



**COLLÈGE DU LÉMAN**  
École Internationale – International School

# **Middle School CURRICULUM GUIDE 2015-16**



*The annual Middle School House Sports day is always a memorable event.*

**August 2015**

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## INTRODUCTION

Collège du Léman International School was founded in 1960. It is a private, co-educational day/boarding school with over 2000 students and more than 100 national backgrounds. For academic purposes, the college is divided into two sections, one taught in English, the other taught in French. The Anglo-American section prepares students for IGCSE, International Baccalaureate and American College Board or AP tests.

The Middle School caters specifically for the important period of the students' transition from Primary level to the more examination-orientated High School courses. This parallels the growth of our students from dependence to independence (and associated responsibility), from child to adolescent.

## CDL STUDENT LEARNER PROFILE

In order to ensure the best possible match between student applicants and the academic expectations of the school, it is important to understand that students coming to study at CDL will be:

- **Principled** - Acting with integrity and honesty, with a strong sense of fairness and justice.
- **Open minded** - Understanding and appreciating of their own cultures, religions and personal histories but also willing to openly welcome the perspectives, core values, languages and traditions of other individuals, the school community and wider society.
  - Curious about the world around them and willing to learn from their teachers, their peers and their own research, experience and thinking.
  - Able to recognise their own strengths and weaknesses.
- **Inquisitive** - Striving towards excellence in each of the disciplines, working either independently or actively within a team to find original and creative solutions to problems.
  - Able to reflect and analyse information to make reasoned judgements and draw logical conclusions.
  - Willing to critically evaluate their own work, assimilating what they learn in different classes and applying this to novel situations.
- **Involved** - Having a personal commitment to service and acting to make a positive difference to the lives of others and to the environment.
  - Showing empathy, compassion and respect towards the needs and feelings of others.
  - Interested in student life both inside and outside the classroom and the 'whole-child' approach to education.
  - Understanding the importance of intellectual, physical and emotional balance to achieve personal well-being and a healthy and active lifestyle for themselves and others (particularly in the boarding school).
- **Responsible** - Willing to take increasing ownership of both the academic and behavioural development process, learning to become more accountable for decisions and the consequences that accompany them.

## LEARNING SUPPORT DEPARTMENT

### The Learning Support Department

The Learning Support Department at Collège du Léman acknowledges that assisting students in their academic efforts is a whole school responsibility. Our programme provides for a high quality education and growth for all of our students. CDL is committed to providing a supportive environment where we all show respect for the individual and value their differences.

### Aims of the Learning Support Department

- ❖ To ensure full entitlement and access, for students with learning difference, to a high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
- ❖ To stimulate and maintain for all students curiosity, interest and enjoyment in their education.
- ❖ To enable students to become independent learners and to monitor their own learning profiles.
- ❖ To enable students with a learning difference to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives as part of a global society.
- ❖ To meet the needs of all students with a learning difference by using well researched and established interventions in conjunction with the most efficient use of all available resources.
- ❖ To provide appropriate and timely learning support to any student who may benefit from such support.
- ❖ To fully involve parents and students in the identification, assessment and delivery of learning support, and to strive for close co-operation between all agencies concerned using a multi-disciplinary approach to the resolution of pertinent issues.

### To Access Learning Support

- I. The Admissions Office carefully examines each application to ensure that the school can meet the learning needs of students. During the application process parents are asked to declare any previous learning differences or diagnosed concerns.
- II. When a learning difference is identified information concerning the nature of the difference will be collected and evaluated. Information may take the form of school records, teacher, parent and student observations, examination grades, work samples and

educational assessments, this list is not exhaustive. The Director of Special Needs will be informed.

- III. A meeting will be arranged with Director of Special Needs and all relevant stakeholders, at which parental input is required. During this meeting suggestions will be made regarding the kind of support required:
  - i. Within a whole class group allowing the student to belong to mainstream learning with certain accommodations in place.
  - ii. As the member of a small **Cooperative Learning Group** for an agreed number of lessons per week taught by a learning specialist.
  - iii. As part of a mainstream **Personal Learning Class** with accommodations and modifications in place, taught by a learning specialist.
- IV. When support is in place, the learning support tutor will liaise regularly with the student's teachers to inform on progress and to collect information on what skills are necessary to support the individual student's learning.
- V. Reporting to parents will be regular and detailed.
- VI. Further educational assessment will be requested if student progress is not as expected. Parental permission is sought for this.
- VII. Should assessment by an external professional be considered necessary (eg educational psychologist, occupational therapist, speech and language therapist) this will be a private arrangement between the family and the professional, however, the school expects that the results from such assessments will be shared in the interests of the student's progress.
- VIII. At the end of the agreed period of support a meeting of all parties concerned will assess the progress made by the student and decide what further support is needed.
- IX. The Learning Support Department respects confidentiality. Student's assessments, reports and records are filed securely within the department.

## THE PROGRAM

In the English Language (Anglophone) Section we have a common core of study in all the major academic disciplines. It is our policy to encourage every student to rapidly gain a sound basis in French. The Middle School faculty is made up of staff with experience of the particular needs of the 11-14 year age group. It is our conviction as educators that, at this stage, we must support our students in identifying and developing a special area of interest or particular talent.

Middle School students are taught 40 lessons (40 mins.) every week. The coursework in Grades 6, 7 and 8 provides a challenge for each student to meet his or her potential and develop a sound academic basis. A summary of the **regular program** (with periods in brackets) is provided below:

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
<p>Based mainly with one class teacher, but students have to find their way around the campus for a number of their lessons. The courses are:</p> <p>English (6)            Maths (6)            General Science (4)            History (2)            Geography (2)            French (4)            Spanish, German Italian or Mandarin Chinese (4)            Music (2)            Art (2)            PE (2)            Drama/Dance (2)            Computers (1)            Touchpoint/CSL (Careers/Study Skills/Lifeskills)(1)            Special Period (1)            'Big Ideas' Period (1)</p>	<p>English (6)            Maths (6)            General Science (4)            History (3)            Geography (2)            French (4)            Spanish, German Italian or Mandarin Chinese (4)            Music (2), Art (2), PE (2)            Touchpoint/CSL (Careers/Study Skills/Lifeskills) (1)            Computers (1)            Options: <i>Algorithms &amp; Programming, Art&amp;Craft, Creative Writing, Dance, Drama, Debating, Food Science, Global Issues, Infographisme, Journalism, Music Technology, Photography, Public Speaking, Science Club, Video Production, French (for ESL students) (2)</i>            Special Period (1)</p>	<p>English (6)            Maths (6)            General Science (4)            History (2)            Geography (3)            French (4)            Spanish, German Italian or Mandarin Chinese (4)            Music (2), Art (2), PE (2)            Touchpoint/CSL (Careers/Study Skills/Lifeskills) (1)            Computers (1)            Options: <i>Algorithms &amp; Programming, Art&amp;Craft, Creative Writing, Dance, Drama, Debating , Food Science, Global Issues, Infographisme, Journalism, Music Technology, Photography, Public Speaking, Science Club, Video Production , French(for ESL students) (2)</i>            Special Period (1)</p>

Many students choose to follow the '**lingual program**' where, in certain subjects (Geography, History, Science), the language of instruction is French. For students with French mother-tongue level, there is the opportunity to study French with the Francophone students.

Our course offering is regularly revised and modified. Consequently instructional methods have been adapted to reflect the most recent educational recommendations regarding the integration of IT (computer technology) through provision of iPads to all Middle School students from this year, study skills, character education and diverse assessment practices. A homework schedule is established in each class to assist students with their organisation and assignment scheduling.

In addition to the lessons, students meet each day with their **Homeroom Advisor** for 15 minutes. This allows regular follow-up with individuals, reading of the daily Student Bulletin, distribution of notices for parents, etc. Regular grade-level assemblies are held, usually during the 'Special Period', where current issues are addressed and where student leadership is encouraged. The Homeroom Advisor is usually the first point of contact between parent and school where there is an important issue involved.

## **Bilingual English/French Program**

### **Aims**

- To integrate, insofar as possible the History, Geography, Science and Sports programmes in the Anglo-American and French sections of the Middle School (Premier Cycle).
- To utilise selected materials and assignments from the Social Studies and Science courses in an environment of bilingual immersion.
- To provide opportunities for students who wish to undertake their Social Studies and Science coursework, taught in French, within the usual Middle School schedule and timetable.

### **Bilingual program requirements**

In order to join the bilingual program, students must:

- 1) Be in "French 3" and must have obtained an average of 12/20 in both the writing and speaking tests during the May examinations.
- 2) Some students in "French 2" may also join the bilingual program if they meet the requirements. Students in "2" and "3" will take the same test. In "French 2," very few students pass the test. Those who fail the exam in May can take the test again in September.
- 3) In September 2013, new students to the school will have to take the same exam the students in "French 3" took in May in order to consider their French level and aptitude to be placed in the Bilingual Program should they wish to follow it.
- 4) There is now some flexibility to allow students who may not yet be ready for a fully bilingual program, to commence gradually by doing 1 subject (either Geography, History or Science) in French during that particular year, and then commencing a full bilingual program in the next grade level.

# English

## Aims

- To foster an interest in, and an enjoyment of, reading and writing.
- To communicate and write effectively and appropriately allowing for a student's age and the length of time he/she has been studying English.
- To teach the mechanics of the English language and to make the student aware of the importance of accuracy in sentence structure, spelling, grammar, and punctuation as a vital element of effective written English.
- To teach and practise the writing process of drafting and editing.
- To emphasize the different types and purposes of writing, encouraging at all times the need to be aware of audience.
- To encourage reading on both a literal and inferential level.
- To introduce quality literature.
- To introduce a variety of genres.
- To appreciate and analyse key literary elements in a work of literature.
- To foster an appreciation of universal themes in literature from different cultures, traditions and periods of history.
- To foster imaginative and original responses in the students' own reading and writing.
- To build vocabulary and to encourage the use of varied and appropriate words in the students' own writing and speech.
- To develop tolerance and understanding of differing viewpoints through discussion, debate, reading and writing.
- To improve critical thinking through discussion, debate, reading and writing.

## Grade 6 English

### Content

Two novels are read as class texts. The work completed on these books is teacher directed and is intended to model and to give the students an opportunity to practise methods of basic text analysis. One novel is read in small reading groups based on ability and interest. The purpose is to give students choice in what they read and to stretch each student's reading competence. Students will also study poetry, short stories and non-fiction.

Emphasis is placed on recognising and understanding such key literary elements as setting, turning points, development of character, motive, comparisons and contrasts, characteristics of genre, imagery and point of view.

Instruction in writing introduces a variety of styles and purposes and emphasises the need to practise the writing process of drafting and editing. The types of writing introduced are:

Biography (emphasising organisation,) Interview (emphasising focus), Journal (emphasising point of view), Newspaper (emphasising indirect speech), Letter (emphasising layout, and tone of business and personal), Factual report (emphasising introductions / research / note-taking / organisation / conclusions), Poetry (emphasising various styles), Description (emphasising rich language/ imagery), Narration (emphasising characteristics of specific genre).



Accuracy and style in writing is developed through:

- Practicing using correct punctuation (stress on dialogue writing, apostrophe used in contraction).
- Studying spelling/vocabulary.
- Writing paragraphs (stress on form, main idea to introduce a paragraph, supporting details).
- Using dictionaries and other references.
- Reviewing the four main parts of speech.
- Varying openings/closings.
- Drafting
- Creating atmosphere / mood by various descriptive devices, not mere statement.

Oral work includes the presentation of written work to the class/group, prepared debates, pre-writing discussion, prepared dialogues or interviews.

### **Assessment**

Students will be assessed both formatively and summatively.

Formative Assessment is essentially feedback both to the teacher and to the student about present understanding and skill development in order to determine the way forward. It is therefore a process that helps the student to improve his/her skills, knowledge and understanding, so that he/she is best prepared to meet the standards of a summative assessment. ☒

Types of formative assessment might include:

- Homework exercises
- Group work
- Peer assessment
- Self-assessment
- Open-book test'
- Drafts of work
- Presentations

Summative Assessment is carried out to determine the level of achievement demonstrated by the student. ☒

Types of summative assessments may include:

- Written work, exercises, essays, comprehensions, stories etc.
- Tests, spelling, vocabulary, reading etc.
- End of the year examinations.
- Portfolio.
- Self / Peer: of longer reports, stories etc.
- Oral presentations / Readings of short stories, persuasive arguments, etc.
- Group performance of scenes from a novel.

Criteria for each assignment are communicated to students through rubrics and include:

- Accurate writing (spelling, punctuation, sentence structure, grammar, syntax).
- Structured writing (logical development of an argument, correct paragraphing, introduction, conclusion, appropriate length).
- Writing / speaking appropriately for the purpose / audience.
- Using challenging vocabulary.

- Responding to a written text/novel/poem in an analytical as well as a personal manner.
- Writing / responding imaginatively with originality.
- Participation in discussions: class, group.

## Resources

### Grade 6

Words to Go Words to Know (Vocabulary)  
Iqbal, Francesco D'Adamo (full class)  
Chinese Cinderella, Adeline Yen Mah (reading group)  
Private Peaceful, Michael Morpurgo (reading group)  
Wonder by R. J. Palacio (full class)  
Walk Two Moons by Sharon Creech (reading group)  
 These texts are subject to change from year to year.

## Grade 7 English

### Content

Much of the emphasis in 7<sup>th</sup> grade is on the improvement of writing. Written work includes: short autobiographical essays, journals, creative work, summaries, and preparing expository and narrative texts. Emphasis is placed on the writing process, which includes planning and developing, organisation of ideas into a logical structure and revising writing through multiple drafts. Essays analysing the texts/extracts are written in which basic inferential understanding as well as literal comprehension is expected. Writing focuses on short pieces advancing toward more sophisticated five-paragraph essays as the year progresses.

Literature focuses on exposure to texts from different time periods and genres: poetry, novels non-fiction writing and short stories, and basic literary analysis of character, setting, theme and plot. Reading a wide variety of personally selected literature is encouraged.

Accuracy and style in writing is developed through:

- Practicing using correct punctuation
- Using sophisticated vocabulary
- Writing paragraphs (stress on form, main idea to introduce a paragraph, supporting details).
- Using dictionaries and other references.
- Using correct sentence structure (avoiding run-ons and fragments)
- Varying openings/closings and transitions.
- Drafting
- Creating atmosphere / mood by various descriptive devices, not mere statement.

Oral work includes the presentation of written work to the class/group, prepared debates, pre-writing discussion, prepared dialogues or interviews.

### Assessment

Students will be assessed both formatively and summatively.

Formative Assessment is essentially feedback both to the teacher and to the student about present understanding and skill development in order to determine the way forward. It is therefore a process that helps the student to improve his/her skills, knowledge and

understanding, so that he/she is best prepared to meet the standards of a summative assessment. ☒

Types of formative assessment might include:

- Homework exercises
- Group work
- Peer assessment
- Self-assessment
- Open-book test'
- Drafts of work
- Presentations

Summative Assessment is carried out to determine the level of achievement demonstrated by the student. ☒

Types of summative assessments may include:

- Written work, exercises, essays, comprehensions, stories etc.
- Tests, spelling, vocabulary, reading etc.
- End of the year examinations.
- Portfolio.
- Self / Peer: of longer reports, stories etc.
- Oral presentations / Readings of short stories, persuasive arguments, etc.
- Group performance of scenes from a novel.

Criteria for each assignment are communicated to students through rubrics and include:

- Accurate writing (spelling, punctuation, sentence structure, grammar, syntax).
- Structured writing (logical development of an argument, correct paragraphing, introduction, conclusion, appropriate length).
- Writing / speaking appropriately for the purpose / audience.
- Using challenging vocabulary.
- Responding to a written text/novel/poem in an analytical as well as a personal manner.
- Writing / responding imaginatively with originality.
- Participation in discussions: class, group.

## Resources

### Grade 7

Vocabulary for Achievement Second Course

The Breadwinner, D.Ellis

Animal Farm, George Orwell

The Giver, Lois Lowry

Call of the Wild, Jack London

Goodnight, Mr. Tom by Michelle Magorian

These texts are subject to change from year to year.

## Grade 8 English

### Content

Literature is studied using modern and classical texts. Stress is placed on developing a deeper understanding of important themes, irony, symbolism, analysis of character motivation, author's purpose, narrator's voice and plot. Inferential comprehension is expected. Reading a wide variety of more advanced literature is encouraged.

Writing focuses on more sophisticated five-paragraph essays and timed writing as the year progresses. The writing process is solidified and students are expected to use feedback constructively.

Accuracy and style in writing is developed through:

- Developing strong thesis statements
- Practicing using correct punctuation
- Using precise and sophisticated vocabulary
- Writing paragraphs (stress on form, main idea to introduce a paragraph, supporting details).
- Using dictionaries and other references
- Using correct sentence structure (avoiding run-ons and fragments)
- Varying sentence structure for effect
- Using appropriate openings/closings and transitions.
- Responding effectively to different audiences
- Drafting
- Creating atmosphere / mood by various descriptive devices, not mere statement.

Oral work includes the presentation of written work to the class/group, prepared debates, pre-writing discussion, prepared dialogues or interviews.

### Assessment

Students will be assessed both formatively and summatively.

Formative Assessment is essentially feedback both to the teacher and to the student about present understanding and skill development in order to determine the way forward. It is therefore a process that helps the student to improve his/her skills, knowledge and understanding, so that he/she is best prepared to meet the standards of a summative assessment. [?] [?]

Types of formative assessment might include:

- Homework exercises
- Group work
- Peer assessment
- Self-assessment
- Open-book test'
- Drafts of work
- Presentations

Summative Assessment is carried out to determine the level of achievement demonstrated by the student. [?]

Types of summative assessments may include:

- Written work, exercises, essays, comprehensions, stories etc.
- Tests, spelling, vocabulary, reading etc.
- End of the year examinations.
- Portfolio.
- Self / Peer: of longer reports, stories etc.
- Oral presentations / Readings of short stories, persuasive arguments, etc.
- Group performance of scenes from a novel.

Criteria for each assignment are communicated to students through rubrics and include:

- Accurate writing (spelling, punctuation, sentence structure, grammar, syntax).
- Structured writing (logical development of an argument, correct paragraphing, introduction, conclusion, appropriate length).
- Writing / speaking appropriately for the purpose / audience.
- Using challenging vocabulary.
- Responding to a written text/novel/poem in an analytical as well as a personal manner.
- Writing / responding imaginatively with originality.
- Participation in discussions: class, group.

## Resources

### Grade 8

Grammar for Middle School: A Sentence-Composing Approach--A Student Worktext

Vocabulary for Achievement Third Course

To Kill a Mockingbird, Harper Lee

Little Worlds: A Collection of Short Stories for Middle School

A Study in Scarlet, Sir Arthur Conan Doyle

A Shakespeare play

These texts are subject to change from year to year.

## Foundations English 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade

Some students have been unable reach the standards for English at their grade level over a period of time. This could be due to a variety of reasons, but mainly these students are reading and writing well below grade level (literacy issues), may have learning difficulties, and have consistent low performance on both formative and summative assessments.

This course will be offered at each grade level and will enable teachers to focus instruction on areas of individual need in a smaller setting.

Criteria for inclusion into this course may include:

- Prior year's CEM test
- Recommendation from prior year's teacher
- Grades in prior year's English
- Final Exam grade from prior grade
- Writing sample

## Content

The content of this course is modified from the grade level English course. Changes in texts,

writing assignments and assessments will enable students to work closer to their level while also challenging them to improve.

### **Assessment**

Students will be assessed both formatively and summatively.

Formative Assessment is essentially feedback both to the teacher and to the student about present understanding and skill development in order to determine the way forward. It is therefore a process that helps the student to improve his/her skills, knowledge and understanding, so that he/she is best prepared to meet the standards of a summative assessment. [?] [?]

Types of formative assessment might include:

- Homework exercises
- Group work
- Peer assessment
- Self-assessment
- Open-book test'
- Drafts of work
- Presentations

Summative Assessment is carried out to determine the level of achievement demonstrated by the student.

Types of summative assessments may include:

- Written work, exercises, essays, comprehensions, stories etc.
- Tests, spelling, vocabulary, reading etc.
- End of the year examinations.
- Portfolio.
- Self / Peer: of longer reports, stories etc.
- Oral presentations / Readings of short stories, persuasive arguments, etc.
- Group performance of scenes from a novel.

Criteria for each assignment are communicated to students through rubrics and include:

- Accurate writing (spelling, punctuation, sentence structure, grammar, syntax).
- Structured writing (logical development of an argument, correct paragraphing, introduction, conclusion, appropriate length).
- Writing / speaking appropriately for the purpose / audience.
- Using challenging vocabulary.
- Responding to a written text/novel/poem in an analytical as well as a personal manner.
- Writing / responding imaginatively with originality.
- Participation in discussions: class, group.

### **'Extra English' 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade**

This course is a support class designed for students who struggle with reading and writing and need additional support to complete the regular English program. Students receive extra time to work on projects, writing assignments, and basic skills, such as grammar, writing process and vocabulary. This course receives no grade, only comments and is in lieu of third language study.

## Resources

Grade 6: Target English Reading and Target English Writing

Grade 7: Text: Building Skills in English Book 2

Grade 8: Text: Building Skills in English Book 3

## ESL – English as a Second Language

The ESL program is designed for students in grades 6, 7 and 8 who are speakers of other languages and assessed at the A1 – B1 level.

### Aims:

- To facilitate a smooth and rapid integration into the social and academic life of the school.
- To develop the students' English to mainstream level.
- To develop a solid basis in English grammar, vocabulary and usage.
- To encourage students to communicate in English.
- To develop and improve reading, writing and note-taking skills.

### Course

In grades 6, 7 and 8, students are divided into A1 or A2 according to their language level. They follow an intensive programme focused on developing all skills which include speaking, reading, writing, listening, grammar and vocabulary. Only the target language is used in class. A modern language lab and library are actively integrated into the programme of instruction. The language labs have up to date language software allowing the student to work on skills at their own pace while being monitored by the teacher. Students in grades 6 and 7 use the Ipad as an additional learning tool. The library stocks a wide range of books for students who are learning English.

### Assessment

All students following an ESL course will have been assessed using the Oxford English Placement Test. This is an online computer test that uses the ALTE scale to determine their level. The advantage of this test is that the results are immediate thus allowing the student to be placed in the correct group. Students whose test results show a score of B1 or above will join the mainstream program. Students whose level is complete beginner will not be required to take the online placement test. It is highly recommended that students are able to recognize the English language alphabet prior to starting the ESL program.

Other language assessments in reading, writing, vocabulary and comprehension will be carried out at the beginning of term to build a language profile of each student.

### Exit policy: Leaving A2

Once the student begins the ESL program, students are generally required to follow it for the full academic year. A student may join B1 mainstream if they can:

- Follow or give a talk on a familiar topic or keep up a conversation on a variety of topics and answer predictable or factual questions
- Scan texts for relative information and understand detailed instructions or advice
- Make notes while someone is talking or write a letter including non-standard requests
- Can write notes of reasonable use for an essay or revision use

Only once all teachers, including those in other academic areas outside languages, have agreed on the student's academic and language ability and progress shall the student move to mainstream. It is not sufficient to be competent in only one or two skills.



# Mathematics

## Aims

The fundamental goals of teaching and learning Mathematics in the Middle School are:

- To help students participate intelligently in their international environment and to prepare them for a successful passage through their High School career.
- To develop new knowledge that is integrated with their prior knowledge acquiring the mathematical power to perceive patterns and to solve conventional and unconventional problems.
- To use and apply Mathematics in practical tasks, in real-life situations and within theoretical and practical mathematical contexts.
- To understand and use mathematical language and notation.
- To develop and use flexibly a range of methods of computation and apply these to a range of problems.
- To explore shape and space through drawing and practical work using a wide range of materials.
- To consider how algebra can be used to model real-life situations and solve problems.
- To apply students' knowledge, understanding and skills to solving problems, individually and in groups, of increasing complexity in a wide range of contexts.
- To use mathematical forms of communication, including diagrams, tables and graphs.
- To use scientific calculators and computer software.

## Assessment

A variety of assessment procedures, in line with the philosophy and aims of the department, are employed to promote the greater understanding and practical usage of mathematics in a multicultural society. As a school we now have two types of assessment; Formative and Summative. Only the summative assessments will be used to formulate a final grade. The formative assessments are used to monitor the learning throughout the year, and feedback is given on how to improve.

Constant collaboration among grade teachers determines a common core to examinations at the end of the school year in Grades 6, 7 and 8.

### Examples of assessment used in the Mathematics department:

Formative	Summative
<ul style="list-style-type: none"><li>• Homework</li><li>• Self-assessment</li><li>• Project</li><li>• Quiz</li><li>• Classwork</li></ul>	<ul style="list-style-type: none"><li>• End of unit tests (at least 2 per marking period)</li><li>• Project</li><li>• Quiz</li></ul> <p>The end of unit tests are weighted to be worth more than a project and/or quizzes.</p>

## Course Content

Each grade level will have 3 levels of instruction: Foundation, Intermediate and Higher. Each group will develop the following topics at a level appropriate to the student's ability.

### Grade 6 Mathematics

- **Number:** Rounding, working with large numbers, multiplication, division by powers of ten, long multiplication, long division, mixed operations, brackets, estimation, fractions: equivalent, lowest terms, adding, subtracting, multiplying, dividing, fractions of an amount, decimals: reading scales, adding, subtracting, multiplying, dividing by a whole number, rounding to decimal places, percent: percentages of an amount, fractions – decimals – percents, one amount as a percent of another.
- **Number Relationships:** Investigating number patterns, writing rules for simple formulae.
- **Shape:** investigating different types of shape, two-dimensional and three-dimensional shapes, drawing solids, nets, finding the perimeter and area of rectangles, parallelograms, triangles and compound shapes, measuring and drawing angles accurately, calculating angles: on straight line, within triangles and quadrilaterals.
- **Measures:** exploring length and weight, converting units, measuring length and weight.
- **Statistical diagrams:** using tables and charts, tallying data, drawing bar charts, pictograms and pie charts, 2 way tables, finding the mean, mode and median, comparing sets of data.
- **Algebra:** Sequences patterns in number represented by algebraic function machines, algebraic functions, using letter symbols, rules of algebra, simplifying expressions, substitution.

### Grade 7 Mathematics

- **Symmetry:** line and rotational, translation, reflections, rotations and enlargements.
- **Graphs:** Interpreting and drawing coordinates, reading and drawing graphs.
- **Number:** + -  $\times$   $\div$  directed numbers, decimals: scales, rounding, adding, subtracting, multiplying, dividing, fractions: adding, subtracting, multiplying, dividing, relationship between decimals and fractions, percent.
- **Number Relationships:** powers, square roots and cube roots.
- **Algebra:** Use of letter symbols, simplifying expressions, substitution, making formulae, solving equations, simplifying equations, brackets.
- **Angles and Shape:** measuring angles, classifying angles, angles on a straight line, angles round a point, vertically opposite angles, angles of a triangle, parallel lines, circumference and area of a circle, volume of cuboids and compound shapes, capacity. symmetry line and rotational, translation, reflections, rotations and enlargements
- **Probability:** Theoretical and experimental.
- **Ratio:** simplifying ratio, using ratio, proportional quantities.

### Grade 8 Mathematics

Students are encouraged to bring a calculator with them to lessons. The 'Casio FX-85' scientific calculator is recommended for the majority of the High School courses.

- **Number:** indices, standard form, order of operations, estimation, significant figures, percentage application in depth, ratio and proportion.
- **Algebra:** solving word problems, simplifying expressions, constructing and substituting numbers into formulae, multiplying and dividing terms, multiplying brackets, solving equations, solving inequalities.
- **Probability:** theoretical and experimental probability, possibility space, tree diagrams.
- **Geometry:** angle facts, properties of: triangles, quadrilaterals and polygons, constructions.
- **Shape and Space:** perimeter and area of compound shapes, circumference and area of circle, length of arc and area of sector, volume (cuboid, cylinder, compound shapes), surface area, transformations (rotation, reflection, enlargement, translation).
- **Co-ordinate Geometry:** gradient and y intercept, plotting graphs from equations, equations of straight lines in the form  $y = mx + c$ .
- **Statistics:** bar charts (double/stacked), pictograms, line graphs, pie charts, scatter diagrams and correlation, averages.

## Resources

### Texts:

<b>Grade 6F</b>	Maths Links 7A (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 6I</b>	Maths Links 7B (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 6H</b>	Maths Links 7C (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 7F</b>	Maths Links 8A (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 7I</b>	Maths Links 8B (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 7H</b>	Maths Links 8C (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 8F</b>	Maths Links 9A (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 8I</b>	Maths Links 9B (2008): <i>Ray Allan et al, Oxford</i>
<b>Grade 8H</b>	Maths Links 9C (2008): <i>Ray Allan et al, Oxford</i>

## Modern Foreign Languages

Collège du Léman offers a vast range of foreign languages in the Middle School: **French, Spanish, German, Italian** and **Chinese**. All language classes are aligned with the Levels of Reference described by the Common European Framework for Languages.

Put together by the Council of Europe, the **Common European Framework of Reference for Languages**, abbreviated as CEFR, is a guideline used to determine the proficiency level of foreign language learners. This framework is used throughout Europe and spreading world-wide.

The CEFR includes all four language skills (listening, reading, speaking and writing) and is divided into three broad divisions and six levels. Collège du Léman has subdivided the six levels and adapted the divisions as follows:

Basic User		Independent User		Proficient User	
Breakthrough A1	Elementary A2	Intermediate B1	Vantage B2	Advanced C1	Mastery C2

At Collège du Léman, Middle School Language classes have adapted the CEFR as following:

Grade 6      A1y1    beginner  
Grade 7      A1        breakthrough  
Grade 8      A2y1    way stage

Italian and German mother-tongue classes may be offered (according to demand) in Grade 6, 7 and 8 as well as French bilingual classes.

French classes are taught at various levels (A1-B1) in each grade to allow for a constant and gradual continuation from Primary School.

For Spanish, German and Italian, A1y1 is also offered in Grade 7 and 8 as well as A1. Chinese classes follow the HSK programme.

Extra-curricular language classes such as mother tongue lessons, additional foreign language instruction or lessons to prepare students for Language Certification Exams are arranged after school upon request and demand.

### Aims

- To develop an interest in, and an enjoyment of, discovering a new language in its cultural, historical and geographical setting.
- To give each student the opportunity to use the target language creatively and imaginatively.
- To encourage intellectual curiosity by furthering their knowledge of the target language culture through special projects, travel and authentic resources.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us, the word of work and the international world.
- To provide a solid grammatical basis and adequate range of vocabulary.

- To encourage students to develop various language skills (correct pronunciation and intonation, asking and answering questions, initiating and developing conversations...).
- To help students to build up their self-confidence in communicating in a foreign language.

### **A1y1 Grades 6, 7 and 8**

#### **Content**

##### Topics

- Greetings and culture
- Colours and songs
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and home town
- Food and clothes

##### Grammar

- Nouns and gender
- Pronouns
- regular and irregular verb conjugation in the present tense
- Definite and indefinite articles
- Prepositions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Simple verb attributes
- Imperative
- Sentence structure-questions and answers

#### **Expected learner outcome:**

- Speaking and writing about present events
- Writing short descriptions and summaries
- Asking and answering questions about everyday events
- Learning about culture and traditions in target language countries

### **Chinese A1y1 Grade 6**

#### **Content**

- Pronunciation and four tones
- Strokes, rules of character writing
- Chinese numbers
- Greetings
- Members of family
- Nationality
- Dates and time
- Daily routine
- Means of transport
- Description of a person

**Expected learner outcome:**

- Understanding and use of simple words and sentences
- Speaking and writing about present events
- Everyday short conversations
- Possessive adjectives

**A 1 Grades 7 and 8****Content**

## Topics

- Colours
- Clothes
- Parts of the body
- Describing family, friends
- Learning about culture and traditions in target language countries
- Countries and languages
- Telephone calls
- School subjects
- Weather
- Seasons

## Grammar

- Enriching and reinforcing basic grammar from Level I
- Asking and answering questions about everyday life
- Measuring words
- Verbs
- Particles
- Past, Present tense

**Expected learner outcome:**

- Speaking and writing about present and past events
- Giving opinions on various subject matters
- Everyday conversations
- Developing cultural awareness

**A2y1 Grade 8****Content**

## Topics

- Illness
- Hobbies sports and music
- Vegetables, fruits
- Three meals a day
- Eating Out
- House
- Furniture

- Neighbourhood

#### Grammar

- Enriching and reinforcing grammar from Level I&II
- Comparative and superlative adjectives.
- Verbs
- Particles
- Conjunctions
- Complex sentence structure

#### **Expected learner outcome:**

- Identifying various tenses and apply most of them to their own writing.
- Writing letters to a friend
- Developing critical thinking about life-style issues
- Expanding cultural awareness and knowledge

#### **Assessment Practice**

According to our aims, a variety of techniques are used in order to assess the students' progress in the four main language skills: listening, reading, speaking, writing.

In order to maximise learning and good learning habits, most written work is graded, whether it be class work, homework, quizzes or examinations. To encourage participation and to maximise target language use in the classroom, speaking skills are continuously assessed during class time. Each marking period grade is calculated from a cross-selection of the four skills mentioned above, ensuring that all areas of content are covered.

Practices include:

- *Listening comprehension*: based on the ability to understand short dialogues or short stories spoken by native speakers on CD.
- *Reading Comprehension*: assess the ability to understand and report the main points of short written texts, to answer questions about them using the appropriate vocabulary and grammar rules, and to be able to give their opinion about them.
- *Speaking*: based on the ability to communicate in simple everyday situations (to make a hotel reservation, to order at the restaurant, to describe pain to the doctor, description of simple picture stories or personal experiences, etc...)
- *Written work*: short descriptions, grammar exercises, writing postcards, e-mails, a short invitation, account of holidays, dictation, etc...

### **Italian and German Mother Tongue**

#### **Middle School**

**Classes: G6 - G7 - G8**

Italian and German Mother Tongue classes are offered in Middle School for native Italian and German students with an extensive background in this language.

Starting from G6, Mother Tongue students can complete National Framework exams (CILS/GOETHE - from A2 up to C2) throughout the programme to demonstrate their abilities and receive internationally recognized certifications.

In the Mother Tongue programme, emphasis is placed on immersing students in the youth culture of the target language through literature, music and media. Through the study of youth culture, students also learn about the structure of the language in order to perfect their writing and speaking skills.

These courses are also available to students willing to improve literacy skills in their Mother Tongue or to improve their current skills. The classes will focus on developing reading and writing skills in the student's Mother Tongue.

#### Grammar and Topics:

- revision of the main morphological and structural aspects
- literature: short stories
- students writing stories
- feelings and their literary expression
- presenting opinions/tastes
- aspects of Italian or German culture (music/musicians, fairy tales, etc.)
- modern sports and its social effects
- school and teenagers
- history
- films

#### Expected learner outcomes:

- ability to research and present a topic of your own choice (in writing and orally)
- ability to write a structured text
- ability to make meaningful comments
- proficiency with certain grammatical aspects

### **Student Textbooks for Spanish Courses in the Middle School**

#### **Grade 6 A1y1**

M. Luisa Hortelano, E. González, *La Pandilla 1 y 2*, Edelsa, Madrid (Textbook and exercise book)

#### **Grade 7 and 8 Spanish A1y1**

F. Castro, I. Rodero, C. Sardinero, *Compañeros A1*, SGEL Educación, Madrid. (Textbook and exercise book)

#### **Spanish A1**

F. Castro, I. Rodero, C. Sardinero, *Compañeros A1*, SGEL Educación, Madrid. (Textbook and exercise book – second part)

#### **Spanish A2y1**

Rodero, C. Sardinero, F. Castro, *Compañeros A2*, SGEL Educación, Madrid. (Textbook and exercise book)

### **Student Textbooks for German Courses in the Middle School**

#### **German A1y1**

Koithan, Scherling: *Logisch A1* (Pupil Book): Langenscheidt (Chapter 1-10)

Rusch, Paul: *Logisch A1* (Grammartrainer): Langenscheidt, 2010

Schurig: *Logisch A1* (Workbook): Langenscheidt (Chapter 1-10)



### **German A1**

Koithan, Scherling: *Logisch A1* (Pupil Book): Langenscheidt (Chapter 11-16)

Rusch, Paul: *Logisch A1* (Grammartrainer): Langenscheidt, 2010

Schurig: *Logisch A1* (Workbook): Langenscheidt (Chapter 11-16)

Dengler, Fleer: *Logisch A2* (Pupil Book): Langenscheidt (Chapter 1-4)

Schurig, Fleer: *Logisch A2* (Workbook): Langenscheidt (Chapter 1-4)

### **German A2y1**

Dengler, Fleer: *Logisch A2* (Pupil Book): Langenscheidt (Chapter 5-16)

Rusch P.: *Logisch A2* (Grammar Trainer): Langenscheidt, 2011

Schurig, Fleer: *Logisch A2* (Workbook): Langenscheidt (Chapter 5-16)

### **Other resources:**

Online interactive web activities, online resources (authentic materials), power point presentations and games, audio CDs and CD-ROM, etc...

### **Student Textbooks for Italian Courses in the Middle School**

#### **Italian A1y1**

T. Marin, A. Albano, *Progetto italiano junior 1 – A1*, Edi Lingua+ CD

#### **Italian A1**

G. de Savorgnani, B. Bergero, *Chiaro! A1*, Alma Edizioni + CD AUDIO + CD ROM

G. Ducci, *Pasta per due*, Alma Edizioni + CD

Le letture Eli, *Il souvenir Egizio*, Eli Edizioni + CD

#### **Italian A2y1**

T. Marin, A. Albano, *Progetto italiano junior 2- A2*, Edi Lingua + CD

Banfi, Gavelli, *Delitto in Piazza del Campo*, CIDEB

M. Rapacciuolo, R. Teo, *Stelle, perle e Mistero*, Guerra Edizioni

### **Student Textbooks for Chinese Courses in the Middle School**

#### **Grade 6 Chinese A1y1**

Yamin Ma, Xinying Li, *Easy Steps to Chinese 1*, Beijing Language & Culture University Press.  
(Textbook 1 et Workbook 1)

#### **Grade 7 Chinese A1**

Yamin Ma, Xinying Li, *Easy Steps to Chinese 2*, Beijing Language & Culture University Press.  
(Textbook 2 & Workbook 2 + CD)

#### **Grade 8 Chinese A2y1**

Yamin Ma, Xinying Li, *Easy Steps to Chinese 3*, Beijing Language & Culture University Press.  
(Textbook 3 & Workbook 3 + CD)

# French

## Aims

- To develop an interest in and an enjoyment of learning a language in its cultural, historical and geographical setting.
- To allow students to gain an enthusiastic appreciation of the French language and recognise its utility for their future professional lives and for their social integration in the local community.
- To encourage their intellectual curiosity by furthering their knowledge of the vast Francophone world through special projects.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us and the world of work.
- To enable students to reach their full potential by placing them according to their level.
- To teach the language through the 4 skills: listening, speaking, reading and writing.
- To develop students' study skills.
- To help students build up their self-confidence by communicating in French.
- To provide a solid grammatical basis and adequate knowledge of vocabulary.
- To use context clues to interpret meaning.
- To give each student the opportunity to use the target language creatively and imaginatively.

## Content

Whilst the Primary School programme aims to develop students' oral skills, much of the emphasis in the Middle School is on the improvement of writing through teaching a solid grammatical basis and with the expectation that students should memorise spellings accurately.

The language is taught through the 4 skills (listening, speaking, reading, and writing) and students are placed according to their level.

## Grade 6-7-8 French A1.1 - Introduction

This course is mandatory for students without a basic knowledge of spoken or written French and is designed to prepare the ground for further study.

## Content

### Topics

- Greetings and culture
- Class instructions
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and home town
- Clothes

### Grammar

- Nouns and gender
- Pronouns
- Regular and most common irregular verbs conjugation in the present tense

- Definite and indefinite articles
- Directions et positions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Sentence structure- question and answer

### **Grade 6-7-8 French A1**

The emphasis course is on written and oral expression to enable effective communication, despite the somewhat limited exposure to the language to date. With a consideration of aspects of the target language culture, students learn the foundations for further studies in subsequent years.

#### **Content**

##### Topics

- Daily routine
- School and afterschool activities
- Descriptions and characteristics
- Clothes and shopping
- Feelings and human body
- Food
- Family relationships
- Professions
- Likes and dislikes

##### Grammar

- Enrich and reinforce basic grammar from language A1.1
- Present regular and irregular verbs
- Future
- Conditional - polite form
- More complex adjectives
- Possessive and demonstrative adjectives
- Imperative
- Partitive articles
- Prepositions

### **Grade 6-7-8 French A2.1**

Students learn to produce short essays designed for various audiences and hold conversations in staged yet realistic settings. In addition, grammatical knowledge and vocabulary are expanded and elaborated in such a way that communication is facilitated.

#### **Content**

- Enrich previous topics from A1
- Leisures
- Time and frequency
- Feelings
- Family and sibling

## Grammar

- Enrich and reinforce grammar from language
- Recent past and progressive present
- Formal and informal address "tu" and "vous"
- Interrogative and negative sentences
- Agreement and place of the adjectives
- Reflexive verbs
- Irregular verbs in present

### **Grade 6-7-8 French A2**

It encourages the sound use of the language as well as the development of practical skills such as problem solving, teamwork and cultural awareness. Moreover, the course allows for interactive and enjoyable language learning by use of ICT and multimedia in class.

## **Content**

### Topics

- School and classroom
- Outings and events
- Future plans of study, work, vacations
- Myself, my environment, my daily routine, my hobbies
- Travel and tourism
- Living in the cities and directions

### Grammar

- Enrich and reinforce grammar from Language A2.1
- Master the present and future
- Past tenses
- Obligation and interdiction
- Link words and connectives
- Relative pronouns

### **Grade 6-7-8 French B1**

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material, which will be used as a stimulus for oral expressions and written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

## **Content**

### Topics

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions

- Media
- Work conditions
- Tourism and sports
- Youth culture

#### Grammar

- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Pluperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

### **Grade 8 French B2.1**

This course comprises 3 parts: language, texts and cultural awareness. Emphasis is put on acquiring more sophistication in all the essential skills: use of grammar, speaking, listening, reading comprehension and writing. Regularly, discussions are conducted in class to expand vocabulary on current issues and cultural knowledge. The study of literature constitutes an essential component of the course.

#### **Content**

##### Topics

- Multicultural identity
- Civil rights
- Work environment
- Citizenship
- A world for tomorrow

##### Grammar

- Present participle
- Indicative, infinitive, conditional
- Goals
- Cause and consequence
- Opposition and concession
- Hypothesis
- Time markers
- Reported speech

#### **Assessment Practices**

A variety of techniques are used in order to implement effectively the department's aims. These include:

- Listening comprehension: based on the ability to understand short dialogues or short stories.
- Speaking: based on the ability to communicate in simple everyday situations (role plays), to describe personal experiences (open ended questions), to make a presentation to the class, or to express opinions in debates.
- Reading comprehension: assess the ability to understand and report the main points of written texts (Vrai-Faux exercises, open ended questions etc...).
- Written work (This could be in the form of short descriptions, exercises, writing postcards, e-mails, letters, summaries, creative projects)

## **Resources**

### **Grade 6-7-8 French A1.1**

Adosphère 1, Hachette

### **Grade 6 French A1 et A2.1**

Adosphère 2, Hachette

### **Grade 7-8 French A1 et A2.1**

Le Kiosque 2, Hachette

### **Grade 6 French A2**

Adosphère 3, Hachette

### **Grade 7-8 French A2**

Le Kiosque 3, Hachette

### **Grade 6 French B1.1 et B1**

Adosphère 4, Hachette

### **Grade 7-8 French B1.1 et B1**

Le Mag 4, Hachette

### **Grade 8 French B2.1**

Le nouveau Rond-Point 3, Maison des Langues

## Science

The Science course in Grade 6, Grade 7 and Grade 8 is designed to study a foundation level of science. Its study fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations. Experimentation and modeling are used to develop and evaluate explanations, encouraging critical and creative thought. Students learn how knowledge and understanding in different topics from Biology, Chemistry and Physics are rooted in evidence.

### Grade 6 Science

#### **The objective of the program is to:**

- Understand the states of matter.
- Understand the basics of the living world through the ubiquity of cell structure.
- Identify and link the physical and biological components of the environment and to study the action of man on the environment.
- Formulate from field studies, questions that will serve as the thread of investigative approaches.
- Teach students to work in groups in the laboratory.
- Enable students to learn to observe in order to try to understand some physical or chemical phenomena.
- Recognize some acidic substances.
- Understand some basic electricity.
- Understand what energy is, where it comes from and what its forms are.
- Understand that matter can react by transformation.

#### **I. First marking period**

##### Part 1: Environment and Ecology

- Identify and explain areas of repartition of animals.
- Understand different factors of the environment.
- Explain what adaptaion is.
- Describe what food chains and food webs are.
- Be able to classify some animals.
- Identify the possible relationship of living with each other and the organization of environmental factors. These relationships are supported by observations and measurements made outside, they allow to make comparisons over time and space.
- Show that living things are producers and consumers of organic matter.
- Understand the transfer of material between living organisms in food chains.
- Recognise physical factors in our environment (light, temperature, humidity ...)
- Understand the relationship between changes in physical factors and the distribution of living organisms using concrete examples.

##### Part 2: Equipment and safety in the laboratory

- Recognize the name and use of certain materials in chemistry. Enable students to work safely in the laboratory.
- Identify safety signs and know how to deal with hazardous materials

### Part 3: Energy and Fuels

- Define and give examples of energies and fossil fuels.
- Define and give examples of renewable energies and their sources.
- Explain the advantages and disadvantages of different energy sources.
- Be able to use the unit of energy.

## **II. Second marking period**

### Part 4: The cell

- Know how to use a microscope and recognize its parts (laboratory work).
- Know the structure of cells and know the functions of each part.
- Be able to distinguish the morphological differences between animal and plant cells.
- Know that all living things are made of cells.
- Be able to recognize certain specialized cells such as nerve cells, muscle, etc...
- Differentiate cells, tissues, organs and organisms.
- Recognize a prokaryote of a eukaryotic cell.
- Understand that cell division is linked with growth.
- Prepare and observe onion cells under a microscope.

### Part 5: Acids and Bases

- Recognize acidic, alkali and neutral substances.
- Be able to measure pH using a pH meter or litmus paper.
- Be able to use the pH scale.
- Explain neutralization

## **III. Third marking period**

### Part 6: States of Matter

- Properties of liquids, gases and solids, and be able to use the Particle Theory to explain the states of matter. Work in the laboratory to observe the different states of matter.

### Part 7: Electricity

- Define dipoles.
- Understand the role of the generator (battery).
- Schematize circuit and make a pattern from the corresponding circuit.
- Recognize insulators and conductors.
- Identify the dangers of electricity.
- Be able to use various equipment to build different circuits.

## **Grade 7 Science**

The goals of Science education in the Grade 7 are cognitive, methodological and educational.

### **Objectives:**

- Know the most common functions of the human body events, the simple principles of transmission of life.
- Understand the living world beyond its diversity, unity and organization, from the biosphere to the cell.
- Be informed and know how to observe.



- Conduct manipulations, simple experimental setups, measurements.
- Communicate in a scientific field, orally or in writing (which requires mastery of languages in general and the specific scientific language in particular) but also by the scientific drawing.
- Use reasoning methods to classify, connect, and take a scientific approach to critical thinking.
- Develop understanding of healthy lifestyle and that biological functions may be affected by environmental characteristics and some individual or collective behavior.
- Be able to model concepts based mainly on observation and experimentation.
- Understand the concepts of mixtures and pure substances.
- Consider the three states of matter and the changes associated.
- Understand some characteristics of series circuits and parallel circuit.
- Understand some basics of the magnetic field that surrounds us and the origin of natural light with different sources.

### **I. First marking period**

#### Part 1: Equipment and laboratory safety

- Recognize the name and use of certain materials and chemical.
- Enable students to work safely in the laboratory.

#### Part 2: Atoms, elements and compounds

- The diversity of chemical elements from the periodic table.
- Characteristic of elements.
- Properties of solids, liquids and gases.
- Combination of elements.
- Simple chemical reactions.
- Writing simple equations.

#### Part 3: Electricity and Magnetism

- Know the properties of magnetic materials.
- Understand the laws of attraction between two magnets.
- The shape of a magnetic field around a magnet.
- Earth's magnetic field.

### **II. Second marking period**

#### Part 4: Mixtures

- Distinguish between a homogeneous mixture and a heterogeneous mixture.
- Understand the definition of a pure body.
- Separate the constituents of a heterogeneous mixture (decantation, filtration).
- Separate the constituents of a homogeneous mixture (distillation).
- Detect and identify of dissolution of gas in drinks.

#### Part 5.1: The digestive, respiratory and circulatory systems

- Entry of food into our body: the digestive system and its anatomy.
- Digestion (3 stages of food processing, the passage of nutrients in the blood, absorption of nutrients and nutrient consumption by the organs).
- Food hygiene (a balanced diet and the importance of brushing teeth).
- Gas exchange between the outside and inside of our body.
- The respiratory system anatomy.
- Respiratory gas exchange between the lungs and blood.

### **III. Third marking period**

Part 5.2: The circulatory system

- Gas exchange between the blood and organs.
- Respiratory hygiene (asthma, bronchitis, lung cancer and the effects of smoking).
- The transport of nutrients and respiratory gases in the body: blood circulation (blood composition, the different types of blood vessels and the heart)
- Blood circulation

Part 6: light and Sound

- Primary sources of light.
- The rectilinear propagation of light rays.
- Light scattering by illuminated objects.
- Sound properties.

## **Grade 8 Science**

### **Objectives:**

The objectives of teaching Science in Grade 8 are cognitive, methodological and educational.

The program is designed to introduce first the notion of diversity through the study of the phenomenon of deforestation coupled with the concept of photosynthesis. The study of air and the start of metals mark the end of the first marking period.

In the second marking period the knowledge acquired for the reaction of metals is consolidated and skills in physics are acquired through the theme of speed. The topic of reproduction in Biology is started towards the end of the marking period.

The last part of the program in the third marking period completes the notions of conception and contraception, and embeds the physics topics of energy and electricity.

The knowledge built in Science by the students in Grade 8, develops greater awareness regarding health and the environment and will help to solidify students' responsibility previously begun in prior years, and contribute to citizenship education.

### **I. First marking period**

Part 1: Diversity / Deforestation

- Deforestation
- Its origins and consequences
- A citizen behavior in regards to global warming

Part 2: Plants and photosynthesis

- The structures of the plant
- The needs of the plant
- The mechanisms of photosynthesis

## **II . Second marking period**

### Part 3: Air and Metals

- The composition of the air and its importance for life on Earth
- Combustion
- Reaction of metals with air
- Identification, properties and use of metals
- Reactions of metals with water and acids
- The reactivity of metals

### Part 4: Speed

- Definition and calculation of speed
- The concept of air resistance
- Asymmetric forces on moving objects

## **III. Third marking period**

### Part 5: Sexual reproduction - The transmission of life in humans:

- Developing the capacity to transmit life
- From conception to birth
- Contraception

### Part 6: Energy and electricity

- Identification of different forms of energy and their storage
- Energy changes
- The efficiency of machines
- The components of an electrical circuit
- Concepts and laws of voltage and current
- Resistance
- The dangers of electricity

## **Resources**

- Text books

Grade 6 CGP, KS3 Science Study Guide (with online edition), 2014 - Foundation

Grade 7 CGP, KS3 Science Study Guide (with online edition), 2014 - Higher

Grade 8 CGP, KS3 Science Study Guide (with online edition), 2014 - Higher

- Text books

Grade 6 Levesley, L et al, Pearson Longman, Exploring Science How Science Works 7 (online edition)

Grade 7 Levesley, L et al, Pearson Longman, Exploring Science How Science Works 8 (online edition)

Grade 8 Levesley, L et al, Pearson Longman, Exploring Science How Science Works 9

- Other Materials: Internet, Library books, Various Equipment's in the Laboratory.

# History

## Aims

- To develop an understanding of how history, geography and society play their part in the shaping of a community.
- To stimulate an interest in and an enthusiasm for the past and to appreciate its importance.
- To make clear how civilisations have developed by sharing ideas and finding ways to live together and to emphasise the results of intolerance between one group and another.
- To lay the foundations for the chronological study of history.
- To generate an understanding of the importance of the legacy of the past and its importance in modern times.
- To stimulate a critical and imaginative response to historical sources.
- To make clear the close relationship between geography, the environment and the history of humankind.
- To explore critically the causal relationship between events.
- To develop the students' ability to appreciate the difference between fact and opinion and to understand that written sources are rarely objective.
- To develop the reading and writing skills expected of students at this level.

## Grade 6

- The Neolithic Revolution
- The Fertile Crescent and the first civilizations
- Ancient Mesopotamian civilizations
- Ancient Egypt
- Individual research projects on civilizations from around the world
- Ancient Greece

## Grade 7

- The Roman Republic
- The Roman Empire
- The Impact of the Collapse of the Roman Empire
- The Growth of Islam in the Middle East, North Africa and Spain
- The Byzantine Empire
- Frankish Empire
- Feudalism in Europe
- The Church in Medieval Europe
- Factors contributing to the ending of that period called the Middle Ages

## Grade 8

- Background/Middle Ages
- Introduction to the Renaissance
- The Age of Exploration
- Reformation/Counter-Reformation
- Absolutism & the Construction of the Nation State

## Assessment of History in the Middle School

The pupils will be assessed by:

- tests and quizzes
- posters
- research projects
- oral presentations of topics to the class
- semester exams
- class participation
- field trip reports and analysis

## Resources

### Texts:

**Grade 6** The 6<sup>th</sup> grade students will be using internet-based resources on the ipads

**Grade 7** RJ Cootes, (1989) *The Middle Ages*, Longman Secondary Histories

**Grade 8** Armento et al, (2003) *Across the Centuries*, Houghton Mifflin Social Studies

**Other Materials:** Internet, library books, artefacts.

# Geography

## Aims

- To develop an understanding of our world, both natural and human.
- To develop an understanding of how history, geography and society play their part in the shaping of a community.
- To be aware of current events.
- To stimulate a critical and imaginative response to geographical sources.
- To make clear the close relationship between geography and the environment.
- To explore critically the causal relationship between natural and man-made events.
- To carry out field work and analyze results.
- To develop the students' ability to appreciate the difference between fact and opinion and to understand that written sources are rarely objective.
- To build a knowledge of detailed examples and case studies.
- To develop the reading and writing skills expected of students at this level.

## Grade 6

- Field trip to the Saas valley
- People and the Planet
- Mapping and Making Connections
- Plate Tectonics
- Earthquakes, Volcanoes and Tsunamis
- Rivers

The Grade 6 students begin their study of Geography with a trip to the Saas valley in the Swiss Alps. The course is then backed up by shorter trips to the local area, such as a river study and museum visits.

## Grade 7

- Weather and Climate
- Sustainable Development
- Population and Demographics
- Energy - A Key Resource
- Coasts

## Grade 8

- Development
- International Trade
- Tourism
- The Lithosphere
- Migration
- Globalisation

## Assessment of Geography in the Middle School

The pupils will be assessed by:

- tests and quizzes
- posters
- research projects
- oral presentations of topics to the class
- semester exams
- class participation
- field trip reports and analysis
- field work

### Resources

#### Texts:

**Grade 6**          Gallagher, Parish et al, (2008) *Geog.1*, Oxford University Press

**Grade 7**          Gallagher, Parish et al, (2008) *Geog.2*, Oxford University Press

**Grade 8**          Gallagher, Parish et al, (2008) *Geog.3*, Oxford University Press

**Other Materials:** Internet, Library books

# Art

## Aims

- To give all students the opportunity to realise their potential in the Visual Arts experience and to promote talent.
- To teach the creative skills needed to develop visual perception.
- To enable students to express ideas and feelings through Art.
- To record from observation.
- To design and create artefacts.
- To develop the students' understanding and enjoyment of Art by encouraging investigation of a wide range of cultures. To help students to make connections to other subject areas.
- To introduce a variety of artistic techniques and consolidate knowledge.

## Content

Middle School Art is a sequential programme. Projects include investigating different forms of Art within cultural and historical contexts. Each unit of investigation focuses on relevant new vocabulary and encompass essential questions to challenge and encourage student's understanding and appreciation of the subject. Projects become increasingly challenging throughout the years, and focus on the elements and principles of design in Art:

### Grade 6 Art

- To draw from observation.
- To primarily investigate the theory of colour, perspective, symmetry, and a 3D project, within the horizontal curriculum of the IMYC.

### Grade 7 Art

- To draw from observation.
- To focus on the use of texture and pattern, with a variety of media. Projects include themes related to natural and man-made forms.
- To investigate ways of seeing and recording perspectives, both realistic and imaginative.
- To develop students skills and creativity within the horizontal curriculum of the IMYC.

### Grade 8 Art

- To draw from observation.
- To study portraiture using a variety of techniques and media.
- To develop an appreciation of abstraction and expression in Art.
- To develop students' personal response to specific themes, with reference to different cultures, applying various techniques, including three dimensional projects.



## **Assessment**

Students are provided with numerous formative assessment opportunities to develop their work and strengthen their skills. This includes exercises and preparatory work in class, and homework completed in their sketchbooks. Final summative works draw on the knowledge learnt and skills developed during the formative assignments.

Evaluation criteria:

Composition: good use of the elements and principles of design.

Creativity: good ideas and imagination.

Technical skills: selection and control of materials.

Concept: How the student developed their ideas. (evidence in sketchbook). Research.

Development: Fully developed final work.

## **Resources**

The resources provide a wealth of Fine Art materials, including facilities for drawing and painting, print-making, ceramics, glass-painting, textiles and sculpture. There are research materials including art books, magazines and computers.

# Music

## Mission

Middle School Music Programme strives to develop in all students the skills, knowledge and understanding to become excellent performers, listeners and active participants in music. Students will develop good judgment and a life-long love of music in all forms.

## Aims

- To give each student the opportunity to realise their full potential in the musical experience and to promote talent.
- To develop instrumental skills on their chosen instrument.
- To develop and train the changing voice.
- To involve students in music concerts and recitals both in groups and individually.
- To be able to discern different musical styles in their historic context.
- To support spontaneous musical improvisation through playing and singing.
- To encourage students to take responsibility for themselves, to show responsibility, co-operation and respect for others.

## Grade 6/6ème, Grade 7/5ème and Grade 8/4ème Music

Playing an instrument in Middle School is a compulsory part of the music course and we are delighted to offer all students at CdL this special opportunity. Learning to play an instrument is fun, challenging and rewarding but also, we know from research, that learning an instrument is associated with enhanced verbal ability and non-verbal reasoning. Moreover, it gives each student the need for self-expression and creative development.

**Course Description:** Students will follow an integrated music course of instrumental performing, singing, listening/responding and theory of music. The three instrumental performing options are: -

- **Wind Band:** flute, clarinet, oboe, saxophone, trumpet, trombone, baritone and percussion.
- **Classical Guitar Ensemble**
- **Keyboard**

It is important to note that all students are required to have an instrument to practice at home. Music staff will be able to advise parents on the approved instrument to purchase as well as advice on where to purchase such instruments.

All groups will **study theory of music** as well as technique related to their instrument. They will all **develop the voice** through the period of change, singing an appropriate selection of songs for their voice type. Students will learn to sing in harmony.

The **Listening and Responding** course continues to analyse a wide selection of different styles and forms of music from Baroque to 20<sup>th</sup> Century. Students learn to understand concepts through Performing and Listening. Listening assessments take place at least once in each marking period.

**During the first year**, students who have not played an instrument will learn the basic techniques on each instrument. Private lessons are encouraged, since this will help accelerate their progress. Students already learning to play an instrument will be given extension material to study and play. All students prepare for a concert during the year, where they all sing and play in Wind Band or Guitar Ensemble. Please note that keyboard players will perform solos at a keyboard soirée to their parents.

The second and third year **guitar course** will further the basic skills of playing classical styles and expand the technique. Chords, and jazz chords are taught together with song writing. All students prepare for and perform at school concerts, the dates of which are posted on the Music calendar.

The second and third year of the **keyboard course** builds upon the technique established in the first year, developing and extending use of the left hand. An individual study programme is introduced for each student. All students prepare for a keyboard soirée, the dates of which are posted on the Music calendar.

In the second and third year of the **wind course**, students will continue to learn the basics of instrumental music, whilst broadening their performing repertoire. All students prepare for and perform at school concerts, the dates of which are posted on the Music calendar.

### **Assessment**

50% Performing: At least two pieces are assessed in each marking period.

20% Listening and Responding: At least one written listening test is given each marking period.

20% Theory.

10% Singing .

**NB. Meritas Music Festival:** Selected students will have the opportunity to audition for this festival but need to be playing in the after school Wind Bands, orchestras or choirs.

## CSL Program

**The CSL program includes a combination of two core areas: Touchpoints and Life skills.**

At various times in the year, students focus either on Touchpoints objectives or CSL skills (College and Careers/Study Skills/Life skills).

### **Touchpoints Aims**

- To assist students in developing higher order thinking and problem-solving strategies.
- To give students a profound understanding of the global challenges facing our world and a sense of their own involvement in meeting these challenges locally.
- To provide students the opportunity to become part of a global community by working collaboratively across the Meritas Family of Schools.

### **Life Skills Aims**

- To assist students in thinking about careers and the path through university to reach a career that would suit their own interests and personal strengths.
- To develop study skills appropriate students' development and learning styles.
- To help students hone life skills, including friendships, personal development, problem solving, adjusting to change, and fitting into the realms of school, family, and society. Each of these areas of study will help promote social and emotional well-being.

## ICT Program

### Computer Education Aims

This course is taken by all students in Middle School (one lesson per week). It is aimed at consolidating basic computing skills.

### Content

Students cover basic skills in:

- Spreadsheets
- Word documents
- Presentations
- Online software (Edmodo, eportfolio, Prezi, Scratch, Dropbox, showbie)

It is intended that students will be able to apply their skills to cross-curricula work.

### Expected Learner Outcomes

The students should be able to:

- Be aware of safety issues involving computer usage. Understand the importance and responsibility of changing technology.
- Format data, use simple formulae, functions, scales and convert data to charts.
- Use Word and/or Pages to produce a variety of documents including PLPs, Posters, Cover Pages
- Manipulate images.
- Create online presentations.
- Use the Internet to cross check websites to verify information

### Materials

Most of the course will use online tutorials and interactive materials to be used with computers and/or iPads

## Physical Education

The PE/Sports program is an important aspect of student life at Collège du Léman. Our program plays an important role in our school's mission and objectives. Our "whole child" approach to education pays attention to learning both inside and outside the classroom. Along with our objectives such as skills, sportsmanship and knowledge development, the foundation of our program is to contribute and encourage our students to pursue their interests and to have positive experiences that will lead to a healthy and life long participation in physical activities. Students in the PE classes are mixed with both the French and English program to provide a bilingual experience.

### Aim

- To assure the development of a level of physical fitness that will allow the student to lead a healthy and active lifestyle.
- The development of motor skills to enable the student to participate in a broad and balanced range of physical activities.
- To develop knowledge, understanding and appreciation of physical activities and sports that will lead to lifelong participation.
- The development of character and personality, the capacity to be cooperative, perseverant, combative yet respectful of others and of the rules.
- To encourage the students to pursue their interests, to develop self-esteem and to have positive personal experiences through physical activities.
- To foster and develop appreciation and respect for cultural diversity, for the well-being of the school establishment and society in general.
- To assist in the development of a relevant relationship between experiences in physical education and knowledge acquired in other areas of the school curriculum, notably in the teaching of health, hygiene and basic physiology subjects.

## Content

All lessons begin with a warm up fitness segment, during which calisthenics including: flexibility, strength building, coordination and endurance exercises are performed. Conceptual explanations of basic exercise physiology, general health, nutrition, sportsmanship issues, and sports rules are discussed within our curriculum.

### **Week 1 – 5: Soccer**

- Basic skills development: passing, shooting, dribbling, ball control, heading, goalkeeping.
- Team play: rules, etiquette, principles of play, positional play, tactics.
- Games (assessment of students)
- Section is concluded with skills test/House Tournament

### **Physical Conditioning**

- Low impact tests of coordination, strength, flexibility, endurance for the general assessment of student
- Circuit training, relay races, jump rope, medicine balls
- 1 - 4 km runs through forest
- Section is concluded with test (1.5km race)
- Meritas Physical Fitness Test (done twice a year)

### **Week 6 - 12 Floor Hockey**

- Basic skill development: Shooting, passing, moving with puck
- Team play: rules, etiquette (emphasis on safety), principles of play, placement and spacing
- Games (assessment of students)
- Section is concluded with skills test/House Tournament

### **Basketball**

- Basic skills development: pass, dribble, shooting (lay up, outside) pivot, jump stop, rebound, defence technique
- Team play: rules, fastbreak, defence, half court offence fundamentals
- Games: three on three (half court)
- Five on five (full court)

Section is concluded with skills test

### **Week 13 – 14 Table Tennis/ Badminton**

- Basic skills development: forehand, backhand, service, drop shot
- Games/exercises

### **Week 15 – 19 Gymnastics**

- Tumbling: front, back and straddle roll, frog stand, head stand, hand stand, cartwheel, bridge, knee jump
- Mini tramp / horse: 180° turns, 360° turns, spread eagle, front flip, controlled jumps
- Coordination exercises: jump rope, juggling, balance beam.
- Trampoline: Controlled jumps: seated, standing, knee, back, series (routine)
- Section is completed by floor exercise tests (emphasis on safety)/House Gala

### **Week 20 - 24 Volleyball**

- Basic skills development: pass, reception, service, smash, block
- Team play / Games: rules, principles of play

**Week 25 - 30                      Track & Field**

- Basic technique development: high jump, long jump, shot put, javelin, ball throw, sprint, relay
- Rules of competition.
- Section is completed by sports day track and field House meet (participation is mandatory)

**Week 30 - 35                      Softball/Ultimate Frisbee/Flag Football**

- Basic skills development: catching, throwing, batting.
- Team play: rules, principles of play.

**Assessment**

The criteria used in the assessment of student performance (grades) include: results and sports performance, effort shown, sportsmanship demonstrated, improvement, consideration given to participation on sports teams. Self assessment (termed 'personal best') is encouraged by the PE teachers.



## MIDDLE SCHOOL OPTIONS PROGRAMME: Grades 7 and 8

### DESCRIPTION OF COURSES 2015-2016

In the Middle School we are convinced that the development of the artistic and creative talents of our students, together with the development of their observational, scientific and linguistic skills, are an essential part of their education. In grades 7 and 8, the Middle School Options courses give students the opportunity to experience, or to further develop, their interest in a number of subjects.

The courses offered are: **Algorithms & Programming, Arts and Crafts, Club de Lecture (Reading Club), Creative Writing, Dance, Debating, Digital Photography, Drama (full year), Food Science, French (for ESL students only), Global Issues, Infographisme (Computers), Journalism, Music Technology, Public Speaking, Science Club and Video Production.** Except for Drama, all courses will last for one Marking Period only, so that students will do **3 Options in each year**. Options will consist of **one double period per week**.

To encourage students to take responsibility for their own progress and to enable them to develop more freely, without having to worry about a graded performance, students in the options courses are not assessed with a grade. Instead, a comment indicates whether they are performing above, on, or below the standard expected for the course. Options courses are not included in students' GPA. The Francophone and Anglophone students will be mixed during the Options to allow a greater variety of choice. A brief description of the various options is provided below, with the English and Bilingual courses described in English, and the French courses in French.

#### **Algorithms and Programming (Bilingual – instructed in English and French)**

The algorithmic course aims to lay the foundations for describing tasks necessary for writing algorithms, with emphasis on practice. The algorithm is found in all scientific, technical or computer (video games, scientific simulation, 3D design software etc.), hence the importance of knowing the basics. It is also a topic studied in mathematics. This option will address, in a practical, logical different exercises and use multiple programming languages.

#### **Arts and Crafts (Bilingual – taught in English and French)**

**Grades 7 and 8:** This course is a hands-on class. The course gives students the opportunity to develop their creativity by hand producing and decorating a variety of objects, and experimenting with a variety of mediums, thereby developing new skills and techniques. Students are introduced to the art of different cultures from around the world for inspiration, and to increase their awareness of the numerous uses of Art in everyday life.

#### **Club de lecture/Reading Club (taught in French)**

Option pour les 5<sup>ème</sup> et 4èmes francophones ou tous ceux qui souhaitent lire en français. Cette option n'est ni un cours de français, d'orthographe ou de grammaire. Pas de livres imposés ou de genres exclus. Venez parce que vous adorez lire ou au contraire parce que vous ne le faites pas assez souvent chez vous !! S'inscrire au Club de lecture, c'est vouloir s'évader en lisant, échanger ou faire découvrir des romans, des séries, des collections .... Découvrir des genres (roman, bande-dessinée, manga, poésie.....), des adaptations cinématographiques ou diverses approches d'un même thème. Mais découvrir aussi des lieux, des personnages, des histoires..... inoubliables.

Echanger en donnant son point de vue sur un livre ou une bande dessinée, en rencontrant des auteurs, en créant des bandes-annonces ou en rédigeant des articles pour la Newsletter.... Faire découvrir des livres à de jeunes enfants en organisant des animations dans les petites classes, en mettant en place des animations autour du livre, en enregistrant des textes ou en organisant des expositions sur des thèmes divers.

Les élèves de ce cours lisent, rédigent des articles sur des supports variés, organisent des animations et participent à des rencontres ou à des forums selon le calendrier et l'actualité.

### **Creative Writing Arts Options (taught in English)**

With the increasing demands on students to write analytically for academic courses, they sometimes miss out on the most pleasurable side of self-expression: Creative Writing. This course is for students who have a good to advanced command of English and are motivated and committed to improving their creative writing. Different genres will be explored based on student interest, such as: poetry, short story, character sketch, journals, fairy tales. Students will receive feedback on their pieces and work together to give peer feedback. They will explore different methods to release their creative energy, from brainstorming and organising thoughts to playing with words and figurative language.

### **Dance (Bilingual – instructed in English and French)**

In this course students have the opportunity to participate in a variety of dance styles. They articulate moves in relation to space and relation to others. The students become aware of various speeds and rhythms of music and movement and learn to apply movements to music. Dance students participate in the Middle School Performing Arts show and may be invited to the Arts Festival organised by Meritas.

### **Debating – for fluent speakers (taught in English)**

In this course students will learn the art of debate. Students will develop critical thinking and analytical skills along with logic and impromptu speaking techniques to defend opposing sides of social issues. Students will also focus on research skills and further develop an interest in political and current events. Other skills such as oration, persuasion and declamation will be explored.

### **Initiation au débat (taught in French)**

Historiquement, la pratique du débat est liée, sur l'agora grecque, à l'émergence de la démocratie. Plus tard, la philosophie des Lumières établira un lien étroit entre la naissance de l'État démocratique moderne et l'existence d'un espace public assurant droit d'expression et confrontation des opinions. « Savoir débattre » est donc une compétence clef de l'éducation, une façon pour les élèves de faire l'expérience, en classe et dans l'établissement, d'une parole publique et responsable. L'apprentissage de la discussion aidera à construire un discours, avant de philosopher en terminale. Aussi, dans une école où souvent l'écrit domine, l'oral s'affirme désormais dans les programmes, et notamment à travers la notion de débat argumenté (l'argumentation, introduite dès la sixième, occupant une place essentielle dans les programmes de Français ou d'Histoire notamment, à partir de la classe de troisième). Le débat doit aussi être à l'école outil et support d'enseignement. En effet, l'importance, dans le processus d'apprentissage, de la confrontation des idées entre élèves favorise l'évolution des représentations. L'interaction, la coopération et la confrontation facilitent un rapport constructif au savoir. Plusieurs grands thèmes seront abordés aux cours des deux années : Qu'est-ce qu'un débat ? (le sujet, l'organisation, la préparation des arguments, les règles à respecter, le bilan de la discussion)

Thème 1 : Libertés individuelles et collectives (libertés d'expression, politiques, religieuses etc. et leurs limites)

Thème 2 : Droit et Justice ; Thème 3 : Égalité, identité et discriminations ; Thème 4 : Sécurité et risques ; Thème 5 : Les solidarités et l'engagement individuel ou collectif ; Thème 6 : Les médias

### **Drama/ Art Dramatique - (Bilingual – instructed in English and French)**

Students will work on improvisation, teamwork and performance techniques. Voice projection, comic timing and the creating of atmospheres will all be covered, leading to a team project which involves the whole group in a performance.

L'objectif est de sensibiliser les élèves au jeu théâtral par le travail individuel et en groupes qui inclut : la découverte de son propre corps, l'appropriation de l'espace, les exercices spécifiques de diction, les jeux de rôles, la mise en scène de saynètes et d'extraits du répertoire classique.

Une fois la pièce de théâtre choisie, une nouvelle étape prend place pour les élèves : analyse du scénario et des personnages puis auditions et choix des rôles par leurs pairs. Le groupe fait des propositions pour la création de décors et de costumes. Puis commencent le travail personnel de mémorisation des rôles, le travail de groupe par petits ateliers et les répétitions sur scène en vue du spectacle.

### **Food Science (taught in English)**

Goals: To introduce the idea of how scientific principles are used in everyday cooking (these are the tried and tested traditional methods based on science). To introduce the idea that food can be made to be healthy and tasty. To demonstrate that cooking can be a source of joy. Topics covered will be nutrition, thickening, aerating, preserving, enriching, flavouring, and setting.

### **French for ESL students only - (taught in English)**

This course is open to ESL students who wish to follow an introductory course in the French language. During this course, students will have the opportunity to familiarize themselves with French culture and country. Students will acquire the basics in French grammar through the use of various recreational activities (board games, role playing and memory games). They will also view films, create posters, find French recipes and participate in interactive games to learn French vocabulary. At the end of the course, students may submit a brief oral project of their choice in French.

### **Global Issues (taught in English)**

In Global Issues, students choose relevant world issues they are interested in and teachers lead them in research and activities that promote a deeper understanding of these topics. Topics may include Child Labour, Free Trade, Global Fashion, Deforestation, Natural Hazards, for example.

### **Infographisme/Computers (taught in French)**

5ème: Introduction aux différents éléments liés à l'infographie tels que : couleurs, icônes, polices et médias numériques. Introduction à la retouche d'image avec des exercices de base sur Adobe Photoshop. Présentation et utilisation des outils en ligne de retouche d'image et la possibilité de profiter de la gratuité des services web interactifs tel que Picnik. Les élèves sont également initiés à la troisième dimension et à l'utilisation de logiciels permettant de créer des éléments et objets dans un monde virtuel.

4ème: Étude avancée du logiciel Adobe Photoshop avec utilisation des couches et la manipulation d'image de fond pour créer des réalités virtuelles. Les élèves apprennent à utiliser des images de type HDR ou imagerie à grande gamme dynamique, puis à les fusionner dans Adobe Photoshop. Les divers effets et techniques d'optimisation de la qualité de l'image sont aussi revus. Afin d'identifier l'oeuvre d'art numérique réalisée par chaque élève, ils vont créer un code QR personnel et l'appliquer à chaque image présente dans leur dossier. Un exercice sur les graphiques vectoriels permettra aux élèves de se familiariser avec des images vectorielles et les divers avantages de ce format. Ils devront aussi développer différents types d'objets avec le logiciel de modélisation 3D Google Sketchup, apprendre à importer des composants existants et les intégrer de manière homogène dans leur environnement 3D.

### **Journalism (taught in English)**

Writing for the Middle School Magazine and the Yearbook.

**Journalism (grade 7):** Good level of English required (not for ESL students). In Journalism 7, students focus on the study of journalism theory and practice. This theory includes the 5W's of a news story, different types of articles (i.e. opinion, feature, column, and sports), bias in news, and fact vs. opinion. Students practice writing different types of articles with the goal of contributing to the Middle School Magazine, which will be published 3 times per year.

**Journalism (grade 8):** Good level of English required (not for ESL students). In Journalism 8, the aim of the course is to examine and write a variety of journalistic styles. Initiative, style, effort, ICT skills and teamwork are the focus for the work. As the students practice their writing skills they contribute, manage, edit and market the Middle School Magazine. This provides students with a first taste of what it is like to be in a journalism team. Throughout the year the students document the events and goings on of the Middle School for the Yearbook. This involves a great deal of photography and design using Photoshop and Picnic. The students take control of the editing decisions and are all made responsible for various sections of the Yearbook.

### **Music Technology (taught in English)**

Music Technology is a 10 week option course open to G7/5ème and G8/4ème. In this course, students will learn how to input musical ideas using MIDI and audio sequencing skills. Students will demonstrate these skills using music software such as Garage Band and Audacity. They will have full use of the iMac suite in Music Department. On completion of this course, students will have a composition that they arranged, edited and exported.

### **Photography (taught in English)**

Are you a photographer? Do you ever post photos online? Want to make the most of whatever equipment you have to take better pictures? Come and learn the basics of photographic composition. We will look at techniques to take better shots of anything, with anything, anywhere; people, objects, places... All you need is a device to take pictures and a way to get the pictures from it onto our system. You will finish with a body of photographs and a much clearer developed idea of what makes a good one. **Students must provide their own cameras (all forms of cameras are welcome).**

### **Photographie (taught in French)**

Dans cette option, les élèves apprendront ce qu'est une photo, de quoi elle est faite et comment jouer avec les paramètres disponibles sur un appareil photo digital. Ils vont découvrir que réaliser une bonne photo requiert de suivre des règles de bases de composition. ISO, vitesse d'obturateur et aperture ne seront plus des secrets.

Ils apprendront à faire des retouches avec Adobe Photoshop et comment obtenir le meilleur de leurs photos à l'aide des filtres et effets.

A la fin de la période, ils créeront un portfolio réalisé avec Microsoft Publisher qui contiendra leur travail. Ceci sera présenté sous format papier et également intégré à l'iPad.

### **Public Speaking Arts Options (taught in English)**

In this course students will learn to speak in front of an audience. They will explore verbal and non-verbal communication skills as well as write and give their own speeches. Students will delve into genres such as declamation and oration. We will listen to famous orators and analyse their techniques. This course is only offered in the first marking period as all students will prepare for Meritas Academic Olympiad try-outs in the areas of Declamation and Oration.

### **Science Club (taught in English)**

These options explore topics not covered in detail during obligatory Science lessons.

#### **Grade 7: Astronomy and Life**

Astronomy is the study of the universe, stars, moons, planets, constellations, etc. Students will learn how to identify and name planets, major stars and some constellations. They will come to appreciate the uniqueness of our planet and investigate possibilities for life on other planets and moons. There will be at least one night viewing activity/excursion. A focus will also be made on the huge contributions made by key scientists in their study of space and time – e.g. Galileo, Kepler, Newton, Einstein.

#### **Grade 8: Rocks and Fossils**

In this unit, students will study the Earth, its rocks and fossils. The approach will focus on the huge discoveries made in these areas by key scientists. There will be at least one activity/excursion involving fossils.

### **Video Production (taught in English)**

Creating a good movie is more than just pointing a camera. Students will learn to take a theme, create a 'story board' for planning their video, directing the best shots, then editing the movies using iMovie. Introduction to special effects (like 'Green Screen') will help make movies with an even bigger impact. Projects will involve school-related events and themes. The final edits may be on the school website, shown in assemblies and homeroom, or stored on DVD.