



**Upper School**  
**Curriculum Guide**  
2024-2025

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**LÉMAN MANHATTAN**  
PREPARATORY SCHOOL

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# PART I: GUIDING STATEMENTS

## MISSION

Léman Manhattan is an International Baccalaureate World School that delivers an academically rigorous program and sets high expectations for students from early childhood through 12<sup>th</sup> grade. Serving our local neighborhoods and a diverse international community, we prepare students with the knowledge, confidence, and fluency they need to engage in a rapidly changing world. Léman challenges students' intellect and inspires their creativity. We encourage them to think critically and work collaboratively. Celebrating each student's individuality, we foster the skills they need to grow in mind, body, and spirit. Our unifying mission is to instill a positive outlook in each of our students and a certainty for all they can achieve in life.

Léman Manhattan. Each student, future prepared.

## VISION

The greatest lasting impact of a Léman education will be the achievement of our students and the contributions they make to their communities and to the world. Preparing each student for a future filled with personal growth, fulfillment and success defines, unifies and inspires everyone and everything we do at Léman Manhattan.

## VALUES

Our core values are the essential and enduring tenets of our school community. These principles, reflected in the Portrait of a Léman Manhattan Learner, guide all of our actions. At Léman, we firmly believe in the essential value of:

- Thinking critically and working collaboratively
- Achieving excellence through academic rigor
- Respecting diverse opinions and cultures
- Fostering meaningful student-teacher-parent partnerships
- Addressing each student's individual learning style
- Discovering passions and nurturing creativity
- Serving our local and global communities
- Encouraging independent thinking and decision-making
- Cultivating resilience and determination
- Instilling confidence and optimism
- Growing in mind, body and spirit
- Recognizing the importance of preparation for life

## INCLUSION STATEMENT

Léman Manhattan Preparatory School is a community of diverse cultures, languages, and countries of origin, which draws unity through the acknowledgement and celebration of our differences. As a mosaic of individuals who believe everyone should feel safe and respected, we strive to facilitate opportunities for meaningful engagement with openness and empathy. This process of communication is integral to fostering a just and harmonious place of learning.

Ours is an inclusive school where students, families, caregivers, faculty, and staff are supported equally, and where each unique identity, voice, ideological viewpoint, and experience is valued. We honor all members of our community, diverse in ability, age, appearance, belief system, citizenship, culture, family structure, gender, gender identity, language, learning style, national origin, political view, race, religion, sexual orientation, and socio-economic level, and all other protected characteristics.

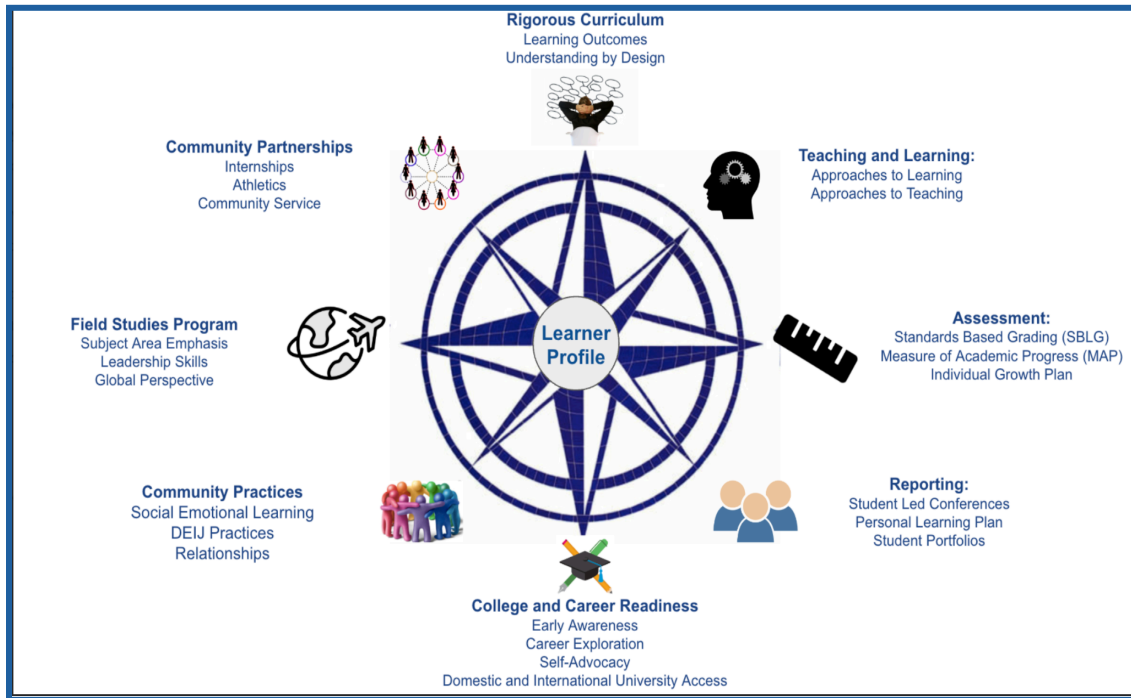
Committed to sustaining an environment free of harassment in any form, including bullying and discrimination, we maintain that the work of inclusion is a responsibility held by all and done for all, person to person. We embrace this challenging yet rewarding opportunity and understand that this is an evolving work which enriches all of our lives.

## **PORTRAIT OF A LÉMAN LEARNER**



## **LÉMAN MANHATTAN ACADEMIC PLAN**

The Léman Manhattan Academic Plan is a framework from which we develop our learning programs. By focusing on eight distinct areas that create our unique academic experience, we can continuously refine and improve our students' experiences as they move through the four divisions of the school.



## LANGUAGE POLICY

The Léman Manhattan Language Policy, integral to Léman Manhattan philosophy and practice, creates a shared vision and mission to successfully implement Léman Manhattan language programs and curriculum. It is comprehensive and school-wide and promotes a high-quality academic curriculum for advanced language proficiency in at least one language 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 Léman Manhattan students.

### Guiding Principles

At Léman Manhattan, we:

1. Foster in students the ability to think and express themselves with precision, clarity, confidence, and imagination in at least one language other than the mother tongue. Provide an appropriate language and learning program in order to allow all students to access their curriculum in a supportive environment.
2. Involve all teachers in the language-teaching process, as language and learning are inextricably linked and fundamental to learning.
3. 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.
4. Engage in meaningful and authentic learning experiences with well-designed programs since language acquisition and learning take place best in such an environment.
5. Firmly believe that language development in more than one language fosters personal growth and is essential to the development of international understanding.
6. Employ a variety of instructional methods in all areas of the curriculum to develop skills in

reading, writing, speaking, and listening in the three communicative modes: interpretive, interpersonal, and presentational.

7. Provide opportunities for teachers and administrators to participate in relevant professional development in the areas of linguistic and cultural awareness.
8. Integrate the expression of cultural and linguistic heritage into all programs and facilitate cultural exchanges through the curriculum and special events.

*Regarding English Language Learners (ELLs), the faculty of Léman Manhattan believes and practices the following:*

1. English is the primary medium of instruction; teachers work collaboratively to provide a program of English language learning for all students to address their academic needs.
2. All staff members are language teachers, independent of their core specialties, and are responsible for addressing and meeting the needs of all students of diverse linguistic and cultural backgrounds.
3. 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.
4. 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.
5. Students are supported with ESOL classes based on their English levels.
6. All staff members understand the needs of those students being educated in a language.

We have high expectations of our students' work, and Léman teachers are skilled at challenging children to consistently set and reach new goals. Faculty confer with students individually and in small groups, helping them to find their voice and advocate for themselves as they prepare for the transition to Middle School.

As a diverse school community, we continuously review our curriculum to embrace the beauty of our diversity, stressing the importance of equity, and ensuring inclusivity. Through thoughtful development of units of study, we are committed to presenting accurate information with an emphasis on multiple perspectives. Our programs reflect a conscious and programmatic commitment to develop inquiring, knowledgeable and caring future leaders who view themselves as global citizens looking for ways to create a better and more peaceful world through intercultural understanding and respect.

Our teachers provide thoughtful attention to each child's academic, social, and emotional development, and focus on building classroom communities in which children are inspired to explore, create, and grow as learners and young citizens of the world.

## **PART II: SUPPORT SERVICES**

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM**

The mission of the English for Speakers of Other Languages (ESOL) Program is to help students acquire proficiency in the English language, to ensure academic success, and to help them confidently participate and integrate as active members of the Léman Manhattan Preparatory School community.

We believe that all students should have equal access to the curriculum and should be immersed in mainstream classrooms whenever possible. The ESOL 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.

### **STUDENT SUPPORT SERVICES**

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 composed 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.

The role of the Student Support Services team is to ensure Léman Manhattan provides an inclusive PK through Grade 12 multidisciplinary student support system that respects learner differences, facilitates attainment of Léman Manhattan's high educational standards, and promotes the development of lifelong learners. The Student Support program is designed to secure and organize equitable access to all academic programs, including the International Baccalaureate (IB) programme.

Student Support Services includes Learning Support, Counseling, and Nursing. A supplementary handbook focuses on providing specific information regarding Learning Support and Counseling services. Additional information about Health Services and Nursing may be found in the school handbook.

The Student Support Services department is guided by the following principles:

1. Students build self-confidence and better prepare themselves to be lifelong learners by developing self-advocacy skills and by understanding their individual learning needs.
2. It is important to work with the whole student (intellectually, socially, emotionally, and physically) from a position based on the student's strengths in an effort to address areas of concern.
3. Learning issues may change as the child grows and developmental differences need to be considered, therefore resources should be flexible and allocated as needed.
4. An effective student support program requires a team approach with all team members

sharing responsibility for the student's learning. Teams may include students, parents, teachers, student support personnel, and administrators.

5. Staying current with research and best practices helps the team determine how to address student needs.
6. An effective support program is articulated in PK through Grade 12, including procedures and policies, assessments, entrance and exit criteria, transition plans, and other essential components.

## **LEARNING SUPPORT SERVICES**

### **Student Study Teams**

Student study teams are multidisciplinary meetings hosted at the divisional level and led by the Director of Student Support Services or designee. These meetings provide an opportunity for teachers, administrators, and parents (when appropriate) to discuss concerns about student learning and/or behavior, and problem-solve to identify strategies and interventions that can be readily implemented by the classroom teacher, learning specialist, school psychologist, counselor, parent, or other appropriate staff member.

### **Special Education/Learning Resource**

Students who do not show appropriate progress (i.e. meeting grade-level expectations) based on a variety of data from both the classroom and formal evaluations may receive supplemental instructional interventions, which are targeted and more individualized.

## **STANDARDIZED TESTING**

### **Measure of Academic Progress (MAP)**

The Measure of Academic Progress (MAP) is an untimed, adaptive assessment taken on the computer in the areas of Reading, Language, and Math. As students answer questions correctly they are presented with more difficult questions. When students answer questions incorrectly, the test becomes easier. In other words, the test *adapts* to each student, gauging their specific learning level.

The students' MAP results will be reported in RIT scores (Abbreviated from Rausch Unit). This is a different type of score than a typical test that provides a percentage of answers correct. It is also different from many tests that provide results based on a student's score compared to others in his or her grade. Instead, the RIT score is an equal-interval scale, like meters and centimeters, that is independent of grade level.

MAP helps teachers guide student's academic instruction, whether it be to reinforce concepts or provide more challenges. It is important to keep in mind that students are evaluated by looking at the whole child using MAP scores as one of *many* measures for assessment. *Looking only at one score would not accurately capture any student's ability or performance.*

### **Preliminary Scholastic Aptitude Test (PSAT) For Sophomores**

The PSAT is administered to all students in Grade 10. The purpose is to give sophomores an opportunity to practice taking a standardized test in preparation for the following year, and to familiarize them with test-taking during the college application process. Counselors will distribute



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

PSAT scores on the evidence-based reading and writing and mathematics sections range from 160-760 points, and composite scores range from 320-1520. This is based off of the SAT which is scored out of 1600 (800 per section), but acknowledges that the SAT covers slightly more difficult content.

Typically, students should not prepare or study for this test but are encouraged to familiarize themselves with its format by PSAT information on the College Board website, thoroughly reading through the PSAT booklet, taking the practice test included in the distributed booklets, and by completing SAT practice on Khan Academy (both independently and during designated advisory periods). This is meant to give students experience with a standardized test, while 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 sophomore year.

### **Preliminary Scholastic Aptitude 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 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 with further instructions.

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

Students should prepare for this test by reading through the PSAT booklet that is distributed to them prior to the test date, taking the practice tests included in the booklet, and by completing SAT practice on Khan Academy (both independently and during designated advisory periods). 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 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 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 register for a College Board test on the website using correct and consistent personal information during both the registration process and on the actual test, or scores will be delayed or disqualified. Students are encouraged to take the test with the optional Writing section, in order to meet the requirements of certain colleges.

Léman Manhattan is an official testing site for the SAT through the College Board. We typically offer 3-5 Saturday test sessions each academic year. Spaces are limited and open to students from any school, so students wishing to take the SAT at Léman should register promptly when test registration dates are released.

Students may select up to four colleges or universities to send their scores of the registered SAT at no additional cost. However, it is not necessary 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. Students should also complete SAT practice on Khan Academy (both independently and during designated advisory periods). Counselors will coordinate SAT test prep courses through independent organizations for juniors and seniors or make suggestions for prep courses. Information about test prep is provided after students take the PSAT 10 in their sophomore year.

### **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 the SAT, to determine which test they feel most comfortable and confident taking. Mock exams are also offered to assist students in deciding whether to take the ACT or SAT.

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 available for 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.

### **Test Of English As A Foreign Language (TOEFL)**

International students, whose first language is not English, are required to take the TOEFL as part of the college application process. While some colleges will waive this requirement if a student has attended at least four years of high school in the United States, some will not. 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. 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 is 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 register for the TOEFL on the website using correct and consistent personal information during both the registration process and on the actual 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, ESOL instructors, and external resources to prepare for the test.

## **COLLEGE COUNSELING**

Léman Manhattan has a robust college counseling program driven by a team of three, full time college counselors. Students learn about the college process little by little, starting in eighth grade, so they gain more confidence and knowledge when it comes time to actually apply to college at the start of senior year.

College Counselors work with all students intimately to help achieve their post secondary goals, whether it be attending highly selective colleges, colleges with a specialized program, or even colleges overseas where many Léman students are competitive for admission. When a student has successfully completed the college counseling curriculum, not only will they have been admitted to a range of college options, but they will also have learned about the importance of Self Advocacy and Awareness, Academic Responsibility, and Relationship Building - key pillars to succeed in college and beyond.

### **8th Grade**

Students in 8th grade learn about college in a fun and engaging way during a presentation called “What Is College All About Anyway?” Students learn how the earliest colleges evolved from the Middle Ages, and why colleges have become integral into the fabric of society in today’s world. 8th graders get introduced to the differences between different college degrees, explore life as a college student, and get familiarized with college terminology like “majors and minors”, “liberal arts”, “ivy league”, “work study”, etc.

### **9th Grade**

As many new Léman students enter in 9th grade, students are immediately given a complete overview of the entire college counseling program in detail. The “Roadmap To College as Léman Student” presentation gives students a preview of all the college counseling curriculum from 9th grade to 12th grade. This enables freshmen to see how each grade is connected to the next and how to plan for the upcoming school year specifically for college applications. Students are given more specific information about the role of standardized tests, the importance of extracurricular activities, and how to fully engage with teachers (in and outside of the classroom) who may be advocates in writing college letters of recommendation.

### **10th Grade**

The focus of 10th grade is for each student to learn more about their personality type, and the range of possible career fields and college majors that could be a match. This is done through an online Career Interest Inventory Survey in their newly created Naviance account. (Naviance is the online platform which provides personality and career surveys, and also manages their college applications). This is the year also where college counselors will meet students to discuss their survey results which essentially help drive the IB course selection process in preparation for junior year.

### **11th Grade**

Formal college planning starts in full swing during the fall of junior year. A series of advisory periods throughout the school year are dedicated to giving students tutorials on various aspects of the college application process. Some workshops include how to research colleges using various online resources, specific application requirements for applying to college overseas, writing the college essay, interviewing with admissions officers, etc. Other special events include hosting a college fair on campus, a mock admissions workshop, and a special financial aid presentation specifically for parents. College counselors will also schedule meetings with juniors privately throughout the year to work on building a list of colleges, discussing testing options, etc.

### **12th Grade**

At the start of senior year, students meet with their college counselor frequently to work on college applications together to ensure not only are they submitted by the deadlines, but are done with care and precision. After school workshops are offered to students to continue working on college applications in a group setting for students to support each other. Admissions representatives from various colleges also meet students in the fall in small group settings. At the conclusion of 12th grade, seniors are invited to 11th grade advisory to share tips and best practices to “pass on the knowledge.”

## **TECHNOLOGY, LIBRARY, AND INFORMATION CONNECTIONS**

### **Technology**

In the Upper School, students experience two models of learning and applying technology. The first model is Dedicated Technology Instruction, where both Middle and Upper School students attend courses where technology is the subject of study. The second model is Embedded Technology Instruction, where students learn and apply technology to enhance or augment their learning in other subject areas.

At Léman Manhattan, the Educational Technology Director, the Librarian, and the Technology Department in general, work as a team to mentor, collaborate and train our students, faculty and staff on best practices for integrating technology in all aspects of academic life. They facilitate the physical infrastructure and support successful and ongoing integration across the curriculum at all levels, collaborating with faculty to plan, execute, and evaluate curricular units that engage and challenge students.

Technology tools at Léman Manhattan support the ways our educators measure and record development, document growth, plan activities, and share information with students, families and the

school community. We use PowerSchool Unified Classroom learning management system for this purpose.

We are committed to creating the optimal 21st century learning environment for our students and faculty. Léman Manhattan's BYOL program requires all Upper School students to bring a personal laptop for educational purposes. When appropriate for in-class learning, students may use their personal devices to take notes, create and save information, develop projects, communicate with other learners, access the Internet to research information, and use other productivity tools and software loaded on their technology equipment.

### **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. ([www.ala.org/aasl/standards/guidelines/outline](http://www.ala.org/aasl/standards/guidelines/outline))

The Librarian holds an ALA-accredited Master's degree 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.

**Physical:** Both libraries are home to a wide assortment of fiction and nonfiction titles in print for research, curriculum support, and the pursuit of interests and leisure reading. The collection is curated to represent the community with an emphasis on diversity of culture, thought, and experiences.

**Virtual:** Our libraries include access to e-books 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 Pre-K to 12th Grade curriculum and beyond. These digital resources range from scholarly databases to more subject-specific databases, containing primary source documents, visual and audio resources, biographies, and streaming video.

**Programmatic:** The Upper School librarian collaborates with Middle and High School faculty to integrate information literacy skills into their curriculum. The librarian works with Research and Writing classes and IB students, helping them to understand the research process, and to find the information they need to have successful Extended Essays.

### **ADVISORY (GRADES 6-12)**

Léman Manhattan's Advisory Program is intended to offer students, in Grades 6 through 12, a safe, supportive forum for dealing with issues that are relevant and significant to adolescents and young adults. New advisory groups are formed in 9th Grade, and students then stay with their advisory group and advisor through their High School years. Throughout each 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 Programs are important aspects of student growth and maturation throughout their secondary school years, focusing on social and emotional growth, community building, international-mindedness, and academic support, including college counseling, especially in High School.

The purpose of the Advisory Program 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.
- Personalize learning through the creation and monitoring of PLP goals. For students in Grades 11 and 12, students follow CAS guidelines as provided by the IBDP.

### **Middle School Advisory (Grades 6-8)**

Each Middle School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family and is a member of the teaching faculty. Advisory meets multiple times throughout the 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, including 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. Advisory teaches life skills such as strong communication, leadership, time management, and ownership of learning, which become part of students' toolkit for High School and beyond.

### **High School Advisory (Grades 9-12)**

Each High School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family and is a member of the teaching faculty. Advisory meets multiple times throughout the week to foster the development of small communities with the goal of supporting personal and academic growth. 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.

# PART III: STUDENT LIFE

## ATHLETICS

### Grades 5-6:

FALL SEASON	SPRING SEASON
Boys' Grades 5/6 Futsal	Boys' Grades 5/6 Swimming
Girls' Grades 5/6 Futsal	Girls' Grades 5/6 Swimming
Boys' Grades 5/6 Volleyball	Boys' Grades 5/6 Basketball
Girls' Grades 5/6 Volleyball	Girls' Grades 5/6 Basketball

### Grades 7-8:

FALL SEASON	WINTER SEASON	SPRING SEASON
Boys' Grade 7/8 Soccer	Boys' Grade 7/8 Basketball	Coed 7/8 Track and Field
Girls' Grade 7/8 Soccer	Girls' Grade 7/8 Basketball	
Girls' Grade 7/8 Volleyball	Boys' Grade 7/8 Swimming	
Boys' Grade 7/8 Cross Country	Girls' Grade 7/8 Swimming	
Girls' Grade 7/8 Cross Country		

### Grades 9-12

FALL SEASON	WINTER SEASON	SPRING SEASON
Boys' Varsity Soccer	Boys' Varsity Basketball	Boys' Varsity Golf
Girls' Varsity Soccer	Girls' Varsity Basketball	Girls' Varsity Golf
Boys' Junior Varsity Soccer	Boys' Junior Varsity Basketball	Boys' Varsity Track and Field
Girls' Junior Varsity Soccer	Girls' Junior Varsity Basketball	Girls' Varsity Track and Field
Boys' Varsity Cross Country	Boys' Varsity Indoor Track	Girls' Varsity Softball
Girls' Varsity Cross Country	Girls' Varsity Indoor Track	Boys' Varsity Volleyball
Girls' Varsity Volleyball	Boys' Varsity Table Tennis	Girls' Varsity Tennis
Girls' Junior Varsity Volleyball	Girls' Varsity Table Tennis	

	Boys' Varsity Squash	
	Girls' Varsity Squash	
	Boys' Varsity Swimming	
	Girls' Varsity Swimming	

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ATHLETICS**

In addition to the school-day curriculum, Upper School students are presented with over 60 clubs and afterschool activities. Below is a sample of activities, clubs, and athletics that have been offered in previous school years. The most current extracurricular offerings will be shared at the beginning of each school year.

### **3-D Printing Club**

The 3-D 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 3-D printing community, both functional and artistic.

### **American Red Cross**

When you volunteer with the American Red Cross, you become a part of one of the largest humanitarian organizations in the world and are able to make a positive impact on your peers and in your community. Working with the Red Cross is an excellent way to make a meaningful difference in other people's lives, all while maximizing your talents, learning new skills, improving your resume, and meeting new people.

### **Amnesty International**

Amnesty at Léman is a student-run social activism group, backed by the resources provided to the school by Amnesty International; a non-profit organization working to end capital punishment and human rights violations, while promoting women's rights issues. The club welcomes interested students who want to make a difference about social issues and injustices that matter to them.

### **Asian Culture Club**

The Asian Culture Club is a fun and interactive environment aimed to teach the various fascinating aspects of Asian culture including Asian traditions, food, society, music, and modern culture. The Asian Culture Club promotes awareness and understanding about various aspects of Asian culture. This club is not limited to students currently taking mandarin; this is a club for anyone who is interested in the Asian communities of today.

### **Astrology Club**

Astrology Club seeks to create a safe environment for students to learn and ask questions about the broad topic of astrology. Members of Astrology Club learn about the field of astrology along with how and why it affects us in a collaborative environment. Members learn how to read personal natal charts, study how astrology has affected our lives over the past years and reflect on how astrological weather may potentially affect us in the future. We discuss numerology, astrological history, Tarot,



and the planets in our solar system. Students will be encouraged to participate in group activities and discussions.

### **Astronomy Club**

Discover more about our fascinating universe by learning astronomy and astrophysics skills. We'll hold star parties, learn about the Solar System, space flight, Cosmology, and more.

### **Black Student Union**

The mission of the Black Student Union is to allow students to express their views and concerns about current events and issues regarding race. Through dialogue, we hope to educate, promote acceptance, and broaden perspectives within the Léman community. Though our focus is to raise awareness of the challenges and injustices that the Black community faces, the Black Student Union welcomes all Léman students and aspires to build understanding between people of all races. By engaging in respectful, honest conversations regarding race and other social justice topics, we aim to affect positive change at Léman Manhattan.

### **Chess Club**

Chess is a fun game that incorporates many aspects of the IB learner profile: knowledgeable, inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The chess club is meant to foster scholars' intellectual growth while having fun.

### **Creative Writing Club**

Each meeting starts with a student reading aloud a "letter to a young writer" from Colum McCann's book, "Letters to a Young Writer." Afterwards, students briefly discuss the writing strategy/idea suggested. Throughout each club session, students write in response to different prompts, or work on their own writing projects. Students also have the opportunity to share their work to the group and in public forums.

### **Debate Club**

Join the Debate Team to compete against rival schools in the NYCDL on topics such as international relations and domestic conflicts. Learn about the methodology of debate used by U.S. politicians. Take part in national tournaments in accredited Political Science universities such as Princeton and the University of Pennsylvania.

### **Gender & Sexuality Alliance**

The Léman Gender and Sexuality Alliance (GSA) provides a safe space for students to discuss and learn about issues facing the LGBTQ+\* community. The Léman GSA welcomes all high school students, including those within the LGBTQ+ community and their allies, without passing judgment or making assumptions about identity. In addition to LGBTQ+ issues, discussions also focus on the intersection of these topics with elements of identity such as race, class, and religion. Through open, respectful, and candid discussion, the group seeks to educate members of the community, create knowledgeable allies, and make Léman a safer place for people of all identities. \*Lesbian, Gay, Bisexual, Transgender, Queer, and more.

### **High School Art Club**

The Art Club is intended to give students opportunities to create artwork in a formal setting accompanied by their peers with 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 need extra time outside of class to continue developing their portfolio or to complete a project, can come to finish their work.

### **Hispanic – Latino Club**

We seek to explore the different cultures of the Spanish-speaking world and of the Hispanic/Latino community in the U.S. in order to promote awareness of their cultural diversity. We encourage everyone to learn and engage in important issues affecting the Hispanic world, including the local Hispanic/Latino community here in NYC. This club is not only for Hispanic/Latino students or students taking Spanish, but for anyone who would like to enhance their cultural awareness. We want to bring together students who are curious or passionate about anything related to the Spanish language and the Hispanic/Latino world. We will organize different activities, such as carnival masks, community service, culinary expos, dance classes, fundraising campaigns, movie nights, parties, and Spanish spelling bee tournaments, among others. For those of you who want to practice Spanish, we will also offer the opportunity to do it informally. The club is open to everyone! ¡Te esperamos!/We are waiting for you!

### **Intergenerational Club**

Intergenerational club is an opportunity for teenagers to foster relationships with elderly members of our community. Through a relationship with a local senior center, students meet once every two weeks to engage with members of a senior center. Activities include playing games, discussions, and movement.

### **International Award (Duke Of Edinburgh Award)**

The Duke of Edinburgh International Award offers the opportunity to students 14 years and older to develop themselves beyond the classroom – through individual skills, physical exercise, and service. The cornerstone of the program is the Adventurous Journey where students will go on camping trips of 2-5 days, depending on their level – Bronze, Silver or Gold. Weekly meetings are held during which students review their aims and achievements in the program as well as prepare for the Adventurous Journeys.

### **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

### **Jewish Student Union**

The Jewish Student union is dedicated to celebrating Jewish culture. The JSU strives to be a welcoming place, where Jewish students at Leman can openly talk about Jewish heritage and traditions and personal experiences as Jewish youth.

### **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, 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 musicians or actors.

### **Léman Main Stage**

Léman Main Stage is our premier theatrical organization, dedicated to delivering exceptional educational experiences and productions. Representing the Léman Performing Arts faculty, as well as the NYC Theatre community, the Main Stage production staff includes talented individuals with years of professional experience in theater. Whether on stage or behind the scenes, our students will learn from experts who set high expectations and will prepare them for college and beyond. Léman Main Stage will also offer an opportunity for our school community to perform together, as productions may include Upper and Lower School students, as well as faculty and staff. Léman Main stage produces an annual musical that takes place in the Spring.

### **Léman Women's Choir**

Léman Women's Choir is an auditioned, select ensemble made up of dedicated treble-voiced singers in Grades 8 through 12. The group rehearses two times per week at 7:30 AM and performs a wide variety of challenging repertoire, ranging from Renaissance madrigals to contemporary pop and a cappella arrangements. Léman Women's Choir is frequently invited to perform at special events within the Léman and New York City community. There are 16-20 spaces in the ensemble, which are filled by audition.

### **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).

### **Middle School Art Club**

The Art Club is intended to give students opportunities to create artwork in a formal setting accompanied by their peers with 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 need extra time outside of class to continue developing their portfolio or to complete a project, can come to finish their work.

### **Mock Trial**

Mock trial is a club which simulates lower-court trials. At Léman, we prepare similar to professional lawyers in order to be prepared for trial, in which we will compete against other mock trial clubs in an attempt to either prosecute or exonerate the defendant. Mock trial provides an opportunity to learn and interact with the legal system, work on deductive reasoning, critical reading, and method acting.

### **Model UN**

Model United Nations, also known as Model UN or MUN, is an educational simulation and/or academic activity in which students can learn about diplomacy, international relations, and the United Nations.

### **Muslim Student Union**

The Muslim student union is a safe place for students to discuss their identity as well as openly express their views and thoughts on a variety of topics. MSU is devoted to celebrating the varieties of muslim communities and promoting its different cultures. MSU is a very multicultural community with at least 10 different nationalities, origins and descents. A potluck has been organized to show and symbolize how wide and varied the muslim world is. A conscious reminder that not all muslims are Arabs and not all Arabs are muslims.

### **Newspaper (*The Bullhorn*)**

The Lemman Newspaper Club is an academic club designed to expose students to the skills of journalism, photography, drawing, publication, and collaboration. The club will assist students in acquiring the responsibility needed to meet the demands of a schedule and publication deadline for *The Bullhorn*.

### **One Act Play Festival**

The One Act Play Festival is an annual event that takes place in the fall. Students from 6th through 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. Occasionally students will collaboratively devise or write their own pieces as well. 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 collaboration, character development, and performance style.

### **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 club members themselves assemble. Hands-on projects and teamwork will have students collaborating with others all over the world in International Cosmic Ray Day, in a CERN competition whose winners go to Switzerland, and in Fermilab Masterclasses.

### **Photography Club**

Photography Club students will be encouraged to practice their skills using cameras and Adobe software.

### **Robotics Club**

The Robotics Club members work year-round to create a remote-controlled robot to compete in the FIRST (For Inspiration and Recognition of Science and Technology) Robotics competition, held regionally with championships held on a national level. Team members learn all aspects of designing and creating a robot, and from physical construction to programming its individual components to making it able to complete specific tasks as designated each year by FIRST.

### **Spanish Literary Society**

The SLS@Léman is the place where literary enrichment in Spanish takes place. It is a place where appreciation of Literature in Spanish and art can come together, where students read works of

famous Spanish and Latin American poets and writers from all time periods or gather to discuss paintings of past and modern artists.

### **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 Bedford Stuyvesant, planting a garden at the same school, etc.

## **PART IV: ACADEMIC OFFERINGS**

### **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. The advisor knows both the student and the student's family, and is a member of the teaching faculty. Advisory groups meet each day 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, including 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 Manhattan's Advisory Program is for students to understand themselves better in each of these roles. Throughout the year, students explore topics as varied as identity development, building strong character, resiliency, bullying prevention and conflict resolution, developing personal goals, current events, service learning, 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.

As a diverse school community, we continuously review our curriculum to embrace the beauty of our diversity, stressing the importance of equity, and ensuring inclusivity. Through thoughtful development of units of study, we are committed to presenting accurate information with an emphasis on multiple perspectives and identity development. Our programs reflect a conscious and

programmatic commitment to develop inquiring, knowledgeable and caring future leaders who view themselves as global citizens looking for ways to create a better and more peaceful world through intercultural understanding and respect.

Co-curricular offerings such as affinity/alliance spaces, 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. Working together, families, teachers, and students partner to foster academic success and personal growth in every child.

## **SAMPLE COURSE PROGRESSIONS (GRADES 6-8)**

### **Sixth Grade:**

- English Language Arts
- World Language or Learning Resource Center or ESOL class for ELL students
- Social Studies
- Science
- Mathematics
- Band or Chorus
- Visual Art/Theater/Digital Learning
- Physical Education/Swim/Health

### **Seventh Grade:**

- English Language Arts
- World Language or Learning Resource Center or ESOL class for ELL students
- Social Studies
- Science
- Mathematics
- Band or Chorus
- Visual Art/Theater/Digital Learning
- Physical Education/Swim/Health

### **Eighth Grade:**

- English Language Arts
- World Language or Learning Resource Center or ESOL class for ELL students
- Social Studies
- Science
- Mathematics
- Band or Chorus
- Visual Art/Theater/Digital Learning
- Physical Education/Swim/Health

## **HIGH SCHOOL PROGRAM (GRADES 9-12)**

In Léman Manhattan'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 worldwide for academic excellence and a sought-after credential by top colleges and universities. Through the IB approaches to teaching and 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 and breadth of knowledge, the IB consists of six foundational courses: a broad-based independent research essay, Extended Essay (EE); a creativity, activity, and service (CAS) requirement; and a Theory of Knowledge (TOK) course. The IB focuses on building knowledge and skills, and independent, critical, and creative thought to help students make connections between areas of study.

Léman Manhattan also provides comprehensive college advisory services through the Office of College Counseling. With three dedicated college counselors on staff and annual visits from more than 100 college reps, 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 Brown University, Columbia University, Cornell University, Dartmouth College, Duke, Johns Hopkins University, Harvard University, Princeton University, University of Pennsylvania, University of Virginia, and Yale University.

Each High School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family and is a member of the teaching faculty. Advisory groups meet every day, either for a 10-minute homeroom or a 30-minute advisory period, to foster the development of small communities with the goal of supporting personal and academic growth. Advisory groups focus 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, 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 Manhattan students gain real-world experience with internships, externships, and in-residence programs at such institutions as the Memorial Sloan Kettering Cancer Center, Lenox Hill Hospital, New York Presbyterian Brooklyn Methodist Hospital, NY Historical Society, NYC Parks, the Ranger Conservation Corps, NYC DCAS Automotive, DOROT, and the Juilliard School Pre-College Program.

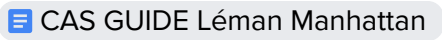
As a diverse school community, we continuously review our curriculum to embrace the beauty of our diversity, stressing the importance of equity, and ensuring inclusivity. Through thoughtful development of units of study, we are committed to presenting accurate information with an

emphasis on multiple perspectives. Our programs reflect a conscious and programmatic commitment to develop inquiring, knowledgeable and caring future leaders who view themselves as global citizens looking for ways to create a better and more peaceful world through intercultural understanding and respect.

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.

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

To graduate from Léman Manhattan Preparatory School, a student must fulfill all academic course and activity requirements as listed in the table below. Students in Grades 9 and 10 do not have free academic blocks. Students in Grades 11 and 12 have only a limited number of free academic blocks, as determined by their status in the IBDP. Specific departmental and other requirements are:

<b>DEPARTMENTS</b>	<b>CREDITS REQUIRED</b>
English (Language Arts)	4 credits
Social Studies	3 creds (4 recommended)
Mathematics	3 credits (4 recommended)
World Language	4 credits (4 of the same language recommended)
Science	3 credits, including a year of life science and a year of physical science
Fine Arts	3 credits
Physical Education	4 trimesters of physical education ( 1 of which must be swim) and 1 trimester of health
Research and Writing (Language Arts Department) Usually taken in Grade 10	1 trimester
Creativity, Activity, Service (CAS)	<p>All students in Grades 9 and 10 complete CAS requirements according to our Léman Manhattan specifications</p> <p>All students in Grades 11 and 12 complete CAS requirements according to the specifications of the IBDP</p> <p> CAS GUIDE Léman Manhattan</p>



## **SAMPLE COURSE PROGRESSION FOR GRADES 9-12**

### **Freshman Year (Grade 9):**

- Freshman Composition
- Ancient Civilizations
- Integrated Mathematics 9SL (Standard Level) or 9HL (Higher Level)
- World Languages - Learning Resource Center or ESOL class for ELL students
- Life Science
- Music, Theatre, Film or Visual Art
- Physical Education/Health
- Elective

### **Sophomore Year (Grade 10):**

- World Literature
- Modern World History
- Integrated Mathematics 10SL (Standard Level) or 10HL (Higher Level)
- World Languages - Learning Resource Center or ESOL class for ELL students
- Physical Science SL (Standard Level) or HL (Higher Level)
- Music, Theatre, Film or Visual Art
- Research and Writing (1 trimester)
- Physical Education (1 trimester)
- Health (1 trimester)
- Elective

### **Junior Year (Grade 11):**

- IB English Language and Literature, IB Chinese Language and Literature, IB French Language and Literature, or IB Spanish Language and Literature
- IB Economics, IB Psychology, IB Environmental Systems and Societies (ESS), IB History OR High School (HS) Economics, or History of New York City
- IB Mathematics: Analysis and approaches, IB Mathematics: Applications and interpretation, or Mathematical Investigations
- IB English B, IB French B/Ab, IB Mandarin B/Ab, IB Spanish B/Ab, or ESOL
- IB Biology, IB Chemistry, IB Computer Science, IB Environmental Systems and Societies (ESS), IB Physics OR Forensics or High School (HS) Environmental Science
- IB Film, IB Theatre, IB Visual Arts, or Arts Elective
- TOK OR PE Elective or second Arts Elective
- CAS

### **Senior Year (Grade 12):**

- IB English Language and Literature, IB Chinese Language and Literature, IB French Language and Literature, or IB Spanish Language and Literature
- IB Economics, IB Psychology, IB Environmental Systems and Societies (ESS), IB History OR High School (HS) Economics, or History of New York City
- IB Mathematics: Analysis and approaches, IB Mathematics: Applications and interpretation, or Mathematical Investigations
- IB English B, IB French B/Ab, IB Mandarin B/Ab, IB Spanish B/Ab, or ESOL
- IB Biology, IB Chemistry, IB Computer Science, IB Environmental Systems and Societies (ESS), IB Physics OR Forensics or High School (HS) Environmental Science
- IB Film, IB Theatre, IB Visual Arts, or Arts Elective
- TOK OR PE Elective or second Arts Elective
- CAS

The course path above is a model and can be customized with the recommendations of an advisor and guidance counselor.

## **THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

Léman Manhattan Preparatory School became an IB World School in 2015. The IB is a rigorous and academically challenging, in-depth, creative curriculum that prepares students for success in university life and beyond. The IB enables students to take ownership in their learning and allows them to develop the skills needed to be successful in an ever changing world. The IB approaches to teaching and learning are integrated throughout Léman's academic program starting in early childhood and culminating with the IB Diploma Programme in 11th and 12th grade.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups.
- Develop the skills and a positive attitude towards learning that will prepare them for higher education.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course.
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.
- Enhance their personal and interpersonal development through creativity, action and service.

For more information, please click on the following links.

- [IB Program @ Léman](#)
- [IB Approaches to Teaching and Learning](#)

### **The Curriculum**

At Léman students have a variety of pathways to participate in the IB Program.

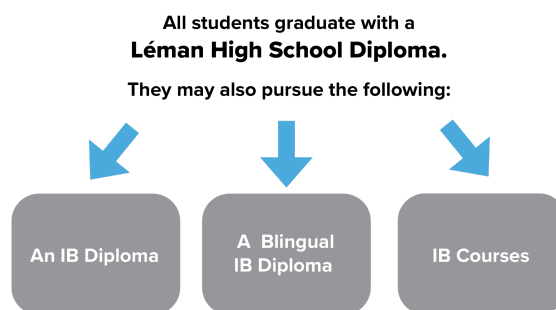
#### **IB Diploma Programme**

Candidates are required to enroll 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).

#### **IB Bilingual Diploma Programme**

Candidates are required to complete two languages selected in the Language and Literature subject group (Group 1) OR enrolled in IB English B HL or SL.

IB Courses Programme: candidates may enroll in up to six subjects; there is no requirement for subjects to be studied at a Higher Level (HL).



- Group 1 – Studies in Language and Literature (Language A)
- Group 2 – Language Acquisition (Language B or Ab Initio)
- Group 3 – Individuals and Societies
- Group 4 – 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.*

Core Requirements In addition to completing six subjects, IB Diploma candidates also:

- Follow, and meet assessment requirements for a Theory of Knowledge (TOK) course.
- Write an extended work of research, the Extended Essay (EE), on a topic of their choice.

All students at Léman Manhattan are required to complete the Creativity, Activity, Service (CAS) program. This is a core component of an IB education and is a graduation requirement at Léman.

### **Registration**

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

University Recognition The IB Diploma is not required for university entrance in the U.S. However, most universities have developed IB policies that include advanced placement, course credit, and special consideration at the time of admission.

### **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. In addition, 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, are embedded in our Portrait of a Léman Manhattan Learner and are assessed through HAL standards.

Approaches to teaching and learning are deliberate strategies, skills, and attitudes that permeate the teaching and learning environment. – Taken from ATL in the DP Guide (January 2015)

### **Grading and Assessment**

Performance in IB courses is graded on a scale of 1 point (very poor) to 7 points (excellent), which together with the possibility of up to 3 bonus points for TOK and the Extended Essay, result in a

maximum point score of 45. Final external assessments occur at the end of year two (May of Grade 12).

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

IB Diploma candidates who score 24 points or more, have numeric grades in all six of their IB courses and meet all the other required standards and conditions are awarded the diploma. The numeric grade awarded in each course is based on combined results students obtain on all assessed work. External components are graded 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 IB DIPLOMA 'CORE'**

### **Creativity, Activity, Service (CAS)**

CAS aims to broaden students' educational experience through their involvement in creative pursuits, physical activities, and service learning. To complete CAS successfully, students complete a CAS project and demonstrate achievement of the program's seven learning outcomes through involvement in, and reflection upon, creative, active and service experiences. Students conduct three formal CAS interviews with their advisor over the course of two years before completing a final CAS portfolio.

 CAS GUIDE Léman Manhattan

### **Theory of Knowledge (TOK)**

The TOK curriculum focuses on the interpretative nature of knowledge including personal ideological biases. The course offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge. The course also provides coherence within the IB program by showing links between and within academic subject areas. The course is assessed by a TOK Exhibition and by a 1,200 to 1,600-word essay on a prescribed topic. Students enrolled in the IB Diploma Program complete the TOK course which starts trimester 2 of Grade 11 and concludes the first trimester of Grade 12.

### **The Extended Essay (EE)**

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. The final 4,000 word essay is submitted together with an assessed Reflection on Planning and Process Form to create an essay portfolio. Students are required to meet interim due dates for completion of each stage of the Core. They also conduct meetings with their advisors and submit written reflections via ManageBac.

 Class of 2025 - EXTENDED ESSAY BOOKLET

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

**Tok/EE Grade Point Matrix - Theory of Knowledge (TOK) and Extended Essay (EE) Points**

EE/TOK	A	B	C	D	E
A	3	3	2	2	FC
B	3	2	2	1	FC
C	2	2	1	0	FC
D	2	1	1	0	FC
E	FC	FC	FC	FC	FC

**FC= FAILING CONDITION**

**IB COURSE OPTIONS AT LÉMAN**  
**MANHATTAN**

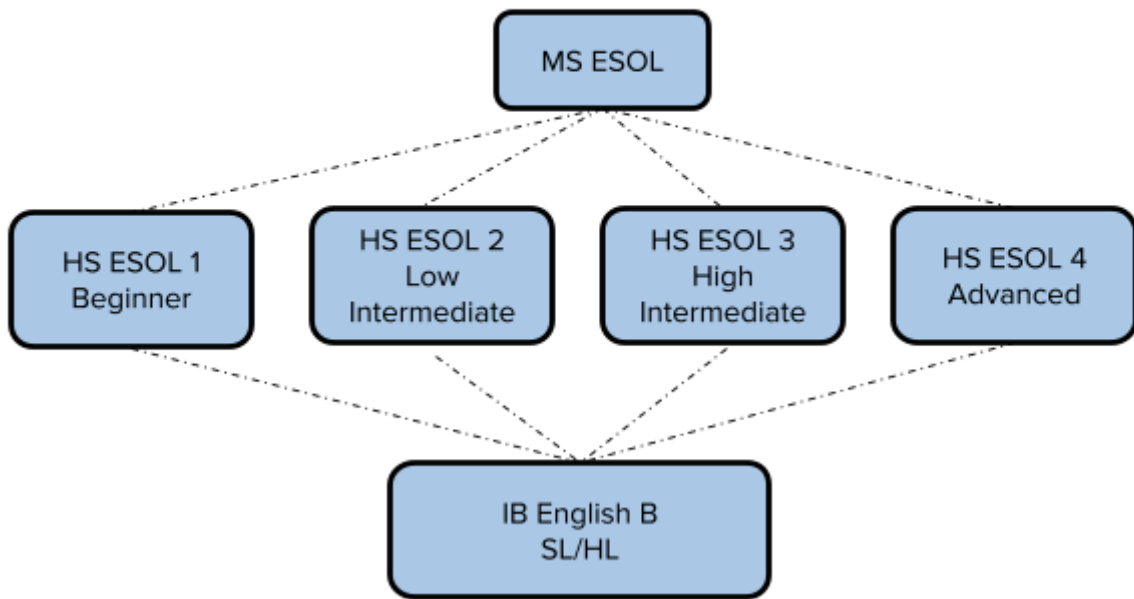


GROUP	HIGHER LEVEL	STANDARD LEVEL
<b>Group 1: Studies in Language and Literature</b>	English A LAL Chinese A LAL French A LAL Spanish A LAL	English A LAL Chinese A LAL French A LAL Spanish A LAL
<b>Group 2: Language Acquisition</b>	English B French B Spanish B	English B French B, French Ab Chinese B, Mandarin Ab Spanish B, Spanish Ab
<b>Group 3: Individuals and Society</b>	History Economics Psychology  Environmental Systems and Societies	History Economics Psychology  Environmental Systems and Societies
<b>Group 4: Sciences</b>	Biology Chemistry Physics  Environmental Systems	Biology Chemistry Physics  Environmental Systems

	and Societies Computer Science	and Societies Computer Science
<b>Group 5: Mathematics</b>	Mathematics: Applications and Interpretations Mathematics: Analysis and Approaches	Mathematics: Applications and Interpretations Mathematics: Analysis and Approaches

**COURSE PATHWAYS AND DESCRIPTIONS BY DEPARTMENT**  
**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) DEPARTMENT**

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) COURSE PATH**



**Middle School ESOL Course Descriptions**

**MS ESOL**

MS ESOL is a year-long class for students who score from the beginner to intermediate range on the Léman Manhattan English language assessment. This class is in lieu of another world language. The purpose of this course is to support students in their content-area classes, while furthering their proficiency in English. The course is tailored to each student 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.

## Upper School ESOL Course Descriptions

### **ESOL 1**

ESOL 1 is a year-long course for students who score within the beginner range on Léman Manhattan 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 year-long course for students who score within the high-beginner to low intermediate range on Léman Manhattan 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 3 is a year-long course for students who score within the low to mid-intermediate range on Léman Manhattan 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 year-long course for students who score within the high-intermediate to advanced range on Léman Manhattan English language assessments. The purpose of this course is to further develop students' listening, speaking, reading, and writing skills as well as to prepare them for the Test of English as a Foreign Language) TOEFL exam. 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.

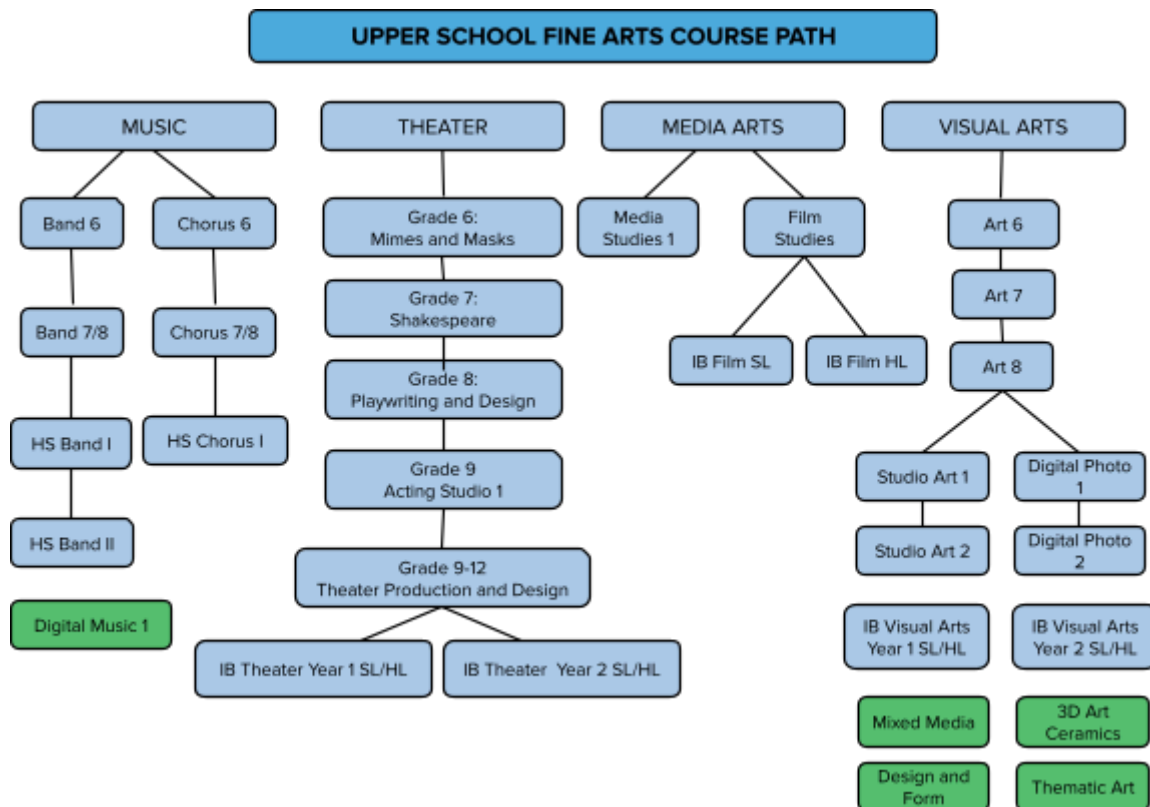
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## FINE ARTS DEPARTMENT

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, actors, and filmmakers are challenged to achieve their best work as they develop both artistic and life skills. Through rigorous and creative coursework, as well as a variety of extracurricular 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 everyone in 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 1-4 (please see the IB section of the Upper School Course Catalog for further clarification).



### Music Department Courses Descriptions

#### 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 6th Grade Band provides an introduction to the Upper School Band program while building upon the foundation of the Lower School Band experience. This year-long 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, all Band students take a weekly lesson (choice of group lessons at no charge or private lessons for a fee) on their specific instruments.

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, and 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, students are required to perform in two concerts per year that will showcase their learning. In addition to developing musical skills, students will learn about teamwork and community-building through this ensemble class.

### **Seventh And 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 and 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 year-long 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 and 8th Grade Band will stress music fundamentals, technical achievement, and acquisition of performance and rehearsal skills through exposure to musical literature that represents 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 the musical skills students gain during rehearsals. The winter and spring performances showcase students' musical growth and creative achievement throughout the year.

### **Seventh and 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 annual 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, saxophone, 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 and 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 students in the class reach an intermediate level of playing, they 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 and instrumental technique. 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, and perform at least twice per year. 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 annual 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 popular genres. Using GarageBand and other technologies, this project based

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. Content includes a focus on musical and technological concepts, film scoring, song writing, sampling, remixing, and creating mashups. Students also explore issues of copyright, creativity, and originality through the lens of contemporary music. The course culminates in the creation of an album that incorporates all the skills and concepts studied during the year. No prior musical experience is required.

## **Theatre Department Course Descriptions**

### **Grades 6-8**

All students take theatre class throughout their Middle School years. 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 Theatre (Mime and Masks)**

Sixth Grade Theatre explores the world of physical theatre through Commedia dell'Arte, a traditional Italian improv-comedy performance style, mask work, and Mime. Students work with neutral masks as well as full-face character masks and half-masks. In this course, students examine what is "funny" to varied audiences, and to create corresponding physical characterization. Students practice working together as an ensemble to incorporate and negotiate creative ideas. Students also serve as their own directors and class stage managers, helping to run the technical and artistic team aspects of the rehearsal process.

#### **Seventh Grade Theatre (Shakespeare)**

Seventh Grade Theatre is all about the world of William Shakespeare. Students explore Shakespearean stock character types, building on the stock character work done in 6th Grade. They look at common Shakespearean plot elements, comedic and literary devices, and work with multiple texts throughout the year. The class connects with the Shakespearean work done in 7th Grade English, allowing students to examine the plays from literary and performance standpoints. Texts and concepts studied include sonnets, scenes, monologues, songs, poems, films, stage combat, slapstick comedy, costume design, and character development. Students serve as their own directors and class stage managers, helping to run the technical and artistic-team aspects of each rehearsal process.

#### **Eighth Grade (Playwriting and Devising)**

In Eighth Grade Theatre, students examine the persuasive nature of performance, working individually and in groups to devise pieces that express their own personal artistic viewpoints. 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 a 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 monologues, scenes, and ultimately, one-act plays. 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 performance and nonperformance electives as well as opt for a deeper concentration with IB courses, beginning in the 11th Grade.

### **Acting Studio I**

High School Acting Studio I 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, improvisation 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.

### **Theatre Production and Design**

Design and production are vital and exciting aspects of how theatre artists tell stories on stage. This practical, hands-on technical theatre course is geared toward anyone who wants to find out more about what happens offstage and in the design room during a production process.

Students will explore the fundamentals of set and prop design, costume and makeup design, lighting design, sound design, and stage management. They will develop theatrical design plans of their own, creating mood boards and banks of visual research, and working with both two- and three-dimensional set models. Students practice running rehearsals, going through a "tech week" for a show, and working in teams during production meetings. The class finishes the year by collaboratively designing all the production elements for an entire play. This dynamic, interactive course is appropriate for actors, tech-theatre enthusiasts, visual artists, and anyone else who is interested in deepening their knowledge of theatre production. It is a great option for anyone considering IB Theatre in the future, as well as anyone interested in working on the Léman Main Stage technical crew or design team.

### **IB Theatre SL/HL**

IB Theatre focuses on training flexible theatre artists who examine what it is to be human and to tell stories together. Over the course of two years, students write, design, direct, and perform together in multiple theatrical styles and formats, considering personal 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 and across time. 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, and 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 and designer's planning 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. Students have multiple opportunities to create and design theatre from their own personal artistic viewpoint, learning how to express their individual voices through their art. They are also encouraged to consider theatrical storytelling from diverse perspectives, using theatre as a way to more fully understand other people and viewpoints.

## Media Arts Department Course Descriptions

### Media Studies

Media Studies is a survey class examining the history and purpose of media, beginning with an inquiry into mass communication. Students will study the evolution of language and communication by exploring social dynamics across time and culture. They will determine ideal audience demographics for particular media texts by analyzing those texts through the eyes of consumers and manufacturers. Students will acquire the verbal, written, and technical skills necessary to articulate themselves in all aspects of creative projects and analyses. Types of media studied and created include advertising campaigns, radio/podcasts, television series, film, social media, and Ted Talks.

### Film Studies

Film Studies provides students with an introduction to filmmaking and analysis. Following the general process of filmmaking through pre-production, production, and post-production, the units of study in Film Studies explore various roles involved throughout the filmmaking process. Units include screenwriting, cinematography, directing, editing, and sound design. Within each unit, students view and analyze films that demonstrate key concepts in addition to completing creative, hands-on projects that allow them to put the concepts into practice. Through individual and collaborative projects, class discussions, film screenings, and written analysis, students in Film Studies gain essential skills and understandings as creators in the art of film.

### IB Film SL/HL

IB Film focuses on four core areas of study: reading film, contextualizing film, exploring film production roles, and collaboratively producing film. The primary focus of the IB Film course is to develop critical thinking through focused analytical study and practical filmmaking experiences. Students examine film concepts, theories, movements, and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively in creative processes. Students produce a number of short films, developing their skills as a writer, cinematographer, director, sound designer, and editor. The IB Film assessments align with the course's core areas of study. Students at

the SL and HL level complete three assessments: a research paper analyzing how film elements and cultural context are used together to create meaning in a prescribed film, a multimedia research and editing project comparing two films from varying cultural contexts, and a written portfolio and film reel highlighting their work and growth as a filmmaker. Students at the HL level also engage in a more intensive collaborative film project.

## Visual Arts Department Course Descriptions

### Grades 6-8

#### Sixth Grade

In 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 student interests, and provide technique demonstrations that further elaborate on 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 the past and present.

#### Seventh Grade

In 7th Grade Art, students 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, and 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 student 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 the past and present.

#### Eighth Grade

In 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, 3-D 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 the past and present.

### 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 coursework beginning in 11th Grade.

### 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 2-D and 3-D 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. Each unit is structured to allow students to explore materials through experimentation, technique building exercises and observation. Students then complete a facilitated piece and a self-directed piece to begin cultivating the necessary tools to create individual original works of art from beginning to end.

### **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 gain skills in 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.

### **Digital Photography 1**

This class serves as an entry level visual arts course with a focus on the discipline of digital photography. This elective requires an interest in photography and a camera (camera phone is permissible). Camera settings, concepts, and composition techniques will be studied and put into practice. Adobe Photoshop, and InDesign will be provided and utilized. In addition to digital photography, the history of analog photography is explored through alternative darkroom processes such as cyanotype. Through each unit of study, meaningful concepts and critiques will be exercised as well.

### **Digital Photography 2**

This class serves as an advanced visual arts course, with a focus on the discipline of digital photography. In order to enroll in this course, Digital Photography 1 must be completed, and you must have a keen interest in photography. Use of a DSLR camera is required and provided for class use. We will expand on advanced photography media, approaches, techniques, and processes. Adobe Lightroom, Photoshop, and InDesign will be provided and utilized. Digital lighting, studio photography, darkroom processes, polaroid film, and book structures will be put into practice and explored. Through each unit of study, meaningful concepts and critiques will be exercised as well.

### **Mixed Media & Digital Design**



Students work in the art studio, combining digital tools such as Adobe Photoshop and Illustrator, with traditional materials, such as paint, collage, and block printing. Students transform 2-D and 3-D 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 & Form**

This course delves into three-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, concept 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. This is an advanced-level art class which builds on concepts developed in prerequisite courses\*. The concepts are applied to a variety of media and materials, and techniques will be further developed in this course (including, but not limited to, architectural maquettes, assemblage, wearable art, set models, fiber arts, and metal work). Students will also be exposed to historical art and design appreciation through slideshows, written reflections, and final critique discussions.

\*The prerequisite course needed for this class is Art Studio 1 or Mixed Media & Digital Design unless granted permission by the instructor.

### **Thematic Art**

This advanced-level art class was created to prepare students for IB Visual Art but also provides an opportunity for any advanced art student in grades 10-12. This course explores how artists have created works that reflect the human experience and who have left their mark on the world. By building upon prerequisite art courses\*students will analyze, interpret, and judge art through research & writing in conjunction with creating artwork of their own. This class provides an essential understanding of how artists often work thematically. Themes explored vary from year to year. Some examples of themes explored are: Personal Experience, Future & Truth, Movement & Meditation, Radical Change & Rebellion, and Impermanence.

\*Prerequisite course needed for this class is any High School Visual Arts course.

### **IB Visual Arts SL/HL Year 1 and Year 2**

IB Visual Arts 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. There are 3 main components to the IB Visual Arts curriculum: The Comparative Study, the Process Portfolio, and the Exhibition. The difference between SL and HL is the length, depth, and scope to which students complete these components. For the Comparative Study students analyze and compare different artworks by different artists from differing cultural contexts. The Process Portfolio is a collection of students' materials which evidence their experimentation, exploration, manipulation, and refinement of a variety of visual arts activities during the two-year course. The Exhibition showcases selected pieces of the student's work along with a curatorial rationale of the overall exhibition.

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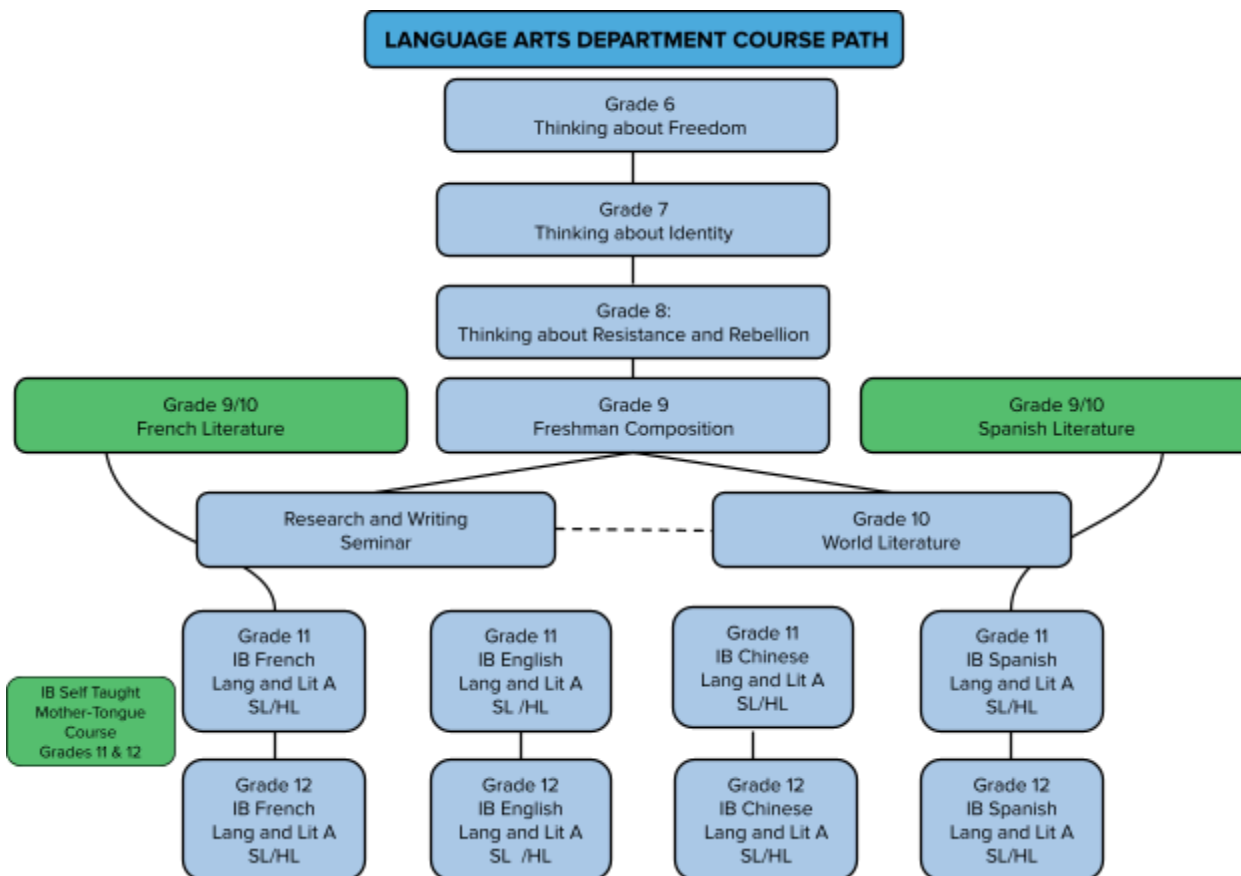
## LANGUAGE ARTS DEPARTMENT

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. 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, 9th and 10th Grade students are prompted to develop critical thinking in greater depth and express ideas with increasing sophistication. By the time they reach the 11th 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 engage with technology and recognize the power of digital devices and social media to unlock skills pertinent to English Language Arts. 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.



## Language Arts Department Course Descriptions

### Sixth Grade Language Arts: Thinking About Freedom

The goal of the 6th Grade English curriculum is to immerse students in the world of literature and to explore topics such as identity, journeys, and language. 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 memoir and historical fiction as well as poetry and drama. Students are asked to explore their own values and beliefs, writing a personal essay; they are also challenged in their writing 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: *We Dream of Space* by Erin Entrada Kelly, *Red Scarf Girl* by Ji-li Jiang, *Refuge* by Alan Gratz, *The NeverEnding Story* based on the book by Michael Ende, *The Breadwinner* by Deborah Ellis, as well as a selection of poems from the Harlem Renaissance along with the contemporary poetry of Nikki Grimes.

### **Seventh Grade Language Arts: Thinking About Identity**

In 7th Grade English, students engage with a mix of classic and modern texts that explore what it means to live by society's values. Over the course of the year, they use literature as a lens for understanding their own values, how these are formed, and why they matter. Students build on the foundations of 6th grade to continue developing and refining skills in literary analysis, writing and revising in a variety of genres and conducting research. They practice pulling out small details in a text to derive meaning; from there, they move on to building complex arguments in the form of structured paragraphs to full essays. Grammar and vocabulary instruction is woven into all units. Works studied may include the following: *Lord of the Flies* by William Golding, *Brown Girl Dreaming* by Jacqueline Woodson, and *Twelfth Night* by William Shakespeare, as well as a selection of short stories, essays, film clips, nonfiction articles, and poetry.

### **Eighth Grade Language Arts: Thinking About Resistance and Rebellion**

Eighth Grade literature explores topics related to power, identity, and responsibility. 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. 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, and *Just Mercy* by Bryan Stevenson, as well as a selection of short stories, essays, speeches, and poetry.

### **Ninth Grade- Freshman Composition**

The study of literature and composition enables students to hone their unique voices as writers by closely 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 investigating key narrative components and practicing 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 study narrative writing while paying careful attention to sensory detail, character development, and theme. By examining and producing 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 discussion. Students engage in weekly choice reading, during which they build reading stamina and nurture lasting independent reading habits.

Works studied may include *Oedipus the King* or *Antigone* by Sophocles, short stories by Thomas King, Amy Tan, Toni Cade Bambara, Charlotte Perkins Gilman and Jamaica Kincaid, and a selection of articles, essays, film clips, and poetry. Students also study poetry, such as the work of Edgar Allan Poe.

### **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. Students also begin to broaden their notion of what exactly constitutes a text; for example, students examine and analyze images and films in their critical studies. 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, and Purple Hibiscus by Chimamanda Ngozi, as well as a variety of articles, essays, short stories and poetry.

Students also undertake several assignments and assessments modeled closely after the IB course to better prepare them for grades 11 and 12.

### **French Literature Grades 9/10**

The study of French Literature emphasizes the relationship of French 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.

### **Spanish Literature Grades 9/10**

The study of Spanish Literature emphasizes the relationship of Spanish 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.

### **Research and Writing Seminar**

This trimester-long 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; organize their thinking into a coherent argument; and write an essay comparable in length to the extended essay, with works cited in a format 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 trimester. Successful completion of the Research and Writing Seminar is a requirement for graduation.

### **Eleventh and Twelfth Grade**

IB Group 1: Studies in Language and Literature - Group 1 courses are designed to develop high social, aesthetic, and cultural literacy, as well as effective communication skills. The focus of the 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 is a two-year course that is an intense critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of text is supplemented by awareness that meaning is not fixed but can change in respect to the contexts of production and consumption. The IB English Language and Literature course is divided into three areas of exploration; "readers, writers and thinkers", "time and space" and "intertextuality; connecting texts". Throughout the course, students focus on seven central concepts: Identity, Culture, Creativity, Communication, Perspective, Transformation and Representation.

Language and Literature is offered at both Standard Level (SL) and Higher Level (HL). The model for language A: language and literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study four literary works, whereas HL students are required to study six literary works and a number of non-literary texts. Work completed in the courses prepares SL students for three IB assessments and HL students for four IB assessments.

The following literary texts are studied:

11th Grade: IB Language & Literature Y1

- *The Great Gatsby* by F. Scott Fitzgerald
- *Sula* by Toni Morrison (HL only)
- *Othello* by William Shakespeare (HL only)
- *Human Acts* by Han Kang (HL only)
- Selected poems by Grace Nichols

12th Grade: IB Language & Literature Y2

- *The Handmaid's Tale* by Margaret Atwood
- *A Doll's House* by Henrik Ibsen
- *Maus* by Art Spiegelman (HL only)

## **LANGUAGE ARTS DEPARTMENT HIGH SCHOOL ELECTIVES**

### **Creative Writing**

In this course, students find, develop, and celebrate the skills of creative writing. Students share their powerful thoughts and feelings as they experiment with different approaches – including, but not limited to visual poetry, novel writing, personal essays, screenwriting, songwriting, and podcasting. Students research and read, among other texts, ekphrastic poetry, surrealism, and bestsellers. Through reading and writing assignments, students may explore graphic novels, editorials, blogs, and humor pieces. The course ends with a capstone project wherein students share their most evocative work, recognizing the power of their own unique voice and vision.

### **Yearbook**

In this course, students discover the skills of reading, business writing, active listening, marketing, entrepreneurship, and public speaking. These skills allow students to flourish throughout and beyond high school. Through practical applications, we experiment with different journalism tools and techniques, exploring the importance of features writing, page layouts, and photography. Texts include design manuals, magazine articles, student writing, and publishing software. Students gain confidence as they discover the joys and challenges in setting timelines and working collaboratively. They write and create all layouts, themes, and spreads as they publish the school yearbook.

### **Language Arts Option For Native Speakers Of Chinese, French, or Spanish**

#### **IB Chinese A Language and Literature SL/HL**

Students with different Chinese language backgrounds have the option to study language and literature in their native tongue. Like the IB English Language and Literature course, IB Chinese Language and Literature is a two-year course that is an intense critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of text is supplemented by awareness that meaning is not fixed but can change in respect to the contexts of production and consumption.

IB Chinese Language and Literature is organized into three parts for SL and four parts for HL, each focused on the study of fiction and nonfiction. Together, the three or 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 the ability to present their ideas creatively and analytically in speaking and writing. A key aim is the development of critical literacy. The content of this course is divided into three areas of exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space, and the exploration of intertextuality and how texts connect with each other. Throughout the course, students develop conceptual understandings in identity, culture, creativity, communication, perspective, transformation, and representation.

#### **IB French A Language and Literature SL/HL**

This course aims to explore the various manifestations of French literature as a particularly powerful mode of writing in Francophone cultures and throughout history. The course aims to develop an understanding of factors that contribute to the production and reception of literature, the nature of their interaction with their respective contexts, and with literary tradition. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will

consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

**IB Spanish A Language and Literature SL/HL**

This course aims to explore the various manifestations of Spanish literature as a particularly powerful mode of writing in Hispanic cultures and throughout history. The course aims to develop an understanding of factors that contribute to the production and reception of literature, the nature of their interaction with their respective contexts, and with literary tradition. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Standard Level	High Level
Study of a minimum of two works	Two guided analyses of previously unseen non-literary extracts or texts
Study of a minimum of two works	A 1200-1500 word (1450-1800 characters) essay exploring a line of inquiry in connection with a studied text or work
Study of two works freely chosen	

Students who take IB Chinese, French, or Spanish Language and Literature and also take IB English B, a language acquisition course, would have access to the full IB Diploma Programme. Students who take both IB Chinese LAL, IB French LAL, or IB Spanish LAL in addition to IB English LAL would have access to a Bilingual IB Diploma, provided they meet other specific grade requirements.

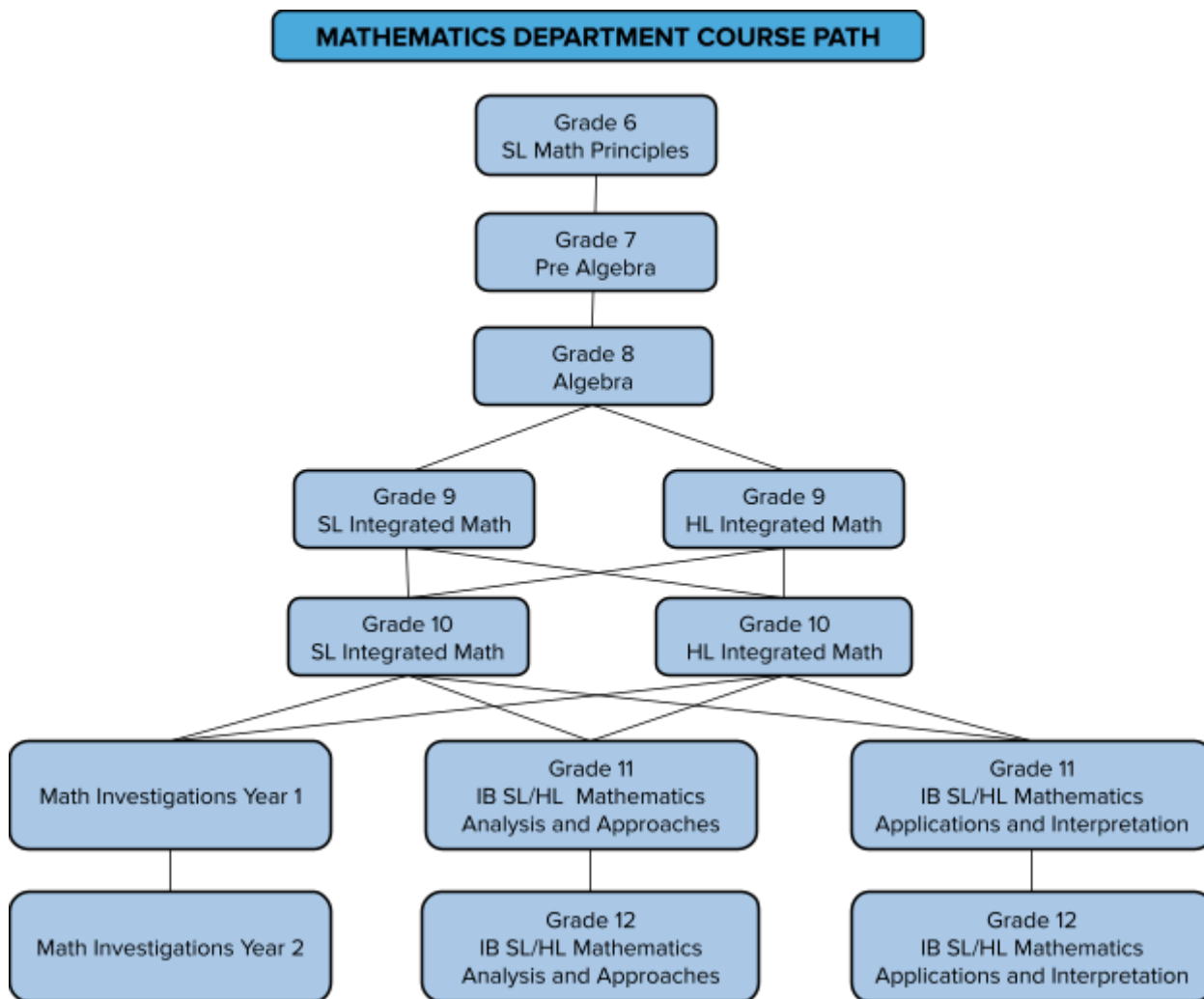
**IB Self Taught Literature Course**

This course is part of the studies in language and literature group and is only offered as a Language A Literature Standard Level IB course. Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at Léman as a taught subject. A certain level of autonomy is expected, however a course supervisor will be assigned to work with students. You will be asked to develop a list of literary works and a timeline with an outside tutor. You will also be expected to autonomously administer the 150 hours required for the study of the course. This course is only offered in Literature Standard Level.



## MATHEMATICS DEPARTMENT

The Mathematics Department at Léman Manhattan strives for students to think critically, communicate effectively, problem solve, and apply math in real-life situations. Students build a strong base in mathematical skills and knowledge through our hands-on, differentiated approach to learning. We continue to build upon these skills through a variety of teaching resources and strategies. Students graduate Léman Manhattan as lifelong learners of mathematics who are prepared for university and beyond.



### Mathematics Department Course Descriptions

#### Grade 6-Principles of Mathematics

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.

### **Grade 7- 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.

### **Grade 8- Algebra**

Algebra I is a prerequisite course for all high school mathematics. The focus of this class is to develop 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 include relations and functions, linear equations and their graphs, systems of equations, polynomials and factoring, laws of exponents, quadratic functions, and radical expressions.

### **Grade 9- Integrated Math 9SL & 9HL**

This course is offered at two levels, 9SL and 9HL, to meet the needs of all students. Both courses cover the prior knowledge for the IB Mathematics Analysis and Applications courses, including systems of equations, solving quadratic functions, right triangle trigonometry, scatterplots and line of best fit, and measures of central tendency. The 9HL course covers the prior knowledge for IB Mathematics courses, including systems of equations, solving quadratic functions, right triangle trigonometry, and measures of central tendency. Both levels of 9th Grade mathematics prepare students for the IB-level courses they will encounter through the introduction of IB command terms, IB-style assessments, and use of a formula sheet.

### **Grade 10- Integrated Math 10HL & 10SL**

This course is offered at two levels, 10SL and 10HL, to meet the needs of all students. The 10HL course covers the prior knowledge for the IB Mathematics HL courses, including linear programming, quadratic functions, sinusoidal functions, exponential and logarithmic functions, circle geometry, vectors, and probability. The 10SL course covers the prior knowledge primarily for the IB Mathematics SL courses, including sequences, linear programming, quadratic functions, sinusoidal functions, circle geometry, and probability. In both levels, students will utilize the IB command terms, IB-style assessments, and use of a formula sheet.

### **Grades 11 & 12**

IB Group 5 - Mathematics Group 5 courses are divided into two different routes to meet individual student's needs, aspirations, interests, and abilities. The Mathematics: analysis and approaches course is designed for students who wish to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. The Mathematics: applications and interpretation course is suited for students who are interested in developing their mathematical

knowledge in order to effectively describe our world and solve practical problems. Both subjects are offered at HL and SL and will prepare students with the mathematics needed for a range of further educational courses.

### **IB Mathematics: Analysis and Approaches SL & HL**

This course is focused on developing a deep understanding of mathematics through investigation, conjecture, and proof. The main topics of this pre-university math course are functions, trigonometry, and calculus. Students who choose Mathematics: analysis and approaches at either SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take higher levels should have strong algebraic skills and the ability to understand simple proof. Higher level Analysis requires 210 hours of instruction as follows: 39 hours of Numbers & Algebra, 32 hours of Functions, 51 hours of Geometry & Trigonometry, 33 hours of Statistics & Probability, and 55 hours of Calculus. Standard level Analysis requires 120 hours of instruction as follows: 19 hours of Numbers & Algebra, 21 hours of Functions, 25 hours of Geometry & Trigonometry, 27 hours of Statistics & Probability, and 28 hours of Calculus. Either Analysis HL or SL would be a good fit for students who intend to pursue a college degree or career in mathematics, engineering, medicine, and physics.

### **IB Mathematics: Applications and Interpretation SL & HL**

This course focuses on the increasing role that mathematics and technology play in a diverse range of fields. This course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling and makes extensive use of technology to explore and justify conjectures. Students who choose mathematics: applications and interpretations should enjoy using mathematics in a real-world context. Students who wish to take the higher level should have good algebraic skills and experience in solving real-world problems. Higher level applications require 210 hours of instruction as follows: 29 hours of Numbers & Algebra, 42 hours of Functions, 46 hours of Geometry & Trigonometry, 52 hours of Statistics & Probability, and 41 hours of Calculus. Standard level Analysis requires 120 hours of instruction as follows: 16 hours of Numbers & Algebra, 31 hours of Functions, 18 hours of Geometry & Trigonometry, 36 hours of Statistics & Probability, and 19 hours of Calculus. Either Applications HL & SL would be a good fit for students who intend to pursue a college degree or career in social sciences, natural sciences, and business.

### **Mathematical Investigations Year 1**

This course focuses on exploring major topics in algebra, geometry, and trigonometry with the goal of developing mathematical reasoning and an understanding of core concepts. Students will be demonstrating their understanding through projects and real-world problem solving. The students most likely to select this course are those whose main interests lie outside the field of mathematics. This course would be a good fit for students intending to pursue a college degree or career in an area including, but not limited to, law, journalism, languages, or the arts. Entrance in this course is by recommendation only and is reserved for students who would not be taking any of the IB mathematics courses.

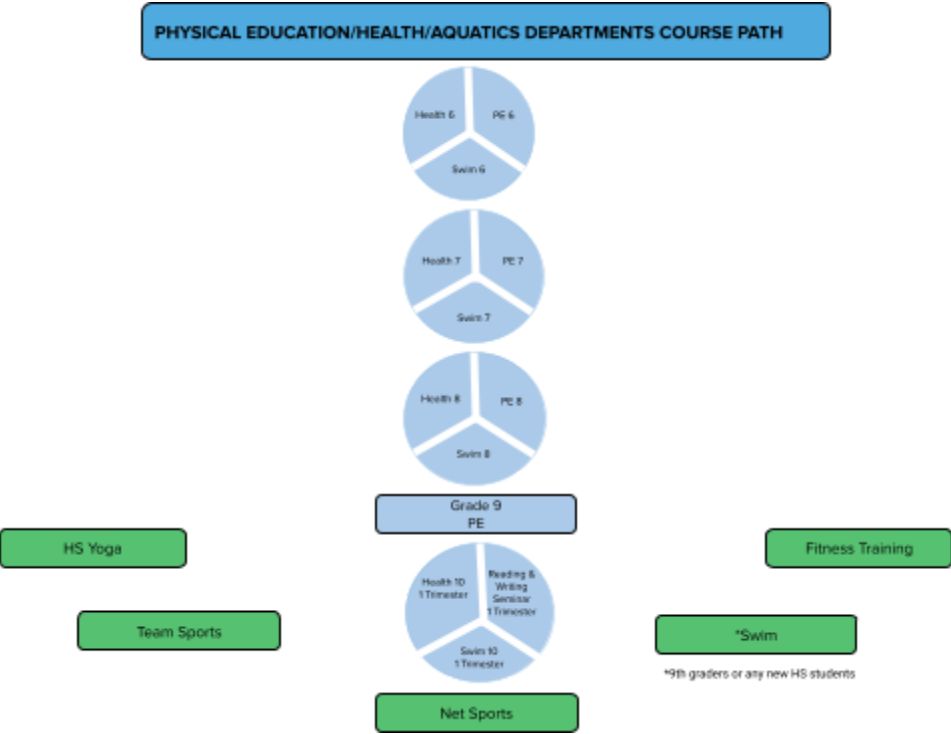
### **Mathematical Investigations Year 2**

This course focuses on exploring major topics in algebra, two- and three-dimensional geometry, trigonometry, and statistics with the goal of developing mathematical reasoning and an understanding of core concepts. Students will be demonstrating their understanding through

projects, collaborative activities, and real-world problem solving. The students most likely to select this course are those whose main interests lie outside the field of mathematics. This course would be a good fit for students intending to pursue a college degree or career in an area including, but not limited to, law, journalism, languages, or the arts. Entrance in this course is by recommendation only and is reserved for students who would not be taking any of the IB mathematics courses.

**PHYSICAL EDUCATION DEPARTMENT**

Physical Education and Health are essential parts of the Léman Manhattan curriculum. They are structured to promote enduring health, wellness, and fitness practices. The Physical Education program inspires students to adopt lifelong physical activity, gaining knowledge of movement and sports skills/activities. The Health courses impart developmentally appropriate instruction across various areas, designed to achieve optimal social, emotional, and physical well-being. Our diverse curricula offer lessons and activities that promote creativity, foster teamwork, and allow opportunities for all learners to participate and to be engaged. Physical Education and Health build core knowledge, relationships, strengthen physical and social-emotional skills, and provide students with the building blocks for living a healthy life.



## Physical Education And Health Department Course Descriptions

### Grades 6-8

#### Physical Education

##### **Sixth Grade- one trimester course**

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 divergent activities, while understanding and demonstrating basic strategies. Students will work to master these skills individually and in groups/teams, sports, sportsmanship, and cooperative play are stressed. 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. At this level, students will develop a deeper understanding of field, and/or court awareness when helping to strategize during game play. Units include, but are not limited to: lacrosse, European handball, flag football, and fitness circuit training.

##### **Seventh Grade- one trimester course**

Seventh 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 wiffle ball. Fitness is implemented every day as a warmup which consists of various cardiovascular exercises.

##### **Eighth Grade - one trimester course**

Eighth Grade Physical Education focuses on leadership qualities such as communication, cooperation, and problem solving. Through our Physical Education program, students are able to demonstrate mastery of skills, apply strategies during game 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 6-8 - one trimester course**

As part of Physical Education, all students in Grades 6-8 participate in weekly swim classes. The goal of Middle School Swim is to enhance personal health and fitness, advocate lifelong physical activity, and develop proficiency in stroke development and other aquatic activities.

Students will participate in a variety of aquatic activities, including water polo, and aqua aerobics, as well as stroke development and water-safety skills. Each lesson is differentiated to meet the abilities of each swimmer.

## **Health**

### **Middle School**

Middle School Health is a year-long course taken for one trimester in each 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. Students will learn how to enhance emotional and social growth, develop positive relationships, and make informed decisions about a variety of health issues.

Content areas include identity; communication and conflict resolution; bullying and cyber awareness; emotional and physical safety; healthy decision-making; nutrition and fitness; personal care and puberty; drug, alcohol, and tobacco awareness and prevention; media literacy and consumer health; peer pressure; healthy relationships; body image; sexuality; disease prevention; resilience; and stress management.

### **Tenth Grade Health**

High School Health is a trimester-long course. The purpose of this course is to give students an applicable understanding of the key components necessary to lead a healthy and productive lifestyle. Throughout the course, students will explore issues that are likely to impact their health and the health of others, now and in the future. They will participate in a variety of discussions and authentic, project-based activities to develop the knowledge, skills, and attitudes that are essential for life-long health and well-being.

### **Ninth Grade Physical Education**

Ninth Graders all have to take a year long Physical Education class(3-Trimesters). The purpose of this class is to expose students to the team and individual sports offered in our High School. It allows them to be in class with all of their peers to gain commorader and a deep understanding of teamwork. Students will also build their aerobic capacity by engaging with fitness training in every class.

### **Tenth Grade Swim**

High School swim is a trimester-long course. This course is designed to expand the knowledge of aquatic activities, improve stroke technique and cardiovascular endurance. Students will review each stroke, using appropriate drills and participate in workout-based lessons. Fundamental skills will be taught to students participating in swim for the first time as differentiated instruction is key. Students will be formally evaluated on their skill, as well as preparedness and cooperation with peers. High School students cannot test out of swim and must fulfill the course requirements before they graduate.

## **Physical Education Electives**

### **Grades 10-12**

#### **Fitness Training**

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 and 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 life-long habits of fitness and health. Essential questions consist of setting goals which influence health and fitness in personal lifestyles.

The training method is the ultimate High-Intensity Interval Training (HIIT) experience that works on the entire body and keeps students engaged. This course combines equal parts high-intensity cardio treadmill workouts 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 while measuring their heart rate are specific workouts students engage in to increase physical fitness and lifetime goals. Students are responsible for engaging in daily workouts and keeping a daily journal. They are 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.

### **Net Sports**

This course is designed to give students the opportunity to develop skills and strategies in individual or dual-participant sports that foster lifetime wellness. Some of these sports include tennis, badminton, volleyball, and pickleball. 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**

The Team Sports course is designed to give students the opportunity to develop skills and strategies while enjoying tournament play. Cardiovascular fitness and sport-specific conditioning exercises are used to help achieve levels of physical fitness during this course. 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**

High School Swim Elective for 10th grade is a trimester-long class. This course is designed for all swimmers from beginner to competitive. The goal of the swim class is to instill swimming as a positive life habit and become more competent in the water. The class will cover fundamentals of swimming, safety, refine technique and build endurance. It will also focus on life saving skills, lifeguard course preparation and will incorporate games such as water polo and underwater hockey. Students will be formally evaluated on their skill, cooperation, and participation in class.

### **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 student muscles, and meditation and breathing exercises to help students 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 these students be more precise and refined with their movements in their chosen sport or art. Students are encouraged to come and play, and increase their physical and mental strength, both on and off the mat.

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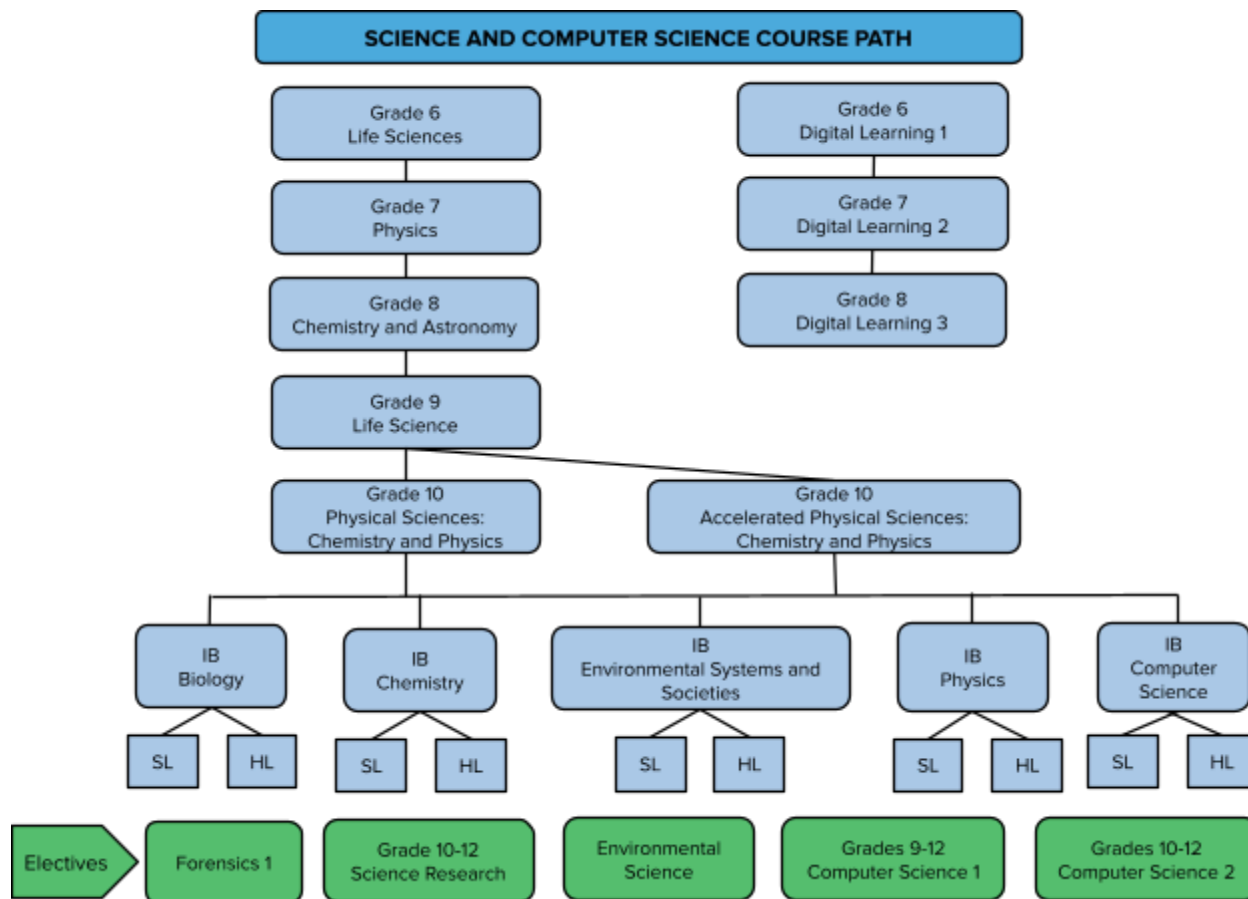
## **SCIENCE DEPARTMENT**

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 the 11th and 12th Grades. All students entering 11th Grade must choose between a one-year, non IB course or a two-year IB course in order to graduate. Our non IB courses include Forensics and Environmental Science. Those students pursuing the IB diploma or an IB course certificate in science can choose from Biology, Chemistry, Physics, Computer Science, or Environmental Systems and Societies. All IB courses are offered at both the Standard and Higher Levels, with the exception of Environmental Systems and Societies which is a Standard Level Course





## Science Department Course Descriptions

### Grades 6-8

#### Sixth Grade- Life Science

This course starts with determining the characteristics of living things, the biochemical components of life, and the smallest component of life, the cell. They discover that each cell is unique based on its DNA. Students explore genetics further by examining the structure of DNA, the process of replication, and the cell cycle. In the second part of the year, they apply this information to the patterns of heredity of traits and overall evolutionary changes in populations. Students end the year by observing how living and nonliving parts of an ecosystem interact, which encourages them to explore populations and communities. Students evaluate how matter and energy flows through an ecosystem by investigating ecosystems and biomes.

#### Seventh Grade- Physics

This Physical Sciences 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 can be applied to 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. 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.

### **Eighth Grade- Chemistry and Astronomy**

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.

### **Digital Learning 1 (6th Grade) [One trimester length course]**

In DL1, students review the basics of Responsible Use of Technology as applied to the expanding digital world of an Upper School student. Students learn and develop specific technology skills that will enhance their academic pursuits at Léman and beyond including the use of spreadsheets, presentation software, and collaboration tools. Students are also introduced to the basics of computer science principles via block based and text based coding.

### **Digital Learning 2 (7th Grade) [One trimester length course]**

In DL2, students continue to discuss and debate issues in technology and society that expand upon the topics covered in DL1. After learning about binary numbers, students automate the process of converting them into decimal numbers through code. They also build upon the coding skills developed previously to create more sophisticated programs and games. Students also explore 3D Computer Aided Design.

### **Digital Learning 3 (8th Grade) [One trimester length course]**

In DL3, students examine their consumption of digital media while developing their media literacy skills in a world where opinions and even "facts" are often presented without evidence, and how bias can affect what information is and isn't shared and how it is presented. Students continue to explore 3D Computer Aided Design in an alternate platform and use these tools to solve a real world problem. Students also continue to develop their coding skills, building a strong foundation from which they can continue the study of other computer languages at a higher and deeper level.

## **Grades 9-12**

### **Ninth Grade**

#### **Life 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 taught 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: Chemistry and Physics**

This course emphasizes valid and fluent use of the scientific method as we build knowledge and skills in both Chemistry and Physics. The course begins with building familiarity with the Science skills that will provide students with a toolkit of skills applicable to all future Scientific study. We will explore topics such as atomic theory, chemical bonding, and stoichiometry in Chemistry; and mechanics, waves, electricity, and electromagnetism in Physics. In preparation for the IB course students will perform extensive lab work which will require meticulous planning, measurement, and analysis of data so that valid conclusions can be made.

### **Accelerated Physical Science**

Similar to 10th grade Physical Science, this is an accelerated course covering the fundamentals of physics and chemistry, whose contents will be similar to the fundamental topics in IB Physics and Chemistry and better prepare students for HL study of those subjects. Students who plan to take an HL IB science course should enroll in this accelerated course, regardless of if it is Physics or Chemistry, as the skills developed are applicable to all other sciences including Biology, ESS, and Computer Science.

Students will spend the first half of the year covering Physics with the following topics: Kinematics (including projectile motion), Forces, Energy, Momentum, and Uniform Circular Motion. Qualitative and quantitative investigations will be conducted through labs involving Vernier equipment, utilizing graphing and video analyses packages as well as developing critical thinking skills necessary for solving word problems. Students should expect a math intensive course and regular lab reports. The second half of the academic will be devoted to Chemistry including Atomic Theory, Nomenclature, Equation Balancing and Stoichiometry, as well as additional topics such as VSEPR, study of the EM spectrum, the Gas Laws, and the development of laboratory skills and analyses such as random and systematic errors and why uncertainty exists in all sciences.

### **Eleventh And Twelfth Grades**

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 who take an IB Experimental Science (biology, chemistry, and physics, as well as computer science) must complete the Group 4 project. The emphasis is on the processes involved in scientific investigation rather than the products of such investigation.

For all Group 4 courses, HL levels include supplementary content for both the core materials and the option. HL courses require additional time for labs, investigations, and additional course content. Internal assessment is an integral part of all G4 courses and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, with fewer time limitations and other constraints that are associated with written examinations. The Internal Assessment is an Investigation into a topic of social or scientific importance in which a student gathers data through use of appropriate methodologies to answer a Research Question relevant to their studies. The internal assessment requirements at SL and at HL are the same.

### **IB Biology SL/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 biochemistry, cellular biology, genetics, ecology, human physiology, and more. In their first year as juniors, students will complete a substantial portion of core topics as well as some practical laboratory skills. Rigorous content will continue through the second year as students begin personal investigations that must meet the specific criteria of the IB's Internal Assessment (IA) which consists of a scientific investigation. The course culminates with students taking the final written IB assessment, which consists of three challenging exams over the course of two days.

### **IB Chemistry SL/HL**

This is a two-year course which follows the IB Chemistry curriculum. IB Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems, and successful completion of chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science. In this course, students will develop a broad body of chemistry knowledge by exploring a wide range of topics in depth, and they will use these understandings to engage in practical lab work and an individual scientific investigation.

In Year 1, students will develop a solid foundation in chemical theory (atomic structure, periodic trends, and bonding), as well as acquire skills in quantitative analysis (stoichiometry) and laboratory techniques. Towards the end of year 1 and into year 2, students will begin to expand upon this theoretical and practical foundation by exploring applied topics in depth, namely energetics, kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and spectroscopic analysis of organic compounds. In addition to these core topics, an additional option is chosen by the teacher in which the students investigate some applied aspects of chemistry which may overlap with another scientific discipline, such as biochemistry.

The higher-level course differs from the standard level course in that topics are covered in greater depth. For each core topic and optional topic taught in standard level, additional topics will be investigated. The pace of the higher-level course moves much more quickly in order to accommodate learning of the additional material, and more quantitative aspects of chemistry are investigated at this level. The course culminates with students taking the final written IB assessment, which consists of three examination papers over the course of two days.

### **IB Computer Science SL/HL**

SL and HL students in computer science study a common core consisting of system fundamentals, computer organizations, networks, computational thinking, problem-solving and programming, and object-oriented programming. The HL course has additional elements including abstract data structures, resource management, and control, along with additional and more demanding content. While the skills and activities of computer science are common to students at both SL and HL, students at HL are required to study additional topics in the core areas, a case study, and extension material of a more demanding nature in the option chosen. The distinction between SL and HL is therefore one of both breadth and depth.

The course culminates with students taking the final written IB assessment. HL students sit for three examination papers and SL students sit for two papers. All students complete an Internal Assessment (IA) as a component of their IB Result in which they create a software project that solves a problem for a "client". A client can be a friend, family member, actual or theoretical business, and they submit 5 different components of a report, from identifying and describing a problem to what their software will do and actually writing code. Since each part depends upon the previous parts, students develop their IAs in stages through class assignments.

### **IB Environmental Systems and Society SL/HL**

IB Environmental Systems and Society SL/HL is firmly grounded in both scientific exploration of environmental systems and the humanities-based investigation of the cultural, economic, ethical, and social interactions of society with the environment. Scientific content draws upon Biology, Chemistry and Physics. 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, and vice versa.

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. The course culminates with students taking two final written IB examinations over two days. In their second year, students develop an investigation of a topic related to an Environmental Issue of their choice. Since ES&S is an Interdisciplinary course, students can generate data in many ways, as appropriate - in the lab, the field, through modeling, using techniques of the Social Sciences, or using raw data posted on public sites - to answer a specific Research Question related to the Environmental Issue.

### **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 senior year, students complete an internal assessment (IA). This is a formal lab report in which they develop a physics related research question then explore, analyze, and evaluate it by conducting an experiment, which they design and conduct.

Physics is available at both Standard Level (SL) and Higher Level (HL). The math and skills required to succeed in either are identical. SL should not be seen as being easier than HL. Over the course of two years, the following major topics will be covered in both levels: Mechanics, Thermodynamics, Oscillations and Waves, Electricity and Magnetism, Nuclear Physics, and Astrophysics. HL adds more breadth to these topics by further analyzing Oscillations and Waves, Nuclear Physics, Astrophysics, and adds Fields and Induction.

The course culminates with students taking the final written IB assessment, which consists of three examinations over the course of two days.

## **Science Electives**

### **Forensics**

Forensic science involves the application of scientific principles to the law. 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 analysis of DNA, fingerprints, handwriting, and hair/fiber, as well as an introduction to forensic anthropology, law, and psychology. Students will complete case studies and laboratory work for each unit, investigating forensic careers for future exploration.

### **High School (HS) Environmental Science**

Environmental Science will explore the important environmental issues of our time, global as well as local, in order to learn about their causes, impacts, and potential solutions. Students in this course will learn scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will learn ecosystem basics and methods for collecting information about ecosystems and systems, created by people to provide food, shelter, and energy for society. In a final project, students will design their own investigation of a significant environmental issue to explore ways that we at Léman and in NYC can make a difference.

### **High School (HS) Computer Science 1 (Introduction to Computer Science)**

In this class, students will learn about binary and hexadecimal numbers as they examine analog records and recreate a scene from the movie *The Martian*. After this, students will delve into the Java programming language as a vehicle for studying computer science topics such as data types, variables, conditional statements, loops and nested loops, methods including Monte Carlo simulations, Strings, data structures such as one- and two-dimensional arrays, and sorting and searching algorithms. This introductory course is prerequisite to IB Computer Sciences.

### **High School (HS) Computer Science 2 (Intermediate Computer Science)**

This class will build upon skills introduced in the Introduction to Computer Science class. It will cover algorithms including brute force algorithms. This will lead into a discussion of how bitcoin works and how they are mined. Students will expand upon the knowledge of java developed in the Introduction to Computer Science course to learn processing and python. Finally, students will develop individual mini projects creating games of their choosing as a lead in to creating an IB CS Internal Assessment for those that continue in IB Computer Science. This intermediate course is not a prerequisite to IB Computer Sciences.

### **Science Research**

This elective class allows students to learn the process and skills necessary to conduct a scientific investigation and write a professional level research paper. This course is also a benefit to students when writing their course work in the Science IB courses as well as the Extended Essay for the IB diploma.

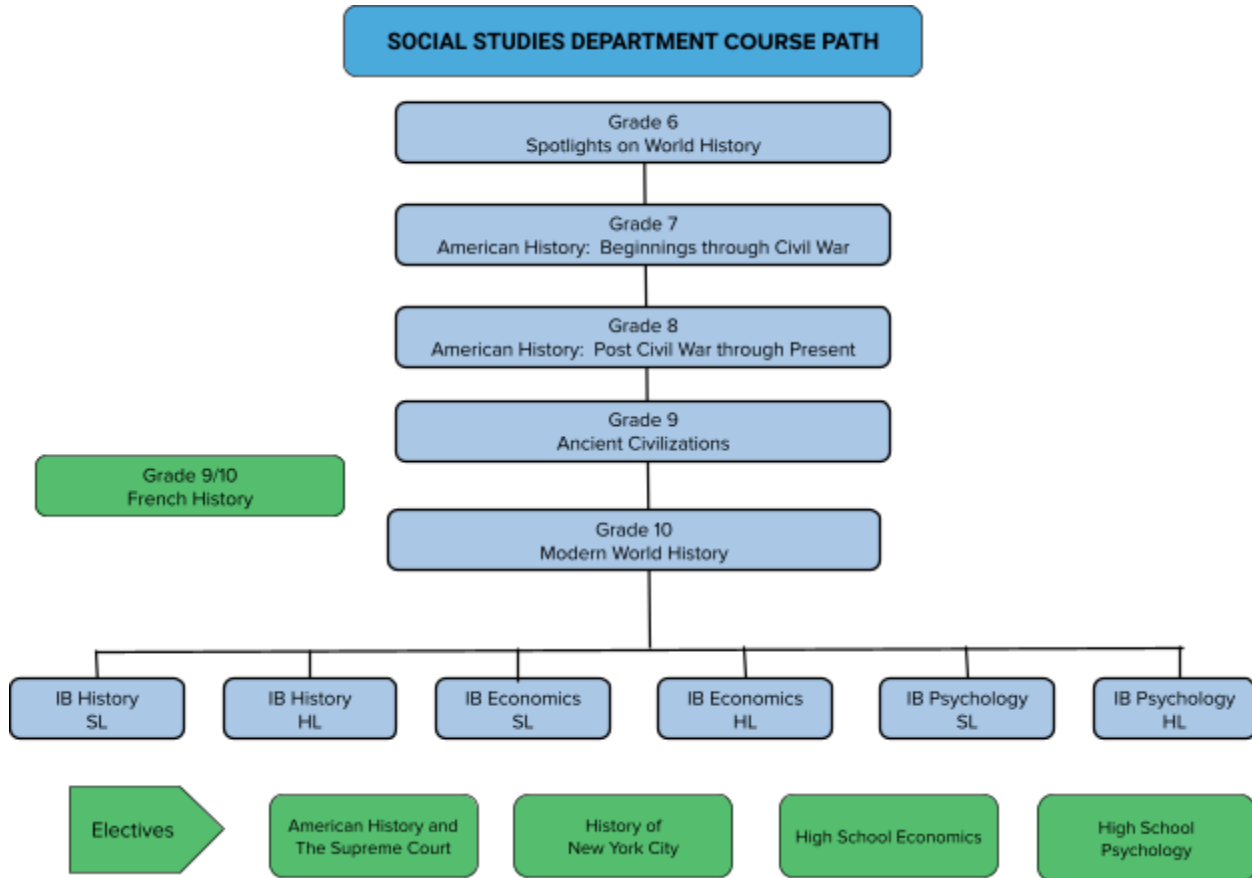
Students are given the opportunity to:

- Develop the skills necessary to interpret and analyze scientific papers
  - Develop their public speaking and presentation skills
  - Choose a topic of interest and conduct their own novel research experiment under the guidance and supervision of a university researcher
  - Students may choose any field they are interested in as long as they can take a scientific approach to the material. Sophomores will learn how to narrow their focus to a specific area of interest, read professional journal articles, and search for a mentor working in their field of interest.
  - This is designed to be a three-year program, however, students have the option to take the course only for sophomore year to learn basic science research and writing skills.
  - Once students have secured a mentor, during junior year, students will begin to develop their own research project, design and implement data collection, and showcase their findings in a variety of different formats.
  - Seniors will enter their work in several local and national competitions for recognition and potential professional journal publication.
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## **SOCIAL STUDIES DEPARTMENT**

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 through 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 Course Descriptions

### Grades 6-8

#### Sixth Grade- Spotlights on World History

Social Studies in the 6th Grade is designed to build knowledge of geography and ancient cultures by exploring how major themes in global history can help us understand our world today. Students develop key skills related to reading history, writing and analysis through document-based writing assignments, primary and secondary source analysis, multimedia projects such as Create-a-Crete and Castles for the Vassals, field trips, and guided independent research. 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 during the Middle Ages; the prosperity of the Golden Age of Islam; the cultural achievements of the Renaissance; and the Age of Discovery/European Colonization.

#### Seventh Grade- American History from Beginnings to Civil War

7th Grade Social Studies is the first in a two-year study of American history in Middle School. Students employ writing, critical thinking, reading, and discussion skills as they study American history from Indigenous Peoples and the thirteen colonies through 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 indigenous groups, the Plains and Iroquois Indians, and America's thirteen colonies. Students' studies move chronologically through units on the Road to American Revolution, How Revolutionary was the American Revolution, analyzing the presidency of Andrew Jackson, and causes of the Civil War. 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.

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, and causes of the Civil War.

### **Eighth Grade- American History- Reconstruction through Present**

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 Reconstruction, exploring the connections between industrialization and immigration in the late 19th and 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 and Clinton impeachment, the September 11th attacks, and the election of Barack Obama in 2008 and the 2008 financial crisis. 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, document-analysis of the causes of the Great Depression, and arts and culture of the Roaring Twenties and the counterculture of the 1960s. Students continue their writing focus in 8th Grade by exploring persuasive and expository essays on Andrew Carnegie, the Great Depression, the Holocaust, a compare/contrast essay on the approaches towards civil rights of Martin Luther King, Jr. and Malcolm X, and a document-based essay on major events of the last 40 years. The year concludes with a research project on Cold War "hotspots."

## **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 ancient world. Our approach to the study of history will be informed by concepts related to economics, geography, theology, philosophy, anthropology, and sociology, as detailed in the course standards. Identifying and comparing major themes and patterns in the progression of history will be our main objective, and we will 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, Ancient Mesopotamia, Ancient Egypt and Nubia, Ancient India, Ancient China, Indigenous Americans, Ancient & Classical Greece, Ancient Rome and Early Christianity. Document analysis and historical writing are central components of the course as we prepare the students for the rigor of the International Baccalaureate program.

### **Ninth Grade- Ancient Civilizations- FRENCH**

In ninth grade, the focus will be from Prehistory to the early Middle-Age focusing on the development of humankind: the beginning of civilization, the classic ages with the Greeks and Romans and finishing with the birth of two monotheisms, Judaism and Christianity. We will end the year with the collapse of the Roman Empire and the rise of the barbaric empire in Europe. Working with a large variety of sources we will develop questions and through a thorough research process will answer questions and write comprehensive essays. We will always address different aspects of the themes studied, including economics, culture, politics, and religion and make connections in order to understand our world and the problems of modern day people. The goal is to practice French writing, talking, debating and reading in order to be ready for the IB program.

### **Tenth Grade- Modern World History**

Modern World History is a survey course that focuses on the history of the world and its peoples, from the post-classical era to industrialization. Over the course of the year, the following major content areas will be covered: the Middle Ages, the Renaissance and Reformation, the Age of Exploration, Absolutism, the Enlightenment, the Era of Revolutions, Industrialization, and Imperialism. Our approach to the study of history will be informed by concepts related to economics, geography, culture, religion, philosophy, and sociology. Identifying and comparing major themes and patterns in the progression of history will be our main objective, and we will strive to study the past in order to explore what the history of humanity can tell us about ourselves.

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. This course involves key components that prepare students for the International Baccalaureate program, as well as their college/university academic careers by focusing on source analysis and analytical essay writing.

### **Tenth Grade- Modern World History- FRENCH**

This course will cover from the Middle-Ages (500 AD) to the Industrial Revolution (19th century). We will begin with the Byzantine Empire and the birth of the Islam and will work through to the Enlightenment and the Revolution in Europe which led to colonization and industrialization. Working with a large variety of sources we will develop questions and through a thorough research process will answer questions and write comprehensive essays. We will always address different aspects of the themes studied, including economics, culture, politics, and religion and make connections in order to understand our world and the problems of modern day people. The goal is to practice French writing, talking, debating and reading in order to be ready for the IB program.

### **Eleventh and Twelfth Grades**

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. A third option to fulfill the Group 3 requirements is IB Environmental Systems and Societies. For more information on this course, please refer to the description in the Science Department offerings.

**IB History SL/HL** - 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 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 Protest, Causes and Effects of 20th Century Wars, and The Cold War: Superpower Tensions and Rivalries.

The following topics will be studied at Higher Level only: The Second World War and the Americas 1933-45; The Cold War and the Americas 1945-81; and Civil Rights and Social Movements in the Americas Post-1945.

**IB Economics SL/HL** - The IB Economics course emphasizes the economic theories of microeconomics, macroeconomics, and the global economy. Section one focuses on microeconomics, dealing with economic variables affecting producers and consumers in individual markets; section two focuses on macroeconomics, dealing with economic variables affecting countries, governments, and societies, and section three focuses on the global economy, dealing with economic variables involving international trade and the increasing interdependence of the movement of labor between countries.

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 economic change, choice, efficiency, equity, scarcity, intervention, interdependence, sustainability and the well-being of individuals and societies. The overall aim of IB Economics is to give students a deeper understanding of the nature and scope of economics. The three different sections of the course are designed to complement each other, enabling students to develop a range of fundamental economic skills. HL students will have to complete 3 economics commentaries which make up the Internal Assessment (IA) component of the course. There are also 3 different final examination papers. Paper 1 involves writing an extended response paper; in Paper 2, students write a data response paper; and in Paper 3 students at the higher level only, answer two questions drawn from the higher-level curriculum.

Standard Level students will have to complete the same number of economics commentaries but will only have to take Paper 1 and Paper 2 final examinations.

### **IB Psychology SL/HL**

Psychology is the systematic and rigorous study of mental processes and behavior. This IB course is designed to offer you a multidisciplinary approach into complex questions that humans have pondered on for centuries. Over the course of the next two years, we will embark on an exploration of what makes us human. This course will help you understand, analyze and evaluate psychological research in different areas, as well as design and conduct your own experiments and predict their results. You will also practice critical thinking skills, as it is of the utmost importance that you learn to question and support your arguments with relevant psychological research. The course provides an exploration of behavior through the lenses of three major perspectives: Biological, Cognitive and Sociocultural.

### **Social Studies High School Electives**

#### **American History and the Supreme Court (9th and 10th grade)**

The purpose of this course is to give students a chance to explore key concepts in American history, government, law, and society through the lens of landmark Supreme Court cases aligned to these key concepts. Critical thinking, inquiry, collaboration with peers, as well as reading and writing skills will all be essential skills fostered in this course through the exploration of key concepts and the landmark cases associated with them.

Units of study will include Structures and functions of American government, Slavery, Segregation, Discrimination, and Civil Rights Triumphs, Civil Liberties and Civil Rights during Wartime, Civil Liberties at School, Civil Liberties outside of School, and a concluding unit focused on a Supreme Court case research project or paper on a landmark case outside our curriculum. Landmark cases covered this year include: *Marbury v. Madison*, *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Yick Wo v. Hopkins*, *Brown v. Board of Education*, *Obergefell v. Hodges*, *Schenck v. U.S.*, *Korematsu v. U.S.*, *Tinker v. Des Moines*, *Engel v. Vitale*, *Hazelwood v. Kuhlmeier*, *New Jersey v. TLO*, *Mapp v. Ohio*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Texas v. Johnson*, and *Roe v. Wade & Dobbs v. Jackson Women's Health*

A majority of our course materials will be provided via [landmarkcases.org](http://landmarkcases.org) as well as supplemental texts/videos, *The Supreme Court and American Elite* by Lucas Powe Jr., a pocket Constitution, and our school's databases (no textbook required).

#### **High School Economics (HS)**

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation, and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are the balance between markets and governments, fluctuations in economic activity and international trade. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics 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. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world. The course is planned as an introduction to the curriculum and rigor of IB Economics with assessments that are aligned with the expectations of the IB but are scaffolded appropriately for non-IB students. There will be many course readings using resources such as *The Wall Street Journal*, *The Economist*, and *The New York Times*.

### **History of New York City**

How did New York develop from a small Dutch colony in the 1600s into a thriving global city with an infrastructure capable of supporting millions of people in the 21st century? This interdisciplinary course will cover over four hundred years of New York City history, tracing its evolution into an international, modern metropolis. Students will learn about key demographic changes that shaped the social, economic, educational, residential, and political landscape of the City from the perspectives of historians, economists, anthropologists, and political scientists. In the process of evaluating and understanding the arguments, methodologies, and resources, these students will strengthen their own historical literacy and approaches to research and writing.

Using critical-thinking, collaboration, comparative framework, and creativity, students will interpret the nuances of the City, including culture-acculturation, uneven development-urban renewal/gentrification, local-national-global economies, educational inequity-education for all, sustainability-urban environment, and public-private space—re-examining and re-imagining these frameworks. Given Léman's location in the heart of downtown Manhattan, students will have opportunities to enhance their educational experience beyond the classroom.

### **High School Psychology (HS)**

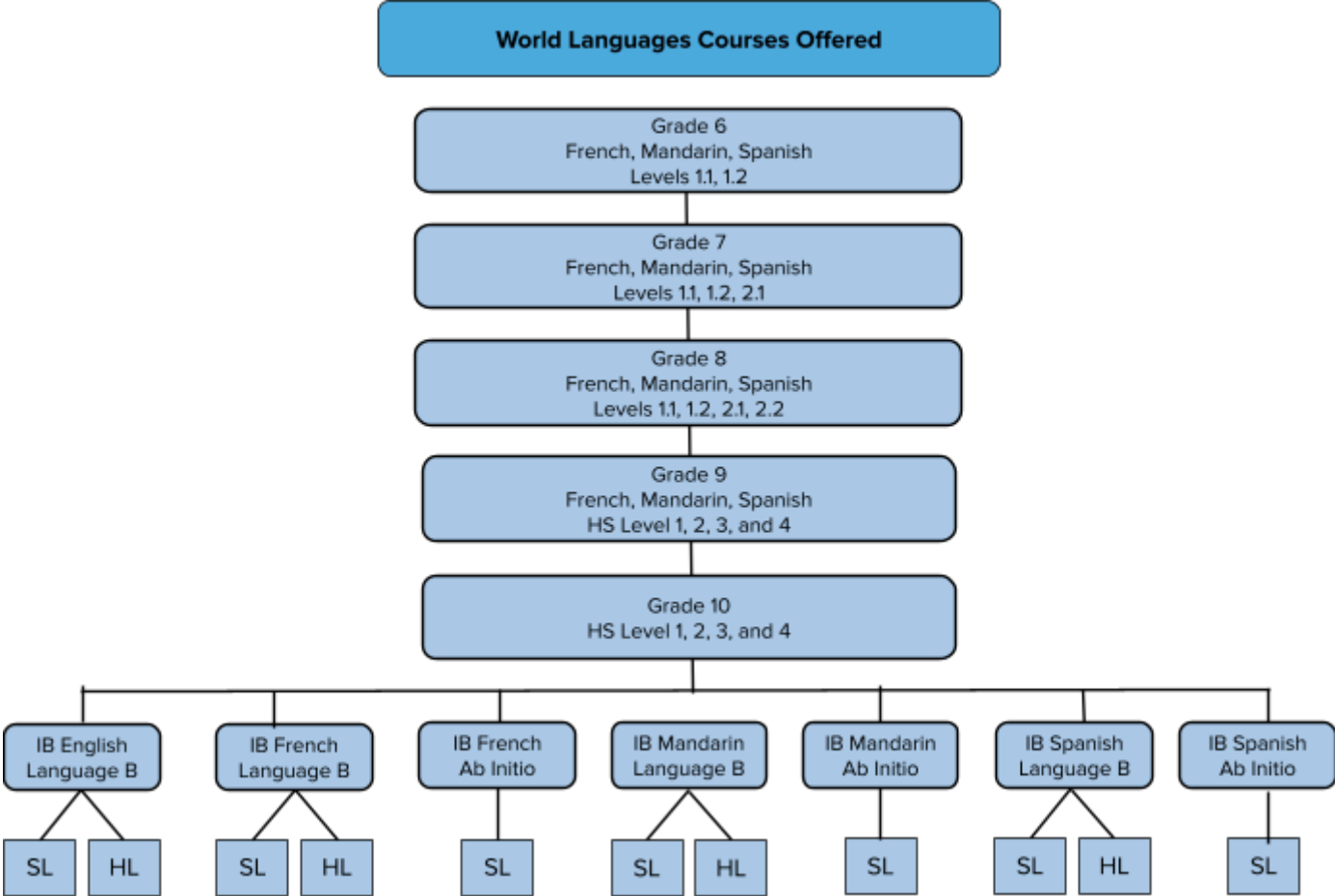
Psychology is the systematic and rigorous study of mental processes and behavior. This survey course provides an exploration of the history of psychology, from understanding its roots to looking into contemporary approaches, and the future of this field of study. We will delve into several areas of psychology to get an overview of the scope and the possibilities offered by choosing a career in psychological sciences.

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## **WORLD LANGUAGE DEPARTMENT**

The World Languages Department believes in teaching students to develop their global awareness and to communicate in a variety of languages. World Language courses provide opportunities for students to have a deeper understanding and appreciation of other cultures through learning language. Léman Manhattan provides rigorous courses in Mandarin, Spanish, and French. All courses ensure development in the core language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students acquire language through differentiated learning approaches that stimulate meaningful and authentic communication in the Target Language (TL). Through studying language, students are exposed to diverse perspectives, practices, and products of the target language cultures around the world. From Pre-K to 12th Grade, our spiraled curriculum ensures progression and development of the essential skills needed to become proficient in another language. In High School, students may

select to take a second language as an elective and continue to study one of those languages if they enter the IB Diploma Program in 11th Grade.



### World Languages IB Course Flow Chart 2024-2025

Grade Level	Entrance Requirements	Language Levels	Entrance Requirements	Language Levels	Entrance Requirements	Language Levels	Entrance Requirements	Language Requirements
<b>6TH</b>	1 or more years of TL or Novice Mid	MS Level 1.2	No Previous TL or Novice Low	MS Level 1.1				
<b>7TH</b>	1 or more years of TL or Novice High	MS Level 2.1	1 or more years of TL or Novice Mid	MS Level 1.2				
<b>8TH</b>	1 or more years of TL or Novice High	MS Level 2.2	MS Level 2.1	MS Level 2.1				
<b>9TH</b>	2 or more years of TL or Intermediate Low	HS Level 3	1 or more years of TL or Novice High	HS Level 2	No Previous TL or Novice Low	HS Level 1		
<b>10TH</b>	3 or more years of TL or Intermediate Low	HS Level 4	2 or more years of TL or Intermediate Low	HS Level 3	1 or more years of TL or Novice High	HS Level 2	No Previous TL or Novice Low	HS Level 1
<b>11TH/12TH</b>	Intermediate High or Higher	IB Lang B SL/HL	Intermediate Mid or Higher	IB Lang B SL/HL	Novice Intermediate Low	IB AB Initio SL	No Previous TL or Novice	IB AB Initio SL

### Upper School World Languages NON-IB Course Flow Chart 2024-2025

Grade Level	Entrance Requirements	Language Levels	Entrance Requirements	Language Levels
6th	1 or more years of TL or Novice Mid	MS Level 1.2	No Previous TL or Novice Low	MS Level 1.1
7th	1 or more years of TL or Novice High	MS Level 2.1	1 or more years of TL or Novice Mid	MS Level 1.2
8th	1 or more years of TL	MS Level 2.2	1 or more years of TL	MS Level 2.1

	or Novice High		or Novice High	
9th	2 or more years of TL or Intermediate Low	HS Level 3	1 or more years of TL or Novice High	HS Level 2
10th	3 or more years of TL or Intermediate Mid	HS Level 4	2 or more years of TL or Intermediate Low	HS Level 3
11th	Intermediate High	HS Level 5	3 or more years of TL or Intermediate Mid	HS Level 4
12th	Intermediate High or Higher	HS Level 6	Near Intermediate High	HS Level 5

CEFR level	English B		French B		Spanish B	
	HL	SL	HL	SL	HL	SL
<b>C1</b>	7	*	7	*	7	*
<b>B2+</b>	6	7	6	7	6	7
<b>B2</b>	5		5		6	
<b>B1+</b>	3 and 4	5	3 and 4	5	3 and 4	5
<b>B1</b>	2	4	2	4	2	4
		3		3		3
<b>A2+</b>		2		2		2
<b>A2</b>	*	2	*	2	*	2

<https://ibo.org/research/assessment-research/research-studies/cefr/> (last updated January 2024)

- Students begin course tracks based on entrance requirements



- Entrance into IB courses requires teacher recommendation and successful completion of prerequisite language courses.
- Entrance in the Mandarin AbInitio course requires a higher proficiency level, assessed by the teacher
- Middle School classes are aligned to High School classes by color. Two MS classes are approximately equivalent to 1 HS class of the same level.
- Languages offered: Mandarin, French and Spanish.
- Placement is determined by proficiency only as needed.
- All class levels are differentiated to cater to the appropriate language proficiency levels of the students.

## World Language Course Descriptions

### GRADES 6-8

#### FRENCH

##### French 1.1 MS

This introductory course teaches and reviews basic language skills to begin listening, speaking, reading, and writing in French in all three communicative modes: interpretive, interpersonal, and presentational. Students begin to build language proficiency by interpreting basic language structures through reading and listening to short and simple passages on familiar topics. In this course, students aim to acquire “survival” language to use in familiar real-life contexts. Proficiency-based performance tasks include writing and speaking in words, phrases, or very simple sentences. In Level 1.1, students explore elements of Francophone culture from around the world. In this course students learn how to use and maintain reference resources and technology tools that help them to be successful in their French studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

##### French 1.2 MS

Level 1.2 French continues to develop students’ language proficiency in listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students continue to build their proficiency by interpreting basic language structures through reading and listening to simple passages on a variety of familiar topics. In this course students aim to acquire more “survival” language to use in real-life contexts that are familiar to them, and also learn to create questions in French. In this class, proficiency-based performance tasks aim to strengthen the four language skills in all three modes. Students continue to be exposed to perspectives, practices, and products of Francophone cultures from around the world. In this course, students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their French studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

##### French 2.1 MS

French 2.1 is a continuation of previously learned skills and content. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes:

interpretive, interpersonal, and presentational. In Level 2.1, students expand their proficiency by interpreting and using basic language structures and are able to write and speak complex sentences and read and listen to lengthier simple passages, in new tenses, on a variety of familiar topics. In addition, students begin to create with the language and consistently ask questions in French, while learning from their mistakes. Students complete more complex and creative proficiency-based performance tasks that strengthen the four language skills in all three modes. Students engage in understanding and communicating about topics of interest as well as perspectives, practices, and products of Francophone cultures from around the world. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills

### **French 2.2 MS**

French 2.2 is a continuation of previously learned skills and content. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2.2, students improve their language proficiency while demonstrating stronger accuracy, complexity, and fluency when using basic language structures, and are able to write and speak complex sentences and read and listen to lengthier passages, in multiple tenses, on a variety of both familiar and some abstract topics. In addition, students practice creating with the language and consistently ask questions in French. Students complete more complex and creative proficiency-based performance tasks that strengthen the four language skills in all three modes. This course asks students to engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Francophone cultures. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

## **MANDARIN**

### **Mandarin 1.1 MS**

This introductory course in Mandarin teaches and reviews basic language skills to begin listening, speaking, and writing in all four language modes: interpretive, interpersonal, and presentational. Students start to learn Mandarin through pinyin, a Romanized form of the language, and simplified characters are taught. The goal is to build a competent familiarity with the language. In this course, the focus is on very familiar and simple topics that incorporate perspectives, practices, and products of Chinese culture. Students learn how to develop, maintain, and use reference resources and technology tools that help them to be successful in their future Mandarin studies. Proficiency-based performance tasks in this course may include writing and speaking in simple sentences, phrases, or words. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **Mandarin 1.2 MS**

Mandarin 1.2 builds upon the skills learned previously. Vocabulary development focuses on practical and familiar words and conversation, including themes that are relevant to their everyday lives and perspectives, practices, and products of Chinese culture. In this course, we focus on familiar topics

for survival communication. By Mandarin 1.2, students begin to use more Chinese characters in their writing with the support of a dictionary, and they converse in Mandarin during class times. Proficiency-based performance tasks may include writing and speaking in simple sentences, phrases, or words. Students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their future Mandarin studies, such as learning to write in Chinese characters on the computer. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **Mandarin 2.1 MS**

In Mandarin 2.1, students become more comfortable listening, speaking, reading, and writing while also using Chinese characters without the support of pinyin. Students sharpen their listening and speaking skills with emphasis placed on tone and accent. In this course, the class focuses on a variety of familiar survival topics that students need to be able to communicate in Mandarin, while also incorporating perspectives, practices, and products of Chinese culture. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. Proficiency-based performance tasks in writing and speaking in complete sentences may include communication in the presentational or interpersonal modes. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **Mandarin 2.2 MS**

Mandarin 2.2 is a continuation of all the skills mastered in the previous Mandarin courses. Students continue to develop the four language skills: reading and writing of simplified characters and speaking and listening. Students engage in interpersonal and presentational communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Chinese cultures. Students are expected to understand and use Chinese grammar and sentence structures in reading and writing. Students will be able to write complex sentences and read lengthy passages based on a variety of familiar and more abstract topics. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes: interpretive, interpersonal, and presentational. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic

## **SPANISH**

### **Spanish 1.1 MS**

This introductory course teaches and reviews basic language skills to begin listening, speaking, reading, and writing in Spanish in all three communicative modes: interpretive, interpersonal, and presentational. Students begin to build language proficiency by interpreting basic language structures through reading and listening to short and simple passages on familiar topics. In this course, students aim to acquire “survival” language to use in familiar real-life contexts. Proficiency-based performance tasks include writing and speaking in words, phrases, or very simple sentences. In Level 1.1, students explore elements of Hispanic culture from around the world. In this course students learn how to use and maintain reference resources and technology tools that help

them to be successful in their Spanish studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **Spanish 1.2 MS**

Level 1.2 Spanish continues to develop students' language proficiency in listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students continue to build their proficiency by interpreting basic language structures through reading and listening to simple passages on a variety of familiar topics. In this course students aim to acquire more "survival" language to use in real-life contexts that are familiar to them, and learn to create questions in Spanish. In this class, proficiency-based performance tasks aim to strengthen the four language skills in all three modes. Students continue to be exposed to perspectives, practices, and products of Hispanic cultures from around the world. In this course, students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their Spanish studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **Spanish 2.1 MS**

Spanish 2.1 is a continuation of previously learned skills and content. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2.1, students expand their proficiency by interpreting and using basic language structures and are able to write and speak complex sentences and read and listen to lengthier simple passages, in new tenses, on a variety of familiar topics. In addition, students begin to create with the language and consistently ask questions in Spanish, while learning from their mistakes. Students complete more complex and creative proficiency-based performance tasks that strengthen the four language skills in all three modes. Students engage in understanding and communicating about topics of interest as well as perspectives, practices, and products of Hispanic cultures from around the world. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **Spanish 2.2 MS**

Spanish 2.2 is a continuation of previously learned skills and content. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2.2, students improve their language proficiency while demonstrating stronger accuracy, complexity, and fluency when using basic language structures, and are able to write and speak complex sentences, and read and listen to lengthier passages, in different tenses, on a variety of familiar and some abstract topics. In addition, students practice creating with the language and consistently ask questions in Spanish. Students complete more complex and creative proficiency-based performance tasks that strengthen the four language skills in all three modes. This course asks students to engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Hispanic cultures. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish

studies. Any 8th grade student in this level is strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

## **GRADES 9-12**

### **FRENCH**

#### **HS French 1**

The Level 1 French course introduces and reviews basic language skills in the three modes: interpretive, interpersonal, and presentational in order to begin listening, speaking, reading, and writing in French. Students start to learn the foundations of vocabulary and grammar structures in order to communicate about very familiar topics. In this course, students aim to acquire “survival” language to use in real-life contexts that are familiar to them, while also being exposed to perspectives, practices, and products of Francophone cultures. In this course, students develop, maintain, and use reference resources and technology tools that help them to be successful in their French studies. Proficiency-based performance tasks in this course include writing and speaking in complete simple sentences, phrases, or words. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

#### **HS French 2**

French 2 is a continuation of previously learned skills. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2, students build their communicative competence, showing a greater level of accuracy, complexity, and fluency when using basic language structures. Students engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Francophone cultures. In this course, students will be able to write and speak complex sentences and read and listen to more lengthy passages, in different tenses, on a variety of both familiar and abstract topics, as well as begin to create with the language and ask questions in French. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

#### **HS French 3**

In French 3, students learn to communicate on a variety of topics, using more complex structures in order to interpret (through reading and listening) and express (through speaking and writing) both concrete and some abstract ideas. Students continue to develop their skills in listening, speaking, reading, and writing, in the three communication modes: interpretive, interpersonal, and presentational, and are able to express themselves accurately more easily in a more complex way. In Level 3 French, students are taught to create with the language, in speaking and writing, by using structures they have already acquired. Students acquire language from IB topics that relate to the core IB themes. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. This course

also integrates complex perspectives, practices, and products of Francophone cultures from around the world. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

#### **HS French 4**

In French 4, students become comfortable communicating with ease and continue to develop and deepen their skills in listening, speaking, reading, and writing, in the three language modes, interpretive, interpersonal, and presentational. Students apply these skills to analyze and understand other cultures around the world as well as their own. Students acquire language from IB topics that relate to the core IB themes by practicing the four language skills: listening, speaking, reading, and writing. In addition, more advanced language structures are integrated into the curriculum, and students begin to easily produce lengthy responses in speaking and writing in various contexts and in multiple tenses and text types. They are able to exchange and support well-defined ideas and opinions on a variety of important historical and contemporary topics derived from IB. In Level 4, French students consistently create with the language by using structures they have already acquired. Students complete complex proficiency-based performance tasks that strengthen the four language skills in all three modes: interpretive, interpersonal, and presentational. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. This course also integrates perspectives, practices, and products of Francophone cultures. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **MANDARIN**

#### **HS Mandarin 1**

This introductory course in Mandarin teaches and reviews basic language skills to begin listening, speaking, reading, 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 competent familiarity with the language. In this course, we focus on very familiar and simple topics for “survival” Mandarin that also incorporate elements of Chinese culture. In this course students develop, maintain, and use reference resources and technology tools that help them to be successful in their Mandarin studies, such as learning to write in Chinese characters on the computer. Proficiency-based performance tasks in this course include writing and speaking in complete simple sentences, phrases, or words. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

#### **HS Mandarin 2**

Mandarin 2 is a continuation of skills taught in the previous Mandarin courses. Students continue to develop the four language skills: reading and writing of simplified characters, speaking, and listening in the three modes of language: interpretive, interpersonal, and presentational. Students engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex elements of Chinese cultures around the world. This class includes a field trip to Chinatown and/or a museum on Chinese culture in NYC, and all students are strongly encouraged to participate in the China trip during their spring break to further their cultural understanding and linguistic skills. In this course students will be able to read and write complex sentences and read lengthy passages based on a variety of familiar and more abstract topics in a

new tense. Students utilize their growing vocabulary and grammar to write and read longer texts that include more complex language and subject matter. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **HS Mandarin 3**

The Level 3 Mandarin course builds upon previously learned skills. Students continue to develop their communication skills of listening, speaking, reading, and writing, in the three language modes, interpretive, interpersonal, and presentational, and should begin to express themselves in a more complex way more accurately and with ease. In Level 3 Mandarin, students begin to create with the language, in speaking and writing, by using structures they have already acquired. Students interact verbally and in writing with other speakers of Mandarin, exchanging ideas and sharing opinions on a variety of topics from core IB themes. Students complete complex proficiency-based performance tasks that strengthen the four language skills in all three modes: interpretive, interpersonal, and presentational. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. This course also integrates more abstract elements of Chinese cultures from around the world. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **HS Mandarin 4**

In Level 4 Mandarin, students continue to develop and deepen their communication skills in listening, speaking, reading, and writing, in the three language modes, interpretive, interpersonal, and presentational, and apply these skills to analyze other cultures around the world as well as their own cultures. Students acquire language from IB topics that relate to the core IB themes by practicing the four language skills: listening, speaking, reading, and writing. In addition, more advanced language structures are integrated into the curriculum, and students begin to easily produce language in speaking and writing in various contexts and in multiple text types. In Level 4, Mandarin students consistently create with the language, by using structures they have already acquired. Students interact verbally and in writing with other speakers of Mandarin, exchanging ideas and sharing opinions on a variety of topics from core IB themes. Students complete complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. This course also integrates abstract elements of Chinese cultures from around the world. All students are strongly encouraged to participate in the China trip during their spring break to further their cultural understanding and linguistic skills.

## **SPANISH**

### **HS Spanish 1**

The Level 1 Spanish course introduces and reviews basic language skills in the three communicative modes: interpretive, interpersonal, and presentational, in order to begin listening, speaking, reading, and writing in Spanish. Students start to learn the foundations of vocabulary and grammar structures in order to communicate about very familiar topics. In this course, students aim to acquire “survival”

language to use in real-life contexts that are familiar to them, while also being exposed to perspectives, practices, and products of Hispanic cultures. In this course, students develop, maintain, and use reference resources and technology tools that help them to be successful in their Spanish studies. Proficiency-based performance tasks in this course include writing and speaking in complete simple sentences, phrases, or words. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **HS Spanish 2**

Spanish 2 is a continuation of previously learned skills. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2, students build their communicative competence, showing a greater level of accuracy, complexity, and fluency when using basic language structures. Students engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Hispanic culture. In this course, students will be able to write and speak complex sentences and read and listen to lengthier passages, in new tenses, on a variety of familiar and abstract topics, as well as begin to create with the language and ask questions in Spanish. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish studies. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **HS Spanish 3**

In Spanish 3, students learn to communicate on a variety of topics, using more complex structures in order to interpret (through reading and listening) and express (through speaking and writing) both concrete and some abstract ideas. Students continue to develop their skills in listening, speaking, reading, and writing, in the three communication modes, interpretive, interpersonal, and presentational, and are able to more easily express themselves accurately in a more complex way. In Level 3 Spanish, students are pushed to create with the language, in speaking and writing, by using structures they have already acquired. Students acquire language from IB topics that relate to core IB themes. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish studies. This course also integrates complex perspectives, practices, and products of Hispanic cultures from around the world. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

### **HS Spanish 4**

In Level 4 Spanish, students become comfortable communicating with ease and continue to develop and deepen their skills in listening, speaking, reading, and writing in all communicative modes: interpretive, interpersonal, and presentational. Students apply these skills to analyze and understand other cultures around the world as well as their own. Students acquire language from IB topics that relate to core IB themes by practicing the four language skills: listening, speaking, reading, and writing. In addition, more advanced language structures are integrated into the curriculum, and students begin to easily produce lengthy responses in speaking and writing in various contexts and



in multiple tenses and text types. They are able to exchange and support well-defined ideas and opinions on a variety of important historical and contemporary topics derived from IB. In Level 4, Spanish students consistently create with the language by using structures they have already acquired. Students complete complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish studies. This course also integrates complex perspectives, practices, and products of Hispanic cultures from around the world. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

## **GRADES 11-12**

### **IB Group 2: Language Acquisition**

Group 2 consists of Language Ab Initio (“from the beginning”) and Language B Standard Level and Higher Level. At Léman Manhattan, language Ab Initio is offered in French, Spanish and Mandarin. Language B Standard Level is offered in French, Spanish, English and Mandarin, and Higher Level is offered in French, Spanish and English. Language Ab Initio and Language B are language acquisition courses designed to provide students with the necessary language skills and intercultural understanding to make meaningful and peaceful connections between international cultures and communicate in a variety of global contexts. Language Acquisition IB courses encourage learners to study the target language through a variety of texts and explore and make exchanges beyond the classroom. The course is designed to expand their awareness of themselves, their home culture, and other cultures from around the world.

The IB Diploma Programme (DP) Coordinator and World Language teachers work together to guide students toward the appropriate level of courses, based on previous language experience and proficiency level.

### **IB Spanish and French Ab Initio SL**

IB Ab Initio is a two-year program that introduces and reviews basic language skills in the three communicative modes: interpretive, interpersonal, and presentational in order to excel in listening, speaking, reading, and writing in the Target Language (TL). This course is designed for students who are new to the TL or who have little previous experience learning the language. Students acquire language from IB topics aligned to core Ab Initio topics which are derived from the IB themes for Group 2. These language skills are developed through the study of a range of written and spoken material, such as everyday current events to various types of literary texts that discuss complex perspectives, practices, and products of TL cultures, as well as others from around the world. In this course, students will complete complex proficiency based performance tasks that prepare them for the IB exams at the end of their two-year course of study. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

By the end of the two-year course of study, students will take the IB Spanish or French Ab Initio exams that consist of the Internal Assessment Oral Exam, which assesses productive and verbal and aural skills, and Papers 1 and 2 which assess reading, listening and writing.

### **IB Mandarin Ab Initio SL**

Mandarin Ab Initio is a two-year program that reviews and strengthens previously acquired language skills in the three communicative modes: interpretive, interpersonal, and presentational, in order to excel in listening, speaking, reading, and writing. This course is designed for students who are not new to Mandarin and have had previous experience learning the language. Students acquire language from IB topics aligned to core Ab Initio topics which are derived from IB Themes for Group 2. These language skills are developed through the study and use of a range of written and spoken material, such as everyday current events to various types of literary texts that discuss complex perspectives, practices, and products of the TL culture, as well as others from around the world. In this course, students will complete complex proficiency-based performance tasks that prepare them for the IB exam at the end of their two year course of study. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

By the end of the two-year course of study, students will take the IB Mandarin Ab Initio exams that consist of the Internal Assessment Oral Exam, which assesses productive and verbal and aural skills, and Papers 1 and 2 which assess reading, listening and writing.

### **IB French, Mandarin, and Spanish B SL and HL**

IB French, Mandarin, or Spanish B is a two-year program that strengthens previously acquired language skills in the three communicative modes: interpretive, interpersonal, and presentational in order to excel in listening, speaking, reading, and writing. This course is designed for intermediate to advanced students who have had previous experience studying the target language. Students acquire the language through engaging with IB topics aligned to core Language B themes for HL and SL. These language skills are developed through the study and use of a range of written and spoken material, such as global current events and various types of literary texts that discuss complex and abstract perspectives, practices, and products of the TL cultures, as well as others from around the world. In this course, students will complete complex proficiency based performance tasks that prepare them for the IB exam at the end of their two- year course of study. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

At the end of the two-year course of study, students will take the Group 2 Language Acquisition IB exams that consist of the Internal Assessment Oral Exam, which assesses productive and verbal and aural skills, and Papers 1 and 2 which assess reading, listening and writing.

### **IB English B SL/HL**

IB English B is a two-year program that strengthens previously acquired language skills in the three communicative modes: interpretive, interpersonal, and presentational in order to excel in listening, speaking, reading, and writing. This course is designed for advanced students who have had four or more years of previous experience studying advanced English. Students acquire language from IB topics aligned to core Language B themes. Language skills are developed through the study and use of a range of written and spoken material, such as global current events and various types of literary texts that discuss complex and abstract perspectives, practices, and products of the TL culture, as well as others from around the world. In this course, students will complete complex proficiency-based performance tasks that prepare them for the IB exam at the end of their two-year course of study. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

By the end of the two-year course of study, students will take the Group 2 Language Acquisition IB exams that consist of the Internal Assessment Oral Exam and Interactive Orals, Written Assignment, and Papers 1 & 2