history as a discipline, including the

nature and diversity of its sources, methods, and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in history whether or not they continue to study it formally.

The IB Diploma Programme at Léman focuses on **20th Century World History**. The course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic, or social. It invites comparisons between, but not judgments of, different cultures, political systems, and national traditions.

History is available at both Standard Level (SL) and Higher Level (HL). Over the course of two years the following major topics will be covered in both levels: Rights and Protests, Causes and Effects of 20th Century Wars, The Cold War: Super Power Tensions and Rivalries

The following topics will be studied at Higher Level only: The Great Depression and The Americas 1929-39; The Second World War and the Americas 1933-45; and The Cold War and the Americas 1945-81.

IB Economics HL

The IB Economics course emphasizes the economic theories of microeconomics and macroeconomics. Section one focuses on microeconomics, dealing with economic variables affecting individuals, firms and markets; and section two focuses on macroeconomics, dealing with economic variables affecting countries, governments and societies. In this course, these economic theories are not studied in a vacuum. Rather, they are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

This course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. Two of the four sections of the course are devoted to specific areas of economics that contribute to international awareness and understanding—section three: international economics; and section four: development economics.

The overall aim of the course is to give students a deeper understanding of the nature and scope of economics. The four different sections of the course are designed to complement each other, enabling students to develop a range of fundamental economic skills.

SOCIAL STUDIES HIGH SCHOOL ELECTIVES

American and Comparative Government

This yearlong course will be divided into two semesters. The first semester focuses on the United States Government. Students learn about the government of the United States at

federal, state and local levels. The second semester focuses on Comparative Government and Politics. Students develop a critical understanding of Government and Politics around the world. The course specifically focuses on the following countries: United States, Great Britain and the New Europe, Russia, Mexico, Nigeria and Iran. The purpose of government and how governments meet the needs of people are also examined. The economic and political institutions of various societies and how governments respond to economic and political change is analyzed. Current events and discussions will be an important component of this course.

Constitutional Law

Constitutional law deals with the interpretation and implementation of the United States Constitution. As the Constitution is the foundation of the United States, students explore the relationships among the states, the states and the federal government, the three branches of federal government, and the individual in relation to both the federal and state government. However, a majority of the course focuses on the rights of individuals, as per the amendments found in the Constitution. Students explore the foundation of the amendments and apply them to the controversies and arguments of today.

Over the course of the year students work independently and collaboratively as they analyze various court cases and present them to the class. Additionally, students are required to debate regularly on the key issues of the modern day world that pertain to the Constitution (freedom of speech, gun laws, civil rights, etc.). The course is student-centered; students are expected to do projects within every unit and conduct relevant research, which ultimately drives class discussion. Lastly, each quarter, students are to evaluate current events and write a brief summation about domestic and foreign affairs happening and their relation to course content. This course is beneficial for every student, and will serve as initial preparation for those students who want to pursue law after their tenure at Léman Manhattan.

Psychology

This course introduces students to the core concepts and content areas in the field of psychology. The course also introduces students to the methods of inquiry and evaluation used by psychologists. The content of the course provides information about issues that all individuals encounter, not only concerning themselves, but also in their relationships with friends, family and acquaintances. Studying psychology will lead to an appreciation of and tolerance for individual differences.

Over the course of the year eight major content areas will be covered: Overview of Psychology, Cognitive Psychology, Social Psychology, Cross-Cultural Psychology, Clinical Psychology, Abnormal Psychology, Forensic Psychology and Applied Psychology.

Sociology

Sociology is a science that uses research methods to investigate the social world. The scientific process ensures that the knowledge produced is more representative, objective, trustworthy, and useful for explaining social phenomena than personal opinions or individual experiences.

Social phenomena are constructed through human interaction. Thus, sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It utilizes the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions. In this way, students learn how to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility.

SCIENCE

The Science Department at Léman Manhattan provides an experience that allows each student to investigate and explore the scientific principles of the world around them so that they discover the complexities and beauty of science through the scientific method. While exploring the various disciplines of science, our students' natural curiosity is engaged. They learn to not only ask questions, but how to seek answers.

The science curriculum at Léman is designed to promote and develop an analytical mindset in our students through inquiry. Our students test their own understandings through designing, conducting and reflecting on experimental investigations. We teach science as a collaborative process to foster cooperation even as we hone our students' individual abilities as learners.

In the Upper School, we focus on building scientific skills from 6th grade onward, culminating in the application of the skills to practical laboratory work in the IB Diploma Programme for 11th and 12th grade. All students entering 11th grade will choose to pursue Biology, Chemistry, Physics or Environmental Science for two years as their IB coursework in order to graduate.

SCIENCE DEPARTMENT COURSES

GRADES 6-8

SIXTH GRADE

This course starts with learning the fundamentals of being a scientist, where students explore the scientific method and how to make observations and inferences. Then students learn about motion, forces and energy, and identify the nature of force and how to measure motion. Students continue their study by looking at how Newton's Laws show up in everyday life. Through laboratory investigations, students discover how work and machines connect to motion, forces and energy. The topic concludes with each student designing and creating their own simple machine with a video infomercial on why that machine is needed in every household. During the second part of the year, students learn about electricity, magnetism and electromagnetism. They acquire the skills necessary to write a lab report after investigating the effects of an electromagnet on simple and parallel circuits. The course culminates with a study of waves. Students investigate, observe, and predict how energy might be transferred by means of waves in all facets of life.

SEVENTH GRADE

This course starts with observing how living and nonliving parts of an ecosystem interact, which encourages students to explore populations and communities. Students evaluate how matter and energy flows through an ecosystem by investigating ecosystems and biomes. Then, students examine the smallest component of life, the cell. They discover that each cell is unique based on its DNA. Going deeper into the genetic basis of life, students learn about heredity and the probability of transmission of genes by using Punnett squares. The second part of the year focuses on anatomy which helps students understand that organ systems function because of

the contributions of individual organs, tissues, and cells. The course concludes with a final lab assessment to identify and label these systems through a frog dissection.

EIGHTH GRADE

This course is an introduction to Chemistry and Astronomy. Students start off the year with the study of matter and its changes through hands-on laboratory exploration. Students gain an understanding of the periodic table, balancing equations, and how the elements in the periodic table combine to make compounds that make up the facets of everyday life. Students learn the properties of acids and bases, and use their understanding to create an experiment testing the effectiveness of over the counter antacids. Students complete the year learning about the universe from how it began to what it is made of now. They discover the cause of seasons, tides and eclipses, and many facets of our solar system. Throughout the year, students have a chance to perfect their science writing abilities by writing their findings and data in several lab reports.

GRADES 9-12

NINTH GRADE

Life Science/Environmental Science

This course is designed to give students a foundation in the Life Sciences while emphasizing experimental design and qualitative laboratory work. As part of a two-year pre-IB sequence, this course has students develop important skills for analyzing, representing, and communicating their findings from scientific investigations. Not only are students introduced to many of the same topics as in a first year Biology course, such as Ecology, Cells, Genetics and Evolution, but they also conduct a great exploration of Biochemistry to understand the chemical process behind many biological and environmental systems. In addition, societal implications of all aspects of this course are discussed and analyzed.

TENTH GRADE

Physical Science

This course emphasizes a quantitative approach to laboratory work while providing students a strong foundation in both Chemistry and Physics. In this latter part of the two-year pre-IB sequence, students continue to develop as inquirers and thinkers through experimental design and their understanding of the scientific method. In one semester, students focus on topics in Chemistry such as atomic theory, chemical bonding, stoichiometry and gas laws, and in the other semester they investigate the principles of Physics through topics such as Forces and Motion and Electricity/Magnetism. Laboratory work throughout this year introduces students to methods of quantitative and statistical analysis of data.

ELEVENTH GRADE and TWELFTH GRADE

IB Group 4: Sciences

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that

distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4.

Science itself is an international endeavor—the exchange of information and ideas across national boundaries has been essential to the progress of science. The scientific method in its widest sense, with its emphasis on peer review, open-mindedness and freedom of thought, transcends politics, religion and nationality.

All students must complete the group 4 project. The emphasis is on the processes involved in scientific investigation rather than the products of such investigation.

IB Biology HL

The purpose of this two-year course is to give students an in depth examination of the relationship between structure and function that is found at all levels of biological complexity. IB Biology students develop their analytical thinking through inquiry and practical lab work. This course emphasizes the use of experimental and investigative skills in connecting students with the overarching nature of the scientific method.

The course follows the IB Biology curriculum, which includes learning about cell theory, plant science, genetics, ecology, human physiology, and more. In students' first year (as juniors), along with developing their content knowledge, they complete the IB internal assessments, which include a laboratory report and an interdisciplinary science project. At the end of the second year (as seniors) they take the written IB assessment.

IB Chemistry SL/HL

This is a two-year course in which students will develop a broad body of chemistry. Students use these understandings to engage in scientific study and practical lab work. Throughout this course, students learn how to communicate with each other while analyzing, evaluating and synthesizing new information. They additionally will learn how to utilize technology in their analyses and communications.

The course follows the IB Chemistry curriculum, which establishes the chemical principles on which physical and biological systems depend. These are learned through the study of quantitative chemistry, atomic structure, periodicity, kinetics, equilibrium, organic chemistry, and more. In their first year (as juniors), along with developing their content knowledge, they complete the IB internal assessments, which include a laboratory report and an interdisciplinary science project. ***The higher-level course differs from the standard-level course in that topics are covered in greater depth and additional topics of organic chemistry, the transition metals and measurement and data analysis are taught.***

IB Physics SL/HL

The purpose of this two-year course is to give students a thorough understanding of Physics through hands-on, student-based activities and instruction, problem solving and laboratory exercises. IB Physics students apply physics principles to make predictions about events in real

life. They carry out laboratory experiments to measure, support and discover physics principles. They conduct and report about laboratory experiments including correct usage of scientific tools, technical vocabulary, data analysis, and science writing. They are comfortable in an international community of science learners and develop as scientifically literate citizens. In their first year (as juniors), along with developing their content knowledge, students complete the IB internal assessments, which include a laboratory report and an interdisciplinary science project. At the end of the second year (as seniors) they take the written IB assessment.

Physics is available at both Standard Level (SL) and Higher Level (HL). Over the course of two years, the following major topics will be covered in both levels: Kinematics, Mechanics, Waves, Electricity and Magnetism.

The following topics will be studied at Higher Level only: Fields, Electromagnetic induction, and Quantum and Nuclear physics.

IB Environmental Systems and Society SL

IB Environmental Systems and Society SL is firmly grounded in both scientific exploration of cultural, economic, ethical and social interactions of society with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The course utilizes a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. Students should develop solutions from a personal to a community to a global scale. Students may use this course to complete their Group 4 (Sciences) requirement, or their Group 3 (Individuals and Societies) requirements toward the IB Diploma.

SCIENCE ELECTIVES

GRADES 9-12

Forensics

Forensic science involves the application of scientific principles to the law. In this elective, students work in teams to solve crimes using their scientific knowledge and reasoning. This course interweaves content from multiple disciplines of science with an emphasis in complex reasoning and critical thinking. Students are introduced to various methodologies and principles used in modern day forensics. Topics discussed include chemical analysis of evidence, serology, DNA analysis, fingerprint analysis, physical remains analysis, handwriting and forgery, and hair and fiber analysis. Throughout the explorations in this course, students will incorporate the use of technology and develop their communication skills. This course culminates in a production of a mock crime scene that can be solved with applying forensics techniques.

Astronomy

Astronomy is a course that covers various topics within observational astronomy and astrophysics. Students explore content including scale, light and matter, the Earth and Moon,

the solar system, the Sun, stellar evolution (stars, black holes, etc.), galaxies, cosmology and the search for extraterrestrial life. Students build an appreciation of the technological innovations that have advanced and transformed our understanding of the universe.

MATHEMATICS

The Mathematics Department at Léman Manhattan strives for students to think critically, communicate effectively, and to apply mathematics in a variety of contexts and disciplines. We want our students to enjoy mathematics. To that end, our math department utilizes a variety of resources and teaching strategies to meet the needs of each of our students. These are drawn from best practice in the field and are supported by research. We offer courses at a variety of levels to meet students' needs and abilities. Students at Léman Manhattan are provided with a strong base in mathematical skills and knowledge that will enable them to pursue future studies in areas that interest them in university and beyond.

MATHEMATICS DEPARTMENT COURSES

GRADES 6-8

SIXTH GRADE

Principles of Mathematics extends the foundations of primary mathematics while introducing concepts of algebra. Throughout the year, students will apply their understanding of the place value system and the four operations to manipulate positive and negative numbers, fractions, and decimals. Algebraic expressions, equations, and inequalities are introduced as students apply these skills, as well as order of operations, to enhance their geometric understanding. Key topics include: ratios and rates; algebraic expressions and one-step equations and inequalities; measures of geometric figures; complex graphs; and functions.

Pre-Algebra

Pre-Algebra provides students with the tools and prerequisite knowledge necessary to study Algebra I. In Pre-Algebra, students become familiar with algebraic language and use variables and equations to model real-world situations and solve complex problems. There is an emphasis on mastering operations on integers and understanding the need for numbers less than zero. Key topics include: algebraic expressions and integers, multi-step equations and inequalities, ratios, proportions, and percents, probability, and linear functions and their graphs.

Algebra I

Algebra I is focused on students developing a deep understanding of functional relationships. Students learn to represent functions and model real-world situations using equations, tables, and graphs. They become masters of graphing functions both by hand and with the use of a graphing calculator. There is also an emphasis on solving multi-step equations through sound algebraic manipulation and making generalizations based on patterns. Key topics covered include: relations and functions, linear equations and their graphs, systems of equations, polynomials and factoring, laws of exponents, quadratic functions, and radical expressions.

Geometry

Geometry is the math course offered to advanced middle school students who have already completed Algebra I. In this course, students become familiar with the elements of Euclidean Geometry. They learn to use theorems, postulates, and definitions to make logical arguments and develop sound mathematical proofs. Key topics include: basic geometric elements and definitions, geometric constructions, logical reasoning and proof, ratios and proportions, Euclidean measurements, and relationships within triangles, quadrilaterals, and circles.

GRADES 9-12

NINTH GRADE

Integrated Math 9A & 9B

This course is offered at two levels, 9A and 9B, to meet the needs of all students. The 9A course covers the presumed knowledge for the IB Mathematics SL and HL courses. The 9B course covers the presumed knowledge for IB Mathematical Studies SL. The basic content for both courses is the same, with varying levels of difficulty. The topics studied in Integrated Math 9 may include: sets, algebra of 1st degree expressions, polynomials, quadratics, Euclidean geometry, similarity, right triangles, coordinate geometry, and the geometry of the circle.

TENTH GRADE

Integrated Math 10A & 10B

This course is offered at two levels, 10A and 10B, to meet the needs of all students. The 10A course covers the presumed knowledge for the IB Mathematics SL and HL courses. The 10B course covers the presumed knowledge for IB Mathematical Studies SL. The basic content for both courses is the same, with varying levels of difficulty. The topics studied in Integrated Math 10 may include: equations and inequalities, quadratics, rational expressions, functions, trigonometry, exponents and logarithms, sequences and series, and probability.

ELEVENTH AND TWELFTH GRADE

IB Group 5: Mathematics

Group 5 courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence to understand better their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. At Léman Manhattan there are three courses: Mathematical Studies SL, Mathematics SL, and Mathematics HL.

IB Mathematical Studies SL

IB Math Studies is a two-year course offered at Standard Level (SL). It is meant to address the specific needs of students who will go on to pursue studies that do not require completing calculus during high school. The main focus of the course is applied mathematics and it includes thorough coverage of statistical techniques. The aim of the course is to develop mathematical

reasoning and critical thinking. The course is appropriate for students who plan to study social sciences, humanities, languages, or the arts at university. Topics studied include: number and algebra, descriptive statistics, logic, sets, probability, statistical applications, geometry, trigonometry, mathematical models, and an introduction to differential calculus.

IB Mathematics SL

IB Mathematics SL is a two-year course offered at Standard Level (SL). It is appropriate for strong math students and is comparable to a two-year sequence of precalculus and calculus. The course is appropriate for students who plan to study chemistry, economics, or business administration at university. Topics studied include: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus.

IB Mathematics HL

IB Mathematics HL is a two-year course offered at Higher Level (HL). It is meant to be taken by the strongest math students. The course covers university level calculus including differential equations. The course is appropriate for students who plan to study mathematics, physics, or engineering at university. Topics studied include: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus, limits, series, and differential equations.

MATH ELECTIVES

GRADES 9-12

Pre-Calculus

Pre-Calculus is a one-year Mathematics elective intended for students who have successfully completed Algebra 2. With the goal of preparedness for Calculus, this course provides a rigorous and comprehensive review of previous algebraic concepts, as well as in-depth exposure to trigonometry. Graphing calculators and a variety of computer applications will be used throughout the course. The topics studied in Pre-Calculus include: equations and inequalities, quadratics, rational expressions, functions and their graphs, trigonometry, exponents and logarithms, sequences and series, and inductive proofs.

Calculus

Calculus is a one-year Mathematics elective intended for students in grade 12 that have successfully completed Pre-Calculus. It is a college level course that investigates the theory behind limits, differential calculus and integral calculus. In addition, students will learn how to apply the techniques of Calculus to solve problems in engineering, physics and other areas. Graphing calculators and a variety of computer applications will be used throughout the course. The topics studied in Calculus include: limits, techniques of differentiation and related applications, optimization, the Fundamental Theorem of Calculus, and techniques of integration and related applications.

FINE ARTS

We believe that artistic experiences enrich students' lives, cultivate creative and inventive thought, and provide unique opportunities for self-discovery and reflection. It is through consistent involvement in the Arts that skills are refined, appreciations are formed, and creativity is enhanced.

Whether in the classroom, in the studio, or on the stage, our artists, musicians, and actors are challenged to achieve their best work as they develop both artistic and life skills. Through rigorous and creative course work, as well as a variety of extra-curricular opportunities, our students are inspired as they actively participate in the creative process as individuals and collaborators. As a result of their Fine Arts experiences, we hope that Léman Manhattan graduates will be lifelong learners who value the Arts as a dynamic contributing force, enriching not only their own lives, but also the lives of the greater community.

IB Group 6: The Arts

There are three courses from group 6 offered at Léman Manhattan, Visual Arts, Theatre and Film. All courses can be taken at either SL or HL. In lieu of taking a course from group 6, a student may opt to take a second course from groups 1-5 (please see the IB section of the Upper School Course Catalog for further clarification).

MUSIC DEPARTMENT COURSES

GRADES 6-8

In the Middle School, students choose either Band or Chorus to fulfill their music curricular requirement. Students will stay on the Band or Chorus track throughout their Middle School years.

SIXTH GRADE BAND

The Sixth Grade Band provides an introduction to the Upper School Band program while building upon the foundation of the Lower School Band experience.

This yearlong class is for returning students who began studying an instrument in the Lower School, as well as new Léman students who wish to start learning an instrument. The 6th Grade Band utilizes Concert Band instrumentation and offers instruction in: flute, oboe, clarinet, alto saxophone, tenor saxophone, trumpet, French horn, trombone, euphonium, and percussion. In addition to whole group ensemble instruction, each Band student will take a weekly lesson (choice of group lessons at no charge or private lessons for a fee) on his/her specific instrument.

The primary focus of the class is on the development, continuation, and expansion of basic skills that are necessary for effective instrumental music performance. Each rehearsal and lesson will emphasize embouchure and tone development, instrumental technique, rhythmic

development, reading musical notation, basic music theory, ear training, listening skills, development of an extensive vocabulary of musical terms/symbols and ensemble skills. Attention will also be given to equipment care and maintenance, and effective practice habits.

Concert Band and small ensemble literature, as well as method books, are the vehicles for student growth and the literature is selected to match the levels of proficiency of our 6th grade musicians. As this is a performance-based class, each semester will culminate in a concert that will showcase the students' learning. In addition to developing musical skills, students will learn about teamwork and community building through this ensemble class.

SEVENTH-EIGHTH GRADE BAND

This class combines 7th and 8th grade Band students to form one ensemble. While most students in this class will have three or four years of instrument playing experience, beginners are also welcome. With differentiated instruction and a commitment to practicing outside of class, beginners can be very successful in the 7th/8th Grade Band. Instruments offered for instruction include: flute, oboe, clarinet, alto, tenor and baritone saxophone, trumpet, French horn, trombone, euphonium, tuba and percussion. This is a yearlong course that encompasses ensemble rehearsals as well as weekly group (no charge) or private (for a fee) lessons.

Building upon the 6th grade Band curriculum, 7th/8th Grade Band will stress music fundamentals, technical achievement, and acquisition of performance and rehearsal skills through exposure to a variety of musical literature that represent many different genres. Emphasis is placed on the procurement of skills necessary to meet high standards of music performance. Since being part of a musical ensemble is a collaborative effort, teamwork and community building are also essential elements of this class.

The performance component of the class involves participation in the annual Winter and Spring Concerts.

SIXTH GRADE CHORUS

In 6th Grade Chorus, students begin their Upper School choral experience. Through participation in rehearsals and performing in school concerts, students develop their vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding. As the core of students' music education, 6th Grade Chorus connects to the goals of the Lower School music curriculum and exposes students to a wide array of musical styles, repertoire, and techniques.

Each rehearsal begins with warm ups that focus on vocal technique, aural skills, and music literacy. Students learn about the physiological mechanisms of the human voice and establish healthy habits in their singing, breathing, and diction. Chorus students begin to learn the International Phonetic Alphabet (IPA) as a language and diction tool for choral singing, focusing specifically on basic English vowels. During every rehearsal, students refine aural skills such as matching pitch, singing in tune, and maintaining independent musical lines through a variety of challenging and engaging activities. To build strong music literacy, students learn to read

traditional Western music notation and gain a solid understanding of major-scale solfège as a music literacy tool within the Kodály tradition.

Through the musical repertoire learned in 6th Grade Chorus, students engage their artistic sensitivity, hone their ensemble skills, and gain greater stylistic understanding of choral music. The unison, 2-part, and 3-part repertoire covered in 6th Grade Chorus provides the application for all of the musical skills students gain during rehearsals. The winter and spring performances showcase students' musical growth and creative achievement throughout the year.

SEVENTH-EIGHTH CHORUS

Students in 7th and 8th Grade Chorus continue to develop their vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding. Serving as the center of students' music education, the 7th and 8th Grade Chorus curriculum reviews and further develops the valuable concepts and skills introduced in 6th Grade Chorus.

Vocal warm ups at the beginning of each rehearsal help students to develop healthy vocal technique and an understanding of the changing adolescent voice. Vocal exercises help students navigate the changes in their voices through their singing and breathing. Students continue to use the International Phonetic Alphabet (IPA) to improve their diction, reviewing basic English vowels and learning common consonants. Singers improve their basic aural skills such as matching pitch, singing in tune, and maintaining independent musical lines, and they move on to develop more complex aural skills including tuning and balancing chords, understanding major and minor tonalities, and completing melodic dictations. Music literacy remains a priority as students venture into more complex pitches and rhythms in traditional Western music notation and utilize both major-scale and minor-scale solfège in their music reading.

As singers in 7th and 8th Grade Chorus, students encounter varied repertoire that helps them further their artistic sensitivity, ensemble skills, and stylistic understanding. Through the 2-part and 3-part repertoire, students work together to integrate the content they have covered in class with their musical prowess and ensemble skills to produce high-quality, fulfilling, and fun performances in the winter and spring concerts.

MUSIC ELECTIVES

GRADES 9 - 12

HS Band I

This is an introductory course for those High School students who wish to begin studying an instrument or students who have some experience but are not yet ready for High School Band II. Instruments offered for instruction are: flute, oboe, clarinet, alto and tenor saxophones, trumpet, french horn, trombone, euphonium, tuba or percussion. The primary focus of the class is on the development of basic skills that are necessary for effective instrumental music performance. Emphasis is placed on embouchure and tone development, instrumental

technique, rhythmic development, reading musical notation, basic music theory, ear training, listening skills, development of an extensive vocabulary of musical terms/symbols and ensemble skills. Attention will also be given to equipment care and maintenance, as well as effective practice habits.

Band method books will be the primary source for developing comprehensive musicianship and Concert Band literature will be added after the first few months of study. As each student in the class reaches an intermediate level of playing, he/she will transfer into the High School Band II class.

HS Band II

This performing ensemble class is designed for experienced musicians who possess intermediate to advanced levels of musical literacy. Musical literature is specifically chosen to match the levels of proficiency of the class and acts as the vehicle for student growth in music reading skills and performance skills (tone, intonation, technique, musicianship, etc.).

In this class, students will: apply knowledge and skills to read and notate music, analyze and evaluate music and musical performance, make connections between music and other subject areas, demonstrate knowledge of music history, perform at least four times per year both on and off campus.

Emphasis is placed on the acquisition of skills necessary to meet high standards of music performance as well as the essential elements of ensemble participation, including teamwork, responsibility and commitment.

HS Chorus

High School Chorus offers an exciting, engaging, and welcoming environment for students in grades 9-12 to experience the joy and community of choral music. Students who choose to sing in High School Chorus are able to refine and strengthen their vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding. Connecting to the skills gained in Middle School, the High School Chorus curriculum introduces, reviews, and delves deeper into musical concepts throughout the years, so students are welcome and encouraged to join during any of their four years of high school.

Rehearsals start with warm ups that center around vocal technique, aural skills, and music literacy. By gaining an understanding of the physiological mechanisms of the human voice, students develop healthy singing and breathing habits. Students learn to use the International Phonetic Alphabet (IPA) as a diction tool for singing unified vowels and consonants in English and in other languages. Basic and advanced aural skills covered include singing in tune, maintaining independent musical lines, tuning and balancing chords, and completing musical dictations. Students gain music literacy in traditional Western music notation by learning to read complex pitches and rhythms, and students use solfège as a tool for sight-reading, maintaining musical independence, and intonation.

The repertoire of High School Chorus offers students a look into a wide variety of musical genres, styles, and traditions within choral music. As students apply their musical knowledge, artistic sensitivity, ensemble skills, and stylistic understanding to the repertoire, they become part of a strong community of musicians. Repertoire in High School Chorus includes 3-part and 4-part works, and students have opportunities to develop their creativity through composition, the use of music technology, and collaboration on repertoire. High School Chorus is featured during the winter and spring concerts, serving as the culmination of students' growth and development in Chorus at Léman Manhattan.

Digital Music

In Digital Music, students explore contemporary music through the use of current technologies and the examination of current genres. Using various devices and software, this hands-on course focuses on creating, arranging, and remixing music. Throughout the year, students investigate the development of electronic music and contemporary genres during the 20th and 21st centuries to understand the historical context of today's music. Students also debate and write about issues of copyright, creativity, and originality through the lens of contemporary music. The course culminates in the creation of an album that incorporates all of the projects completed during the year. No prior musical experience is required.

THEATRE DEPARTMENT COURSES

GRADES 6-8

The Middle School Theatre program focuses on group collaboration, physical and vocal characterization, and specificity of situation and story. Each required course focuses on a specific theatrical theme that informs the students' work throughout the year.

SIXTH GRADE

Mime, Masks, and the Commedia dell'Arte

6th Grade Theatre explores the world of mime, physical Theatre, and Commedia dell'Arte, a traditional Italian improv-comedy performance style. Students work with neutral masks as well as full-face character masks and half-masks that are appropriate for the stock characters of Commedia. This course asks students to examine what is "funny" to varied audiences, and create comedic performances for the Léman community. Although 6th grade actors certainly use their voices in class, they mostly focus on physical characterization.

Students practice working together as an ensemble, and as that ensemble, they create an assembly performance that is presented to the community. This performance may be inspired by the work of Marcel Marceau, Carlo Goldoni, or one of many physical theatre troupes. Students also serve as their own directors and class stage managers, helping to run the tech and artistic team aspects of the rehearsal process.

SEVENTH GRADE

Shakespeare

7th Grade Theatre is all about the world of William Shakespeare. After a month of ensemble-strengthening exercises in the fall, students explore Shakespearean stock character types, building on the stock character work done in 6th grade. They look at common Shakespearean plot elements, and work with multiple pieces of text throughout the year. The class connects to the work being done on Shakespeare in 7th grade English, so that students are looking at the plays with both a literary focus and a performance focus.

Students approach Shakespeare from a variety of angles, using music, dance, stage combat, poetry studies, and improvisation exercises. Works studied include sonnets and excerpts from multiple plays. Students also write their own modernized versions of some of Shakespeare's stories and famous monologues in the form of rap songs, sketch comedy skits, and short dramatic scenes.

As an ensemble, each class creates a piece that is performed in an assembly for the community. Students may perform their own modernized work, or any pieces of the Shakespeare canon that have been studied throughout the year. As in 6th grade Theatre, students also serve as their own directors and class stage managers, helping to run the tech and artistic team aspects of the rehearsal process.

EIGHTH GRADE

Playwriting, Devising and Improvisation

8th Grade Theatre students examine the persuasive nature of performance, working individually and in groups to devise pieces that express their own personal artistic viewpoints. Students study and present a variety of texts that can be performance pieces; options may include poems, speeches, letters, excerpts from novels, plays, film scripts, and song lyrics.

Students also spend time learning short-form improvisation games and exercises. These studies, along with being highly entertaining, teach the students to think quickly and creatively, problem-solve, listen to and collaborate with each other, and consider situations from multiple points of view. Character-creation exercises help students get inside the minds of and speak believably as a variety of character types.

These studies lay the groundwork for an extensive playwriting unit. Students are guided through multiple writing exercises that teach them how to create theatrically believable character voices, relationships, and dramatic arcs onstage. Once they have developed those playwriting skills, students create their own productions that they perform for the Léman community. In the past, these performances have taken the shape of monologues, scenes, and performance-art pieces that make use of found and original texts. As in the rest of Middle School, students also serve as their own directors and class stage managers, helping to run the technical and artistic team aspects of the rehearsal process.

GRADES 9 -12

The High School Theatre program builds on the work done in middle school, although new students are welcomed into the classes as well. Students can choose Acting electives or a deeper concentration in IB courses. There are three courses from group 6 offered at Léman Manhattan, Visual Arts, Theatre, and Film. All three courses can be taken at either SL or HL. In lieu of taking a course from group 6, a student may opt to take a second course from groups 1-5 (please see the IB section of the Upper School Course Catalog for further clarification).

Acting Studio

High School Acting Studio operates as a miniature conservatory-style acting program, addressing physical and vocal characterization, improvisation, stagecraft and design, special topics in Theatre, and performance of text. Students in this upbeat, high-energy class engage in voice and body conditioning work, character studies, acting games, monologue and scene studies, improv exercises, and theatrical history and design projects.

High School actors train to develop flexible, communicative voices and bodies that easily express who they are as individuals and enable them to embody a wide variety of characters onstage. They focus on building believable characters within the specific style and realm of each play, story, or performance situation at hand. Students apply elements of stage makeup, set and costume design, direction, and stage management to each of their scene studies. Classes may also explore physical theatre, stage combat, and choreography throughout their year. Student interests are taken into consideration, and the work studied is selected to best suit each particular group's interests and needs.

Acting Studio students collaborate to create pieces for High School Scene Night each spring. Performances are born out of the work done in class. In the past, these performances have included short-form improv sketches, scenes and monologues from a wide variety of time periods and theatrical genres, performances in multiple languages, and student-written plays.

Students may take the course for multiple years if they wish to continue strengthening their performance skills.

IB Theatre SL/HL

IB Theatre focuses on three core areas of study: theatrical processes and rehearsal methods; presenting theatre; and examining theatre in personal, theoretical, and cultural contexts.

After introductory group-building ensemble games and exercises, IB Theatre takes an international focus, exploring theatrical traditions and practices from around the world. Traditions studied may include Bunraku Puppetry; Commedia dell'Arte; Brecht, Boal, and political theatre; and Pantomime. Students select other theatrical practices to research during the year, and craft their own devised theatre pieces inspired by those traditions. There is a focus on fun, upbeat collaborative work, and students are encouraged to work both onstage and offstage in support of the pieces created in class.

IB assessments for this course are highly practical. SL and HL students all complete a collaborative devised performance piece, a director's notebook, and a presentation on a world theatrical practice previously unknown to the student. HL students also craft a solo performance based on the work of a theatre theorist of their own choosing. All students also keep journals in which they document their research, reflections, and creative growth throughout the year. These journals provide much of the source material for the reflective elements of the IB assessments.

Students participate in High School Scene Night each spring, showcasing their original work and the different traditions that they have studied. Students are highly involved in shaping this performance, so that their interests and artistic voices are clearly represented onstage.

FILM DEPARTMENT COURSES

Film Studies

This course focuses on the meaning of film. Students explore many aspects of filmmaking, including film history, theory and production. The course emphasizes developing critical thinking through focused analytical study, providing an understanding for a wide range of genres, eras and movements representing international points of view. *(Please note that while this course is ideal for introducing the critical thinking practices of IB Film, it is not be a prerequisite for the program.)*

IB Film SL/HL

Through the study of selected films and texts, students explore all aspects of filmmaking, including film history, theory and production. The course focuses on developing critical thinking through analytical study, providing an understanding for a wide range of perspectives, representing international points of view. There is a significant focus on group work for each of the film produced over the year.

The formal assessment of the student will be based on three basic components, two of which will be externally assessed. For external assessment, students will produce a documentary film script of 12-15 minutes on an aspect of film theory and/or film history, using a minimum of four films; as well, students will deliver an oral presentation, critically analyzing an extract from a prescribed film. For internal assessment, and comprising 50% of the evaluation, students will complete a production portfolio, comprising of a trailer (60 seconds), completed film (6-7 minutes) and written documentation, including a production journal.

VISUAL ARTS DEPARTMENT COURSES

GRADES 6-8

SIXTH GRADE

6th Grade Art students explore a variety of media as they continue to experiment with and

build their skills in drawing, painting, sculpture and design. The instructor will discuss artists, cultural and global topics, artwork, themes relevant to students' interests and provide technique demonstrations that further elaborate upon ideas of color, observational drawing, paint techniques, collaging, clay work and construction. Through art appreciation, art history, art production, and art criticism, students will discover their own creative problem-solving and visual critical thinking skills. Artists studied will range from the masters to contemporary artists to further expand students' exposure to the contributions art has made in both past and present times.

SEVENTH GRADE

7th Grade Art students will focus on further developing art skills, vocabulary, creativity, and concepts of design through exploration of various media. Two-dimensional lessons may include imagination and observational drawing, painting, collage. Three-dimensional projects may include assemblage art, ceramic sculpture and other mixed-media. The instructor will discuss artists, artwork, color theory and themes relevant to students' interests, and provide technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills. Artists studied will range from the masters of select art movements to contemporary artists to further expose students to art's importance and purpose in both past and present times.

EIGHTH GRADE

8th Grade Art students apply and build upon concepts and techniques acquired from previous years to express themselves creatively through collage, figure drawing, painting, printmaking, drawing, digital photography, 3D wire sculpture and ceramic sculpture. Composition, technique, depth of field, perspective, the elements and principles of design, and attention-to-detail are further explored. Art history, art appreciation, problem solving, art criticism and critical thinking are integrated into the lessons through discussions and slideshows. Artists studied will range from the masters of select art movements to contemporary artists to further expose students to art's importance and purpose in both past and present times.

GRADES 9-12

Building on the work done in middle school, high school Art students can elect to further explore a variety of media including ceramics, mixed media and digital design. Or more in depth IB course work. There are two courses from group 6 offered at Léman Manhattan, Visual Arts and Theatre. Both courses can be taken at either SL or HL. In lieu of taking a course from group 6, a student may opt to take a second course from groups 1-5 (please see the IB section of the Upper School Course Catalog for further clarification).

Art Studio 1

High School Art Studio is designed to give students the opportunity to explore and to develop their visual ideas through drawing, painting, sculpture and mixed media. This course introduces students to the Elements of Art and Principles of Design through a series of 2D and 3D projects. In the studio, a variety of media will be introduced including pencil, pen, ink, charcoal, pastel,

watercolor, acrylic paint, clay and mixed media. While developing an individual style and creative problem solving skills, students will demonstrate their ability to respond, analyze, and interpret their own artwork through discussions and critiques.

Art Studio 2

Art Studio 2 is designed to expand on skills and concepts learned in Art Studio 1, as well as prepare students for IB visual Art in 11th grade. Students will master painting and color theory, block printing, conceptual mixed media, and realizing form through clay. Throughout the school year, students will become proficient in critiquing Visual Art through critical and contextual discourse. Students will be expected to conceptualize and execute ideas from start to finish, resulting in original self-directed art works.

Ceramics

This class is designed for students who have an interest in working with clay and provides opportunities to make functional, as well as sculptural, pieces using a variety of techniques. Students will reflect on the outcomes of those experiences, explore historical connections, write about the process, and critique their finished pieces. This class builds upon the fundamentals of our Middle School Art curriculum and delves deeper into the processes, form, and function, as well as the expressive potential of clay.

Mixed Media and Digital Design

This course is an introduction to computer applications for drawing, design, graphics and photography. Students work both in the computer lab and the art studio combining digital work with traditional materials. Class assignments explore the elements and principles of art while instructing students in the applications of Photoshop and other software. Students transform 2D and 3D media through manipulation, importing, scanning and printing. While developing an individual style and creative problem solving skills, students demonstrate their ability to respond, analyze, and interpret their own artwork through discussions and critiques.

Design and Form

This high school art elective is the 3D complement to the Mixed Media & Digital Design class and serves as an introductory course to sculptural art, 3-dimensionality and design. Projects will include creative planning and hands-on construction in explorations of creative design fields, including the industrial and decorative arts, architectural planning, interior and set design, wearable art and fashion design. Students will learn how to use the elements and principles of art to create designs that merge practicality with aesthetic and form with function. Concepts developed in prerequisite courses will be applied and a variety of media, materials and techniques will be further developed in this course (including, but not limited to, architectural models, fabric/fiber arts, installation, assemblage and metal work). Students will also be exposed to historical art and design appreciation through slideshows, written reflections and final critique discussions.

IB Visual Art

The IB Diploma Programme Visual Arts course encourages students to challenge their own

creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing Visual Arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study Visual Arts in higher education as well as for those who are seeking lifelong enrichment through Visual Arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the Visual Arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

PHYSICAL EDUCATION AND HEALTH

Physical Education is an essential part of the Léman Manhattan curriculum and is structured to promote lifetime fitness through the participation of cooperative activities and team sports. The program inspires students to adopt lifelong physical activity gaining knowledge of movement and sports skills/activities. Our diverse curriculum offers activities that promote creativity, fostering teamwork and opportunities for all learners to be successful. The program builds relationships, strengthens physical skills, and provides students with the building blocks to live a healthy life.

PHYSICAL EDUCATION AND HEALTH DEPARTMENT COURSES

GRADES 6-8

SIXTH GRADE

The 6th Grade Physical Education curriculum is designed to introduce students to activities that can be participated in throughout their lifetime. We emphasize essential questions of lifetime fitness and sports. Transitioning from Lower School to Upper School, students learn more history, rules, and dynamics of games. Students practice skills that demonstrate appropriate movement patterns needed to perform in divergent activities while understanding and demonstrating basic strategies. Participating mentally and physically during all activities is essential to maintaining a high level of physical fitness.

Before moving into game play, students increase their level of ability by using previous knowledge of fundamental skills and applying those skills. The sixth graders work on field/court awareness in order to anticipate the next move of their teammate and/or opponent. Sixth graders strategize more effectively in a team based setting. Roles of leadership and communication are explored. Units include: lacrosse, European handball, flag football, and fitness circuit training.

SEVENTH GRADE

7th Grade Physical Education focuses on team building with an emphasis on critical thinking and goal setting. Classes are designed to encourage students to develop lifelong habits of health and fitness.

The physical education program consists of team sport activities including volleyball, soccer, floor hockey, flag football, basketball, team handball, ultimate Frisbee, and whiffle ball. Fitness is implemented every day as a warm up which consists of various cardiovascular exercises.

The use of technology is involved in the 7th grade Physical Education classroom. Students use Mobile Phones and iPads to take pictures and video classes. A program called “Ubersense” is used during peer evaluations to aid in correcting skills. The use of technology provides students with immediate feedback that is essential for growth and development of skills.

EIGHTH GRADE

8th Grade Physical Education focuses on leadership qualities such as communication, cooperation and problem solving. Through our Physical Education program students are able to demonstrate the mastery of skills, apply strategies during games situations as well as their knowledge of team sports.

The 8th grade Physical Education curriculum consists of team sports such as soccer, floor hockey, flag football, volleyball, ultimate Frisbee, and fitness training. Building on the knowledge of the previous grade, students in 8th grade learn basic offense and defense strategies to be a more effective team. Students learn how to properly score and problem solve when conflict arises.

SWIM, GRADES 6-8

As part of Physical Education, all students in grades 6-8 participate in weekly swim classes. With the partnership of *Imagine Swim*, we offer students the opportunity to learn and improve their skills with the tutelage of former collegiate swimmers. The goal of middle school swim is to enhance personal health and fitness, advocate lifelong physical activity and develop proficiency in a range of aquatic skills. During this course students will participate in a variety of aquatic sports (including water polo, underwater hockey and aqua aerobics) and develop stroke technique and water safety skills.

Beginners: Students with little or no experience learn about water safety, pool rules, and introductory skills such as submersion, floating, kicking/pulling, and breathing. This course helps students build confidence and physical awareness in the water.

Intermediate: Students with a firm grasp on the three core swimming fundamentals practice the four defined strokes at greater distances. They learn additional skills such as diving, treading water, and turns.

Advanced: Students become proficient in all four competitive strokes. They focus on refining stroke technique and improving endurance.

HEALTH

MIDDLE SCHOOL

Health in Middle School is a trimester course offered once per year in 6th, 7th and 8th grades. The purpose of this course is to give students a thorough and age-appropriate understanding of the necessary components that lead to a healthy and productive lifestyle. Class topics focus on developing the essential skills designed to achieve optimal social, emotional and physical health.

Although topics may overlap across Middle School, the actual content will change to accommodate a more mature mindset with each new grade. Content areas include communication and conflict resolution; bullying and cyber bullying; emotional and physical

safety; healthy decision-making; media influence; nutrition and fitness; personal care and puberty; drug, alcohol and tobacco awareness and prevention; social media and internet safety; media literacy, gender and cultural stereotypes in popular culture; peer pressure and authentic choices; healthy relationships; sexuality; sexual identity; disease prevention; self-harming behaviors; and stress management.

The format of the class consists of discussions, activities, and educational videos. Additionally, students will be given the opportunity to apply the acquired skills and knowledge through authentic, project-based learning experiences.

GRADE 9

NINTH GRADE

Health 9

The purpose of this course is to give students an applicable understanding of the key components necessary to lead a healthy and productive lifestyle. Achieving total wellness is the overarching goal of this course, and students will be given the necessary skills and functional knowledge in order to make this goal a reality. Through different forms of authentic assessment, students will be given the opportunity to not only understand theoretical principles of health, but also make practical applications in either a real world situation or a simulation. Students will be challenged to observe, reflect, and take action in order to obtain their optimal level of health.

PHYSICAL EDUCATION ELECTIVES

GRADES 9 -12

Athletic Skills

The goal of this course is to provide a strong base of skill and knowledge while offering a well-rounded physical educational experience that allow students to take more advanced PE electives, such as team sports or net sports.

During this elective, students participate in a variety of activities and sports to promote life-long fitness, fundamental skill building and an understanding of rules and strategies of team sports. This course emphasizes the importance of teamwork and sportsmanship. Students participate in adventure learning, soccer, basketball, fitness, rock climbing, badminton and volleyball. Skills are taught prior to engaging in any competitive play.

Fitness

The Fitness course guides students to gain knowledge in the five components of physical fitness (cardiovascular endurance, muscular endurance, muscular strength, body composition, and flexibility). During this time, students will be instructed through an excellent weight-training program, small group exercises, interval training and other fun exciting ways to stay fit. The goal of the fitness curriculum is to provide students with the most efficient, effective and

challenging workout. This fitness program is designed to encourage students to develop lifelong habits of fitness and health. Essential questions consist of setting goals in which influence health and fitness in personal lifestyles.

The training method is the ultimate High-Intensity Interval Training (HIIT) experience: a non-stop, heart-pounding, 50-minute workout that will leave your body drenched, your muscles fatigued and your mind at peace. This course combines equal parts of a high-intensity cardio treadmill workout with dynamic strength and sculpting exercises. Students develop the knowledge and skills necessary to design a personalized fitness program. Circuit training, AMRAP routines (as many reps as possible), and core strengthening are specific workouts the students engage in to increase physical fitness and lifetime goals.

Students are responsible for keeping a daily journal, reflecting on the workout of the day and the goals they are trying to attain. Each student gains knowledge to create their own workout to teach their peers. Targeted muscles and fitness components must be evident in the student's work. In order to obtain correct form, technology based assessments such as "Ubersense" are applied. Other assessment pieces include a written essay on pursuing a lifetime career in the field of health and/or fitness.

Net Sports

This course is designed to give students the opportunity to develop skills and strategies in individual or dual participant sports. Some of these sports include tennis, badminton, volleyball and pickle ball. Students learn the fundamental skills to be successful and have an opportunity to apply those skills during matches and tournaments. Students will be assessed based on skill, participation, and preparedness.

Team Sports

Team Sports is designed to give students the opportunity to develop skills and strategies for many different team sports. The fall elective involves more traditional team sports such as soccer, basketball, hockey and flag football. During the spring, the team sport elective includes European team hand band ball, Ultimate Frisbee, kickball, and lacrosse.

Cardiovascular fitness and sport specific conditioning exercises are used to help achieve levels of physical fitness. Students are encouraged to take on challenges, exhibit leadership, and develop positive behaviors. Through learning and participating in team sports, students learn to problem solve and make challenging decisions.

Swim

This course is designed to further improve stroke technique and cardiovascular endurance. Students will intensively cover each stroke using appropriate drills and participate in work out based lessons. General swimming fundamental skills will be taught to students participating in swim for the first time. High School students cannot test out of swim and must fulfill the course requirements before they graduate. Students will be formally evaluated on their skill as well as,

preparedness, and cooperation with peers.

Hatha Yoga

For thousands of years, yoga has been used as a tool to unite the body and mind through physical postures, breath work, and concentration techniques. This Anusara-style Hatha Yoga class is built around healthy alignment, a gradual increase in strength and flexibility over time, and a calm, playful approach to the poses. Classes will be a combination of energetic poses and vinyasas (series of movements), restorative poses to balance out that effort and repair your muscles, and meditation and breathing exercises to help you center and focus. This is an open level class, so students with no experience in yoga are welcome, as are students with a steady yoga practice. Poses will be modified for each student's needs. Student athletes and dancers are especially encouraged to take this course as a balancing and strengthening practice; this work will help you be more precise and refined with your movements in your chosen sport or art. Come and play, and increase your physical and mental strength both on and off the mat!

TECHNOLOGY AND COMPUTER SCIENCE

Technology is an essential part of a student's life at Léman Manhattan Preparatory School and is integrated throughout the standards-based curriculum to support students' path to digital responsibility and global citizenship in the 21st century. The following courses are offered as stand-alone technology and computer science related courses.

TECHNOLOGY AND COMPUTER SCIENCE COURSES

8th Grade Technology

In this class, students will focus on identifying ways to incorporate technology into everyday life. Students will examine the many ways in which technology can affect our lives. In addition, students will understand current technology trends of our century. The biggest emphasis on this course will be for students to develop specific technology skills that will enhance their academic pursuits at Léman and beyond.

Mixed Media and Digital Design

This course is an introduction to computer applications for drawing, design, graphics and photography. Students work both in the computer lab and the art studio combining digital work with traditional materials. Class assignments explore the elements and principles of art while instructing students in the applications of Photoshop and other software. Students transform 2D and 3D media through manipulation, importing, scanning and printing. While developing an individual style and creative problem solving skills, students demonstrate their ability to respond, analyze, and interpret their own artwork through discussions and critiques.

Digital Music

In Digital Music, students explore contemporary music through the use of current technologies and the examination of current genres. Using various devices and software, this hands-on course focuses on creating, arranging, and remixing music. Throughout the year, students investigate the development of electronic music and contemporary genres during the 20th and 21st centuries to understand the historical context of today's music. Students also debate and write about issues of copyright, creativity, and originality through the lens of contemporary music. The course culminates in the creation of an album that incorporates all of the projects completed during the year. No prior musical experience is required.

ADVISORY AND STRENGTHS FOR SUCCESS (S4S)

STRENGTHS FOR SUCCESS (S4S)

Strengths for Success (S4S) is an integral part of our Upper School curriculum *grades 6-12*, that introduces students to study skills, self-knowledge, career discovery, and college readiness they need to succeed in the classroom and throughout their lives.

GRADES 6-8

Middle school students are offered Health and Study Skills classes throughout the *year through all three years*. These classes are designed to support the goals and standards of our S4S program as well as give students the skills they need to be successful in their academic classes.

HEALTH

The purpose of this course is to provide students a thorough and age-appropriate understanding of the necessary components that lead to a healthy and productive lifestyle. Class topics focus on developing the essential skills designed to achieve optimal social, emotional and physical health.

Although topics may overlap across Middle School, the actual content will change to accommodate a more mature mindset with each new grade. Content areas include communication and conflict resolution; bullying and cyber bullying; emotional and physical safety; healthy decision-making; media influence; nutrition and fitness; personal care and puberty; drug, alcohol and tobacco awareness and prevention; social media and internet safety; media literacy, gender and cultural stereotypes in popular culture; peer pressure and authentic choices; healthy relationships; sexuality; sexual identity; disease prevention; self-harming behaviors; and stress management.

The format of the class consists of discussions, activities, and educational videos. Additionally, students will be given the opportunity to apply the acquired skills and knowledge through authentic, project-based learning experiences.

STUDY SKILLS

Students entering the 6th grade go through a huge transition from elementary to

middle school. As a result, they need the support and assistance in making the jump to becoming independent learners, learning about time management, memory and individual learning style. The primary purpose of 7th grade Study Skills is to enhance students' organizational, study, and test taking skills. As students continue into 8th grade, they grow their knowledge about becoming an independent learner and further develop reading and writing skills. Students in 8th grade Study Skills are provided with a tool belt of ideas and strategies that will allow them to seamlessly navigate through High School and become life-long independent scholars.

Students begin 6th grade Study Skills with an "individual learning style survey" to identify their own learning style. Knowing individual learning styles allows students to build study materials and strategies according to their own strengths to assist with all academic needs.

Students continue to utilize their individual leaning style strategies in 7th grade to implement higher-level reading strategies that include Bloom's taxonomy through the use of analysis, inference, synthesis, and evaluation when studying non-fiction text. Students explore the differences between summative and formative assessments and how one might implement different strategies for each.

In 8th grade, learners use numerous planning templates to prioritize not only schoolwork, but extracurricular activities as well. 8th graders will also learn how to text code and use the technique, Question, Answer, Relationship (QAR) when reading for understanding. The focus is on non-fiction, informative reading.

TECHNOLOGY

In this class, students will focus on identifying ways to incorporate technology into everyday life. Students will examine the many ways in which technology can affect our lives. In addition, students will understand current technology trends of our century. The biggest emphasis on this course will be for students to develop specific technology skills that will enhance their academic pursuits at Léman and beyond.

GRADES 9-12

COLLEGE COUNSELING

College counseling at Léman Manhattan provides students and families with the support and information necessary to make thoughtful and appropriate decisions about searching for and applying to college. Finding the right college is about finding the right match. In group, individual, and family college counseling sessions students are encouraged to explore college experiences that will provide them with learning and social environments that best match their needs. The right college environment is one that inspires students to be engaged, healthy, active life learners.

Counselors are aware that colleges evaluate the grades students earn, the scores and accomplishments students attain, and the way students make personal and academic choices,

but the process of searching for and applying to college involves so much more. Colleges want to know what activities students might engage in on campus, what they might contribute to the college community, and what their goals are after college. At Léman we equip young minds with the knowledge and skills they need to evaluate, compare, and make thoughtful choices so that they can become informed and engaged citizens of the world. It is because of this core mission that counselors encourage students to pursue meaningful interests outside of the classroom that complement and support their academic endeavors.

Finding the right college learning environment involves a great deal of self-reflection and careful consideration on the part of students. This is why counselors want students to explore new ideas, become creative thinkers, and participate in activities that will help them grow as individuals. Conversations about these topics start as early as middle school and continue throughout the high school years. Some topics that are explored include:

NINTH AND TENTH GRADE

- Career Exploration and Interest Development
- Activities Outside of Classes – Finding the Right Balance
- What Colleges are Looking For in Applicants
- Academic Planning and the Academic Record
- Reaching your Academic Potential
- The College Application Timeline
- Components of the College Application
- Planning for Standardized Testing
- Crafting the Local and Global Community
- Planning College Visits
- Making the Most of Summer Activities
- Special Talents and the Arts

ELEVENTH AND TWELFTH GRADE

- Career Exploration and Interest Development
- Finding the Right College Fit
- Making the most of College Visits
- What Colleges are Looking for in Applicants
- Student and Parent Roles and Responsibilities
- Writing Meaningful Personal Essays
- Recommendations
- The International College Scene
- Financial Aid, Scholarships, and Grants
- Standardized Test Preparation and Timeline
- College Interviews
- Crafting a Focused College List

- Making the Most of College Fairs
- Mock Admission Committee
- Financial Responsibility in College
- Getting Ready for College – Practical Life Skills

ADVISORY PROGRAM GRADES 6-12

Léman Manhattan's Advisory Program is intended to offer students in grades 6-12, a safe, supportive forum for dealing with issues of significance. Students are grouped by grade level for both Middle School and High School. Throughout the year, students explore topics such as building strong character, resiliency, conflict resolution, developing personal goals, celebrating accomplishments within and outside of school, and examining factors that enhance and interfere with their learning.

The Middle School and High School Advisory Program consists of the following four elements: social and emotional growth, community building, international-mindedness, and academic support.

Purpose of Advisory is to:

- Ensure that each student is known well at school by at least one adult who is that child's advocate (advisor);
- Help every student find ways of being successful within the academic and social options the school provides;
- Promote communication and coordination between home and school;
- Achieve academic excellence through critical thinking and collaboration;
- Nurture creativity;
- Promote healthy minds and bodies;
- Serve the local community while also encouraging open minds and international-mindedness; and
- Personalize learning through the creation and monitoring of PLP goals.