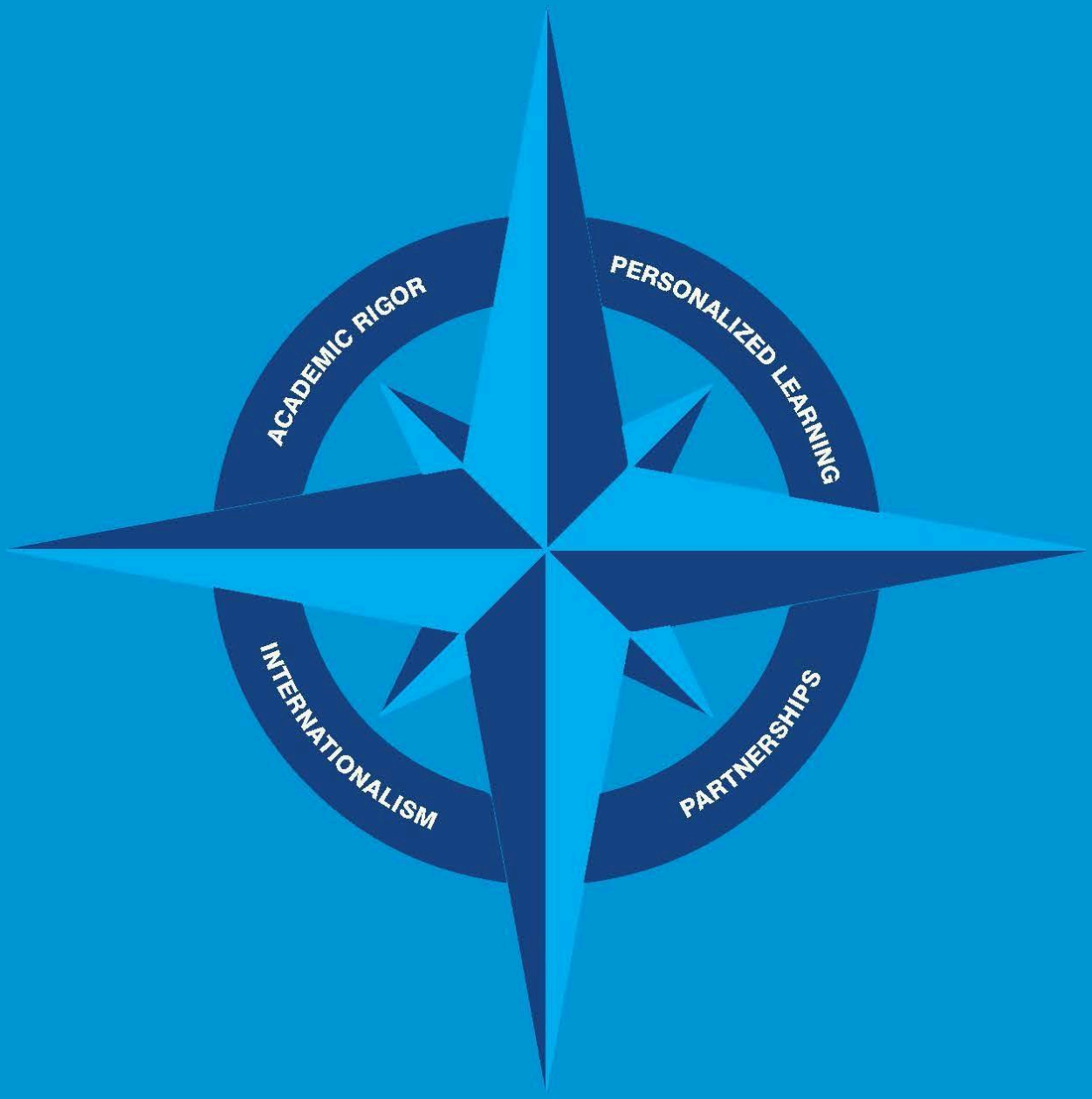


Upper School

Curriculum Guide

2026-2027

LÉMAN MANHATTAN
PREPARATORY SCHOOL

Table of Contents

Table of Contents **1**
Part I: Guiding Statements **3**
Mission 3
Vision 3
Values 3
Inclusion Statement 3
Léman Manhattan Academic Plan 4
Léman Manhattan Four Pillars 5
Part II: Support Services **6**
Language Policy 6
English For Speakers Of Other Languages Program 7
Student Support Services 8
Learning Support Services 8
Standardized Testing 9
College Counseling 12
Technology, Library, and Information Connections 13
Advisory (Grades 6-12) 14
Part III: Student Life **15**
Athletics 15
Extracurricular Activities, Clubs, And Athletics 16
Part IV: Academic Offerings **21**
Middle School Program (Grades 6-8) 21
Sample Course Progressions (Grades 6-8) 22
High School Program (Grades 9-12) 23
High School Graduation Requirements 24
Sample Course Progression For Grades 9-12 25
The International Baccalaureate Diploma Programme 26
The IB Diploma 'core' 28
IB Course Options At Léman Manhattan 30
Course Pathways And Descriptions By Department 31
English For Speakers Of Other Languages (ESOL) Department **31**
Middle School ESOL Course Descriptions 31
Upper School ESOL Course Descriptions 31
Fine Arts Department **32**
Music Department Courses Descriptions 33
Theatre Department Course Descriptions 36
Media Arts Department Course Descriptions 39

Visual Arts Department Course Descriptions..... 40
Language Arts Department..... 43
Language Arts Department Course Descriptions..... 44
Mathematics Department..... 50
Mathematics Department Course Descriptions..... 50
Physical Education Department..... 53
Physical Education and Health Department Course Descriptions..... 53
Health and Wellness..... 54
Physical Education Electives..... 55
Science Department..... 57
Science Department Course Descriptions..... 58
Science Electives..... 63
Social Studies Department..... 65
Social Studies Department Course Descriptions..... 66
Social Studies High School Electives..... 70
World Language Department..... 73
World Language Course Descriptions..... 75
French..... 75
Mandarin..... 76
Spanish..... 77
French..... 79
Mandarin..... 80
Spanish..... 81

Part I: Guiding Statements

Mission

Léman Manhattan is an International Baccalaureate World School that delivers an academically rigorous program and sets high expectations for students from early childhood through 12th grade. Serving our local neighborhoods and a diverse international community, we prepare students with the knowledge, confidence and fluency they need to engage in a rapidly changing world.

Léman challenges students' intellect and inspires their creativity. We encourage them to think critically and work collaboratively. Celebrating each student's individuality, we foster the skills they need to grow in mind, body and spirit. Our unifying mission is to instill a positive outlook in each of our students and a certainty for all they can achieve in life.

Léman Manhattan. Each student, future prepared.

Vision

The greatest lasting impact of a Léman education will be the achievement of our students and the contributions they make to their communities and to the world.

Preparing each student for a future filled with personal growth, fulfillment and success defines, unifies and inspires everyone and everything we do at Léman Manhattan.

Values

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

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

Inclusion Statement

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

communication is integral to fostering a just and harmonious place of learning.

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

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

Léman Manhattan Academic Plan

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



Léman Manhattan Four Pillars

At the foundation of our Academic Plan are our Four Pillars: Academic Rigor, Personalized Learning, Internationalism, and Partnerships. These pillars guide how we approach every area of the Academic Plan. Each element of the plan - whether curriculum design, assessment, community practices, or college readiness - draws strength and direction from the pillars.

Academic Rigor
Creating an environment which engages, challenges, and supports each student to take risks, activate curiosity, and think creatively in new and meaningful ways to develop and demonstrate deeper understanding.

Personalized Learning
Using assessment to create differentiated learning experiences for our students based on their abilities, their interests, and their style of learning.

Partnerships
Grounding our community connections, internships, and collaborative relationships that extend learning beyond the classroom, while also expanding access to varied, real-world experiences through the Collegio Institute.

Internationalism
Creating upstanding citizens who appreciate and thrive in a diverse learning environment that builds awareness of other cultures and acknowledges that they are part of a global community.



Part II: Support Services

Language Policy

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

Guiding Principles

At Léman Manhattan, we:

1. Foster in students the ability to think and express themselves with precision, clarity, confidence, and imagination in at least one language other than the mother tongue. Provide an appropriate language and learning program in order to allow all students to access their curriculum in a supportive environment.
2. Involve all teachers in the language-teaching process, as language and learning are inextricably linked and fundamental to learning.
3. Value the student's first language and literacy as the foundation for second and third language acquisition and development. These are essential in establishing a firm foundation for thinking processes, in maintaining cultural identity, and in developing communicative and literacy competence.
4. Engage in meaningful and authentic learning experiences with well-designed programs since language acquisition and learning take place best in such an environment.
5. Firmly believe that language development in more than one language fosters personal growth and is essential to the development of international understanding.
6. Employ a variety of instructional methods in all areas of the curriculum to develop skills in reading, writing, speaking, and listening in the three communicative modes: interpretive, interpersonal, and presentational.
7. Provide opportunities for teachers and administrators to participate in relevant professional development in the areas of linguistic and cultural awareness.
8. Integrate the expression of cultural and linguistic heritage into all programs and facilitate cultural exchanges through the curriculum and special events.

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

1. English is the primary medium of instruction; teachers work collaboratively to provide a program of English language learning for all students to address their academic needs.
2. All staff members are language teachers, independent of their core specialties, and are responsible for addressing and meeting the needs of all students of diverse linguistic and cultural backgrounds.
3. Parents are made aware of their important role in ensuring the development of their children's mother tongue and are encouraged to do so through a range of strategies to support their child's education, including enrollment in a mother tongue program.
4. At Léman Manhattan, we believe that ELL students are best educated in a sheltered

instruction environment. When possible, our ELL students are instructed in a mainstream setting with ELL push-in and pull-out support, providing them access to content area standards as they develop English proficiency.
5. Students are supported with ESOL classes based on their English levels.
6. All staff members understand the needs of those students being educated in a language.

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

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

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

English For Speakers Of Other Languages Program

The ESOL (English for Speakers of Other Languages) program supports students who are learning English as an additional language through tailored instruction that develops both academic and social language skills. In the **Lower School**, ESOL is provided through a mixed-level pull-out class that focuses on building foundational English skills in a small-group setting. In the **Middle School**, students also attend a mixed-level pull-out ESOL class, where instruction is adapted to meet the diverse language needs of students as they engage with more complex academic content. At the **High School** level, students are placed in leveled ESOL classes according to their proficiency: ESOL 2 corresponds to CEFR level B1 (Intermediate), ESOL 3 to CEFR level B2 (Upper Intermediate), and ESOL 4 to CEFR level C1 (Advanced). All ESOL classes focus on developing skills in Listening, Speaking, Reading, Writing, and Grammar, and instruction is delivered through collaborative projects, research tasks, and individualized assignments. Please note that ESOL classes are designed for students who have been identified as needing targeted English language support.

Léman Manhattan assesses all incoming students who may require English language support. All ESOL students are reassessed annually at the end of the school year using the WIDA assessment to determine appropriate placement for the following academic year. ESOL becomes optional for students who achieve a composite WIDA score of 5.5 or a minimum score of 5 in each language domain (listening, speaking, reading, and writing), as they are considered linguistically proficient for full participation in mainstream classes.

Student Support Services

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

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

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

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

1. Students build self-confidence and better prepare themselves to be lifelong learners by developing self-advocacy skills and by understanding their individual learning needs.
2. It is important to work with the whole student (intellectually, socially, emotionally, and physically) from a position based on the student's strengths in an effort to address areas of concern.
3. Learning styles may change as the child grows and developmental differences need to be considered, therefore resources should be flexible and allocated as needed.
4. An effective student support program requires a team approach with all team members sharing responsibility for the student's learning. Teams may include students, parents, teachers, student support personnel, and administrators.
5. Staying current with research and best practices helps the team determine how to address student needs.
6. An effective support program is articulated in PK through Grade 12, including procedures and policies, assessments, entrance and exit criteria, transition plans, and other essential components.

Learning Support Services

Student Study Teams

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

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

Standardized Testing

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

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

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

Preliminary Scholastic Aptitude Test (PSAT) For Sophomores
The PSAT is administered to all students in Grade 10. The purpose is to give sophomores an opportunity to practice taking a standardized test in preparation for the following year, and to familiarize them with test-taking during the college application process. Counselors will distribute score reports to students in Advisory and review the content and breakdown of the results to help students best comprehend them. The results of this test will not be shared with colleges or other institutions.

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

Typically, students should not prepare or study for this test but are encouraged to familiarize themselves with its format by PSAT information on the College Board website, thoroughly reading through the PSAT booklet, taking the practice test included in the distributed booklets, and by completing SAT practice on Khan Academy (both independently and during designated advisory periods). This is meant to give students experience with a standardized test, while assessing their ability in each of the sections, and developing an academic plan to increase their scores the following year—all without adding pressure to the workload during sophomore year.

Preliminary Scholastic Aptitude Test (PSAT) For Juniors
The PSAT is administered to all students in Grade 11. The purpose of this test is to prepare students for the SAT used during the college application process. The PSAT can also be used to assess the qualifications for the National Merit Scholarship, National Achievement Scholarship, and National Hispanic Scholarship programs. Students whose scores determine qualification will be notified with further instructions.

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

Students should prepare for this test by reading through the PSAT booklet that is distributed to them prior to the test date, taking the practice tests included in the booklet, and by completing SAT practice on Khan Academy (both independently and during designated advisory periods). Students can also study using PSAT preparation books and the PSAT results and original test booklets from the 10th Grade to help them develop their test-taking skills.

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

Registration material for the SAT is available on the College Board website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should register for a College Board test on the website using correct and consistent personal information during both the registration process and on the actual test, or scores will be delayed or disqualified. Students are encouraged to take the test with the optional Writing section, in order to meet the requirements of certain colleges.

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

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

Students should prepare for this test as much as possible using accessible resources to familiarize themselves with the test. The Library and College Counseling office at Léman Manhattan have SAT study-skills booklets, test-taking techniques and strategy guides, and practice tests for students to borrow. Students should also complete SAT practice on Khan Academy (both independently and during designated advisory periods). Counselors will coordinate SAT test prep courses through

independent organizations for juniors and seniors or make suggestions for prep courses. Information about test prep is provided after students take the PSAT 10 in their sophomore year.

ACT College Readiness Assessment
The ACT is a standardized test that students can choose to take and use for the college application process. Students may use either the SAT or the ACT in the college admissions process. Typically, students take the ACT in junior and/or senior year. Students are encouraged to consider taking the ACT at least once, along with the SAT, to determine which test they feel most comfortable and confident taking. Mock exams are also offered to assist students in deciding whether to take the ACT or SAT.

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

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

Test Of English As A Foreign Language (TOEFL)
International students, whose first language is not English, are required to take the TOEFL as part of the college application process. While some colleges will waive this requirement if a student has attended at least four years of high school in the United States, some will not. Colleges and universities use this test as a tool to assess international students' ability to learn and communicate sufficiently in the English language in order to successfully integrate into their on-campus environments. Students are encouraged to take the TOEFL at least once during their junior year. Many take it several more times during their senior year.

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

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

College Counseling

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

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

8th Grade

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

9th Grade

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

10th Grade

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

11th Grade

Formal college planning starts in full swing during the fall of junior year. A series of advisory periods throughout the school year are dedicated to giving students tutorials on various aspects of the college application process. Some workshops include how to research colleges using various online resources, specific application requirements for applying to college overseas, writing the college essay, interviewing with admissions officers, etc. Other special events include hosting a college fair

on campus, a mock admissions workshop, and a special financial aid presentation specifically for parents. College counselors will also schedule meetings with juniors privately throughout the year to work on building a list of colleges, discussing testing options, etc.

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

Technology, Library, and Information Connections

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

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

Technology tools at Léman Manhattan support the ways our educators measure and record development, document growth, plan activities, and share information with students, families and the school community. We use PowerSchool Unified Classroom learning management system for this purpose.

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

Library
The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. (www.ala.org/aasl/standards/guidelines/outline)

The Librarian holds an ALA-accredited Master's degree in Library and Information Science. Our libraries are the cultural and intellectual centers of the school, hosting book discussions, creative writing clubs, displays of student artwork, and author visits throughout the year.

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

Virtual: Our libraries include access to e-books and research databases. For research and homework needs, students have remote access to more than 20 subscription databases, available on-campus and from home, covering all disciplines of our Pre-K to 12th Grade curriculum and beyond. These digital resources range from scholarly databases to more subject-specific databases, containing primary source documents, visual and audio resources, biographies, and streaming video.
Programmatic: The Upper School librarian collaborates with Middle and High School faculty to integrate information literacy skills into their curriculum. The librarian works with Research and Writing classes and IB students, helping them to understand the research process, and to find the information they need to have successful Extended Essays.

Advisory (Grades 6-12)

Léman Manhattan's Advisory Program is intended to offer students, in Grades 6 through 12, a safe, supportive forum for dealing with issues that are relevant and significant to adolescents and young adults. New advisory groups are formed in 9th Grade, and students then stay with their advisory group and advisor through their High School years. Throughout each year, students explore topics such as building strong character, resiliency, conflict resolution, developing personal goals, celebrating accomplishments within and outside of school, and examining factors that enhance and interfere with their learning.

The Middle School and High School Advisory Programs are important aspects of student growth and maturation throughout their secondary school years, focusing on social and emotional growth, community building, international-mindedness, and academic support, including college counseling, especially in High School.

The purpose of the Advisory Program is to:

- Ensure that each student is known well at school by at least one adult who is that child's advocate (advisor).
- Help every student find ways of being successful within the academic and social options the school provides.
- Promote communication and coordination between home and school.
- Achieve academic excellence through critical thinking and collaboration.
- Nurture creativity.
- Promote healthy minds and bodies.
- Serve the local community while also encouraging open minds and international mindedness.
- Personalize learning through the creation and monitoring of PLP goals. For students in Grades 11 and 12, students follow CAS guidelines as provided by the IBDP.

Middle School Advisory (Grades 6-8)
Each Middle School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family and is a member of the teaching faculty. Advisory meets multiple times throughout the week to foster the development of small communities with the goal of supporting personal and academic growth. The Middle School Advisory Program emphasizes six character-centered pillars, including respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Advisory provides students with opportunities to reflect on their personal growth, academic habits, and roles within the community, while also engaging in discussions around character, resilience, conflict resolution, and goal setting. These conversations help students better understand themselves and strengthen their connections to others.

In addition, Advisory emphasizes the development of practical life skills - critical thinking, communication, leadership, time management, and ownership of learning - that equip students to make thoughtful choices and prepare them for success in high school and beyond.

High School Advisory (Grades 9-12)
Each High School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family and is a member of the teaching faculty. Advisory meets multiple times throughout the week to foster the development of small communities with the goal of supporting personal and academic growth. Advisory focuses on five primary areas: academic support, college counseling, internal and external community building and community service, current events, and important social emotional issues relevant to students in the 9th through 12th Grades.

Part III: Student Life

Athletics

Grades 5-6:

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

Grades 7-8:

FALL SEASON	WINTER SEASON	SPRING SEASON
Boys' Grade 7/8 Soccer	Boys' Grade 7/8 Basketball	Coed 7/8 Track and Field

Girls' Grade 7/8 Soccer	Girls' Grade 7/8 Basketball	
Girls' Grade 7/8 Volleyball	Boys' Grade 7/8 Swimming	
Boys' Grade 7/8 Cross Country	Girls' Grade 7/8 Swimming	
Girls' Grade 7/8 Cross Country		

Grades 9-12

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

Extracurricular Activities, Clubs, And Athletics

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

3-D Printing Club

The 3-D Printing after-school club is a place for students to collaborate on creative design and engineering solutions. It is open to all students and embraces all aspects of the 3-D printing community, both functional and artistic.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

One Act Play Festival
The One Act Play Festival is an annual event that takes place in the fall. Students from 6th through 12th Grade audition for and rehearse a series of short plays for performance in a festival-like showcase. These plays are generally selected to support a chosen theme, and students have the opportunity to be cast in more than one piece. Occasionally students will collaboratively devise or write their own pieces as well. Actors rehearse in three different grade-level groupings: 6th, 7th-8th, and 9th-12th. These groups come together for a week of tech and dress rehearsals, and all grades perform on the same nights. Students also fill tech team and backstage roles, acting as stage managers, house managers, and crew members. This event focuses on the actor's process; although simple sets and costumes are used to support the actors' work, the main focus is on collaboration, character development, and performance style.

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

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

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

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

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

Women's Student Union
The Women's Student Union is inclusive of all women. It is a brave space where all who are part of a marginalized gender group, including cis women, trans, and non-binary people, are free to express their feelings and opinions on issues regarding their rights. Our objective is to further educate the Léman community on working together, empowering one another, and addressing misogyny.

Part IV: Academic Offerings

Middle School Program (Grades 6-8)

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

Each Middle School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family, and is a member of the teaching faculty. Advisory groups meet each day to foster the development of small communities with the goal of supporting personal and academic growth. The Middle School Advisory Program emphasizes six character-centered pillars, including respect, responsibility, trustworthiness, fairness, caring, and citizenship.

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

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

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

Co-curricular offerings such as affinity/alliance spaces, athletics, fine arts, and clubs and activities are also an important part of our Middle School students' lives as they discover new passions and interests. Advisors meet with parents and students several times a year to review each child's goals

and progress. Working together, families, teachers, and students partner to foster academic success and personal growth in every child.

Sample Course Progressions (Grades 6-8)

Sixth Grade:

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

Seventh Grade:

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

Eighth Grade:

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

High School Program (Grades 9-12)

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

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

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

Léman Manhattan also provides comprehensive college advisory services through the Office of College Counseling. With three dedicated college counselors on staff and annual visits from more than 100 college reps, our students benefit from a tremendous wealth of resources to help them achieve their desired outcome. Our graduating seniors have gained acceptance to top institutions, including Brown University, Columbia University, Cornell University, Dartmouth College, Duke, Johns Hopkins University, Harvard University, Princeton University, University of Pennsylvania, University of Virginia, and Yale University.

Each High School student is part of a small advisory group that provides a supportive discussion forum. The advisor knows both the student and the student's family and is a member of the teaching faculty. Advisory groups meet every day, either for a 10-minute homeroom or a 30-minute advisory period, to foster the development of small communities with the goal of supporting personal and academic growth. Advisory groups focus on five primary areas: academic support, college counseling, internal and external community building and community service, current events, and important social-emotional issues relevant to students in the 9th through 12th Grades.
In addition to our core academic curriculum, our students are offered numerous co-curricular experiences including varsity sports, clubs, theater, music, and internships that take advantage of the tremendous diversity of opportunities in Manhattan. Students perform in Léman Main Stage theatrical productions, hold positions in Student Government, compete on the athletic field or court, volunteer as translators in their native language, and serve as Student Ambassadors. Taking advantage of the city as our campus, Léman Manhattan students gain real-world experience with internships, externships, and in-residence programs at such institutions as the Memorial Sloan Kettering Cancer Center, Lenox Hill Hospital, New York Presbyterian Brooklyn Methodist Hospital, NY Historical Society, NYC Parks, the Ranger Conservation Corps, NYC DCAS Automotive, DOROT, and the Juilliard School Pre-College Program.

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

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

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

High School Graduation Requirements

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

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

Sample Course Progression For Grades 9-12

Freshman Year (Grade 9):

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

Sophomore Year (Grade 10):

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

Junior Year (Grade 11):

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

Senior Year (Grade 12):

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

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

The International Baccalaureate Diploma Programme

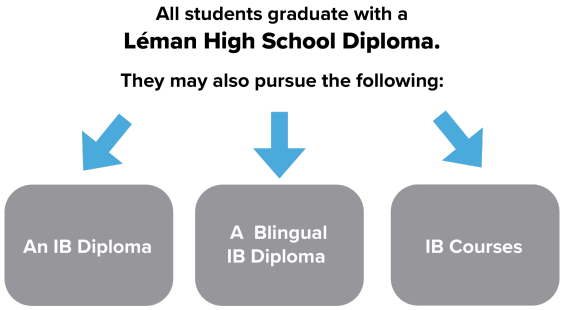
Léman Manhattan Preparatory School became an IB World School in 2015. The IB is a rigorous and academically challenging, in-depth, creative curriculum that prepares students for success in university life and beyond. The IB enables students to take ownership in their learning and allows them to develop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

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

For more information, please click on the following links.

- IB Program @ Léman
- IB Approaches to Teaching and Learning

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



IB Diploma Programme
Candidates are required to enroll in six subjects; one from each of the six groups listed below. At least three and not more than four subjects must be studied at Higher Level (HL) and the others at Standard Level (SL).

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

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

- Group 1 – Studies in Language and Literature (Language A)
- Group 2 – Language Acquisition (Language B or Ab Initio)

- Group 3 – Individuals and Societies
- Group 4 – Sciences
- Group 5 – Mathematics
- Group 6 – The Arts*

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

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

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

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

Registration

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

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

Approaches To Teaching & Learning (ATL)

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

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

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

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

Grading and Assessment

Performance in IB courses is graded on a scale of 1 point (very poor) to 7 points (excellent), which together with the possibility of up to 3 bonus points for TOK and the Extended Essay, result in a maximum point score of 45. Final external assessments occur at the end of year two (May of Grade 12).

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

IB Diploma candidates who score 24 points or more, have numeric grades in all six of their IB courses and meet all the other required standards and conditions are awarded the diploma. The numeric grade awarded in each course is based on combined results students obtain on all assessed work. External components are graded by IB examiners around the world. Internal assessment in each IB course is graded directly by the subject teachers, with samples sent for moderation by external IB examiners.

The IB Diploma ‘core’

Creativity, Activity, Service (CAS)

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

CAS GUIDE Léman Manhattan

Theory of Knowledge (TOK)

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

The Extended Essay (EE)

The extended essay is a unique opportunity for student-led, academic exploration of a topic of personal interest. Students demonstrate their intellectual initiative either through an in-depth inquiry within the boundaries of a Diploma Programme (DP) subject, or by investigating a topic using an interdisciplinary approach. The extended essay brings students the excitement of intellectual exploration while helping them to develop important, transferable skills in research, critical thinking, reflection and self-management. Reflection on the research process enables students to gain a deep understanding of their intellectual and personal learning achievements.

Key features of the extended essay:

- The extended essay is compulsory for all students taking the DP and is an option for course students.
- The extended essay is a piece of independent research and writing on a topic chosen by the student in consultation with a designated supervisor in the school.

- The extended essay is presented as a formal piece of academic writing containing no more than 4,000 words accompanied by a reflective statement of no more than 500 words. The statement is included in the RPF.
- The essay is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be three to five hours long, which includes three mandatory reflection sessions; the third and final reflection session is the viva voce, a concluding interview with the supervisor.
- The extended essay process helps to prepare students for the research-driven environment of university or college.

Extended Essay Guide Information

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

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

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

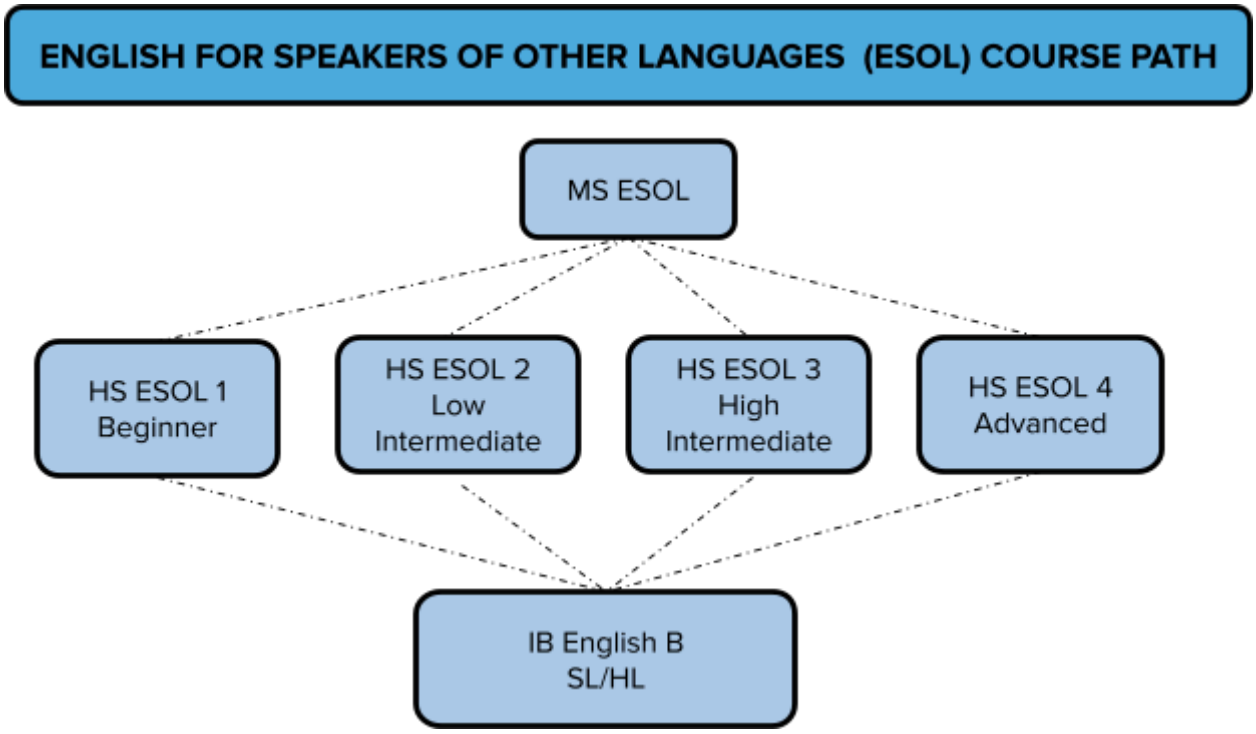
FC= FAILING CONDITION

IB Course Options At Léman Manhattan

GROUP	HIGHER LEVEL	STANDARD LEVEL
Group 1: Studies in Language and Literature	English A LAL Chinese A LAL French A LAL Spanish A LAL	English A LAL Chinese A LAL French A LAL Spanish A LAL
Group 2: Language Acquisition	English B French B Spanish B	English B French B, French Ab Chinese B, Mandarin Ab Spanish B, Spanish Ab
Group 3: Individuals and Society	History Economics Psychology Environmental Systems and Societies	History Economics Psychology Environmental Systems and Societies
Group 4: Sciences	Biology Chemistry Physics Environmental Systems and Societies Sports, Exercise and Health Science Computer Science	Biology Chemistry Physics Environmental Systems and Societies Sports, Exercise and Health Science Computer Science
Group 5: Mathematics	Mathematics: Applications and Interpretations Mathematics: Analysis and Approaches	Mathematics: Applications and Interpretations Mathematics: Analysis and Approaches

Course Pathways And Descriptions By Department

English For Speakers Of Other Languages (ESOL) Department



Middle School ESOL Course Descriptions

MS ESOL
MS ESOL is a year-long class for students who score from the beginner to intermediate range on the Léman Manhattan English language assessment. This class is in lieu of another world language. The purpose of this course is to support students in their content-area classes, while furthering their proficiency in English. The course is tailored to each student in order to develop specific academic needs. Support will be provided for content-area classes such as pre-teaching or re-teaching content, building background, and developing vocabulary.

Upper School ESOL Course Descriptions

ESOL 1

ESOL 1 is a year-long course for students who score within the beginner range on Léman Manhattan English language assessments. The purpose of this course is to give students a foundation in listening, speaking, reading, and writing. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities,

such as oral presentations. Fundamental reading and writing skills will also be addressed. Topics include grammar and mechanics, vocabulary development, and an introduction to academic writing.

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

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

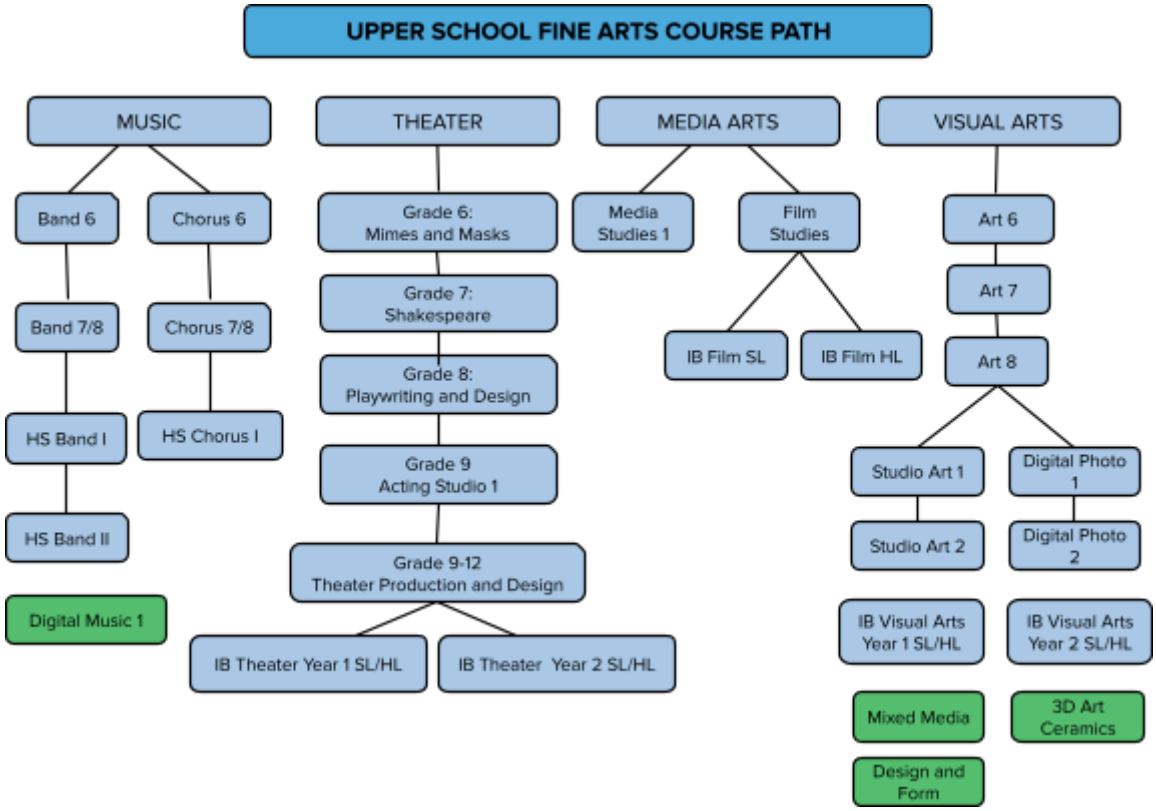
ESOL 4
ESOL 4 is a year-long course for students who score within the high-intermediate to advanced range on Léman Manhattan English language assessments. The purpose of this course is to further develop students' listening, speaking, reading, and writing skills as well as to prepare them for the Test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

Fine Arts Department

We believe that artistic experiences enrich students' lives, cultivate creative and inventive thought, and provide unique opportunities for self-discovery and reflection. It is through consistent involvement in the Arts that skills are refined, appreciations are formed, and creativity is enhanced. Whether in the classroom, in the studio, or on the stage, our artists, musicians, actors, and filmmakers are challenged to achieve their best work as they develop both artistic and life skills. Through rigorous and creative coursework, as well as a variety of extracurricular opportunities, our students are inspired as they actively participate in the creative process as individuals and collaborators.

As a result of their Fine Arts experiences, we hope that Léman Manhattan graduates will be lifelong learners who value the Arts as a dynamic contributing force, enriching not only their own lives, but also the lives of everyone in the greater community.

IB Group 6: The Arts - There are three courses from Group 6 offered at Léman Manhattan: Visual Arts, Theatre, and Film. All courses can be taken at either SL or HL. In lieu of taking a course from Group 6, a student may opt to take a second course from Groups 1-4 (please see the IB section of the Upper School Course Catalog for further clarification).



Music Department Courses Descriptions

Grades 6-8

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

Sixth Grade Band

The 6th Grade Band provides an introduction to the Upper School Band program while building upon the foundation of the Lower School Band experience. This year-long class is for returning students who began studying an instrument in the Lower School, as well as new Léman students who wish to start learning an instrument. The 6th Grade Band utilizes Concert Band instrumentation and offers instruction in: flute, oboe, clarinet, alto saxophone, tenor saxophone, trumpet, French horn, trombone, euphonium, and percussion. In addition to whole-group ensemble instruction, all Band students take a weekly lesson (choice of group lessons at no charge or private lessons for a fee) on their specific instruments.

The primary focus of the class is on the development, continuation, and expansion of basic skills that are necessary for effective instrumental music performance. Each rehearsal and lesson will emphasize embouchure and tone development, instrumental technique, rhythmic development, reading musical notation, basic music theory, ear training, listening skills, and development of an extensive vocabulary of musical terms, symbols, and ensemble skills. Attention will also be given to equipment care and maintenance, and effective practice habits.

Concert Band and small ensemble literature, as well as method books, are the vehicles for student growth and the literature is selected to match the levels of proficiency of our 6th Grade musicians. As this is a performance-based class, students are required to perform in two concerts per year that will showcase their learning. In addition to developing musical skills, students will learn about teamwork and community-building through this ensemble class.

Seventh And Eighth Grade Band
This class combines 7th and 8th Grade Band students to form one ensemble. While most students in this class will have three or four years of instrument-playing experience, beginners are also welcome. With differentiated instruction and a commitment to practicing outside of class, beginners can be very successful in the 7th and 8th Grade Band. Instruments offered for instruction include flute, oboe, clarinet, alto, tenor, and baritone saxophone, trumpet, French horn, trombone, euphonium, tuba and percussion. This is a year-long course that encompasses ensemble rehearsals as well as weekly group (no charge) or private (for a fee) lessons. Building upon the 6th Grade Band curriculum, 7th and 8th Grade Band will stress music fundamentals, technical achievement, and acquisition of performance and rehearsal skills through exposure to musical literature that represents many different genres. Emphasis is placed on the procurement of skills necessary to meet high standards of music performance. Since being part of a musical ensemble is a collaborative effort, teamwork and community-building are also essential elements of this class. The performance component of the class involves participation in the annual Winter and Spring Concerts.

Sixth Grade Chorus
In 6th Grade Chorus, students begin their Upper School choral experience, developing vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding through rehearsals and performances. The curriculum follows a sequenced, spiraling approach that builds upon prior musical experiences.

Each rehearsal integrates vocal technique, aural skills, and music literacy. Students establish healthy singing, breathing, and diction habits, learn about vocal physiology, and begin using the International Phonetic Alphabet (IPA) as a diction tool for choral singing, focusing on the five pure Italian vowels.

To build music literacy, students engage in a sound-before-sight approach to learning pitch and rhythm patterns before reading and writing them in Western standard notation using movable-do solfège and Takadimi rhythm syllables. Through echoing, dictation, composition, improvisation, and harmony work, students develop musical vocabulary, audiation, musical memory, intonation, and harmonic independence. Varied repertoire provides the context for applying these skills in rehearsal and performance. The Winter and Spring Concerts showcase students' musical growth and creative achievement throughout the year.

Seventh and Eighth Chorus
In 7th and 8th Grade Chorus, students continue to develop vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding through a sequenced, spiraling curriculum that expands upon the foundations established in 6th Grade Chorus.

Students deepen their understanding of healthy vocal technique, the changing adolescent voice, and the International Phonetic Alphabet (IPA) as a diction tool for choral singing, with continued emphasis on pure Italian vowels and increasingly nuanced diction and vowel modification.

Music literacy and aural development remain central as students engage in a sound-before-sight approach to increasingly complex pitch and rhythm patterns using movable-do solfège, Takadimi rhythm syllables, echoing, dictation, composition, improvisation, and harmony work before reading and writing them in Western standard notation. Singers refine intonation, audiation, and harmonic independence while developing more advanced skills such as chord tuning and balancing, melodic dictation, error detection, and fluency across varied tonalities and meters. Varied repertoire challenges students to apply these skills with increasing musical independence and understanding. Students work together to integrate the skills they have developed in class with their ensemble skills to produce high-quality, fulfilling, and fun performances in the annual Winter and Spring Concerts.

Grades 9-12

Music Electives

HS Band I
This is an introductory course for those High School students who wish to begin studying an instrument or students who have some experience but are not yet ready for High School Band II. Instruments offered for instruction are flute, oboe, clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion. The primary focus of the class is on the development of basic skills that are necessary for effective instrumental music performance. Emphasis is placed on embouchure and tone development, instrumental technique, rhythmic development, reading musical notation, basic music theory, ear training, listening skills, development of an extensive vocabulary of musical terms and symbols and ensemble skills. Attention will also be given to equipment care and maintenance, as well as effective practice habits.

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

HS Band II
This performing ensemble class is designed for experienced musicians who possess intermediate to advanced levels of musical literacy and instrumental technique. Musical literature is specifically chosen to match the levels of proficiency of the class and acts as the vehicle for student growth in music reading skills and performance skills (tone, intonation, technique, musicianship, etc.). In this class, students will: apply knowledge and skills to read and notate music, analyze, and evaluate music and musical performance, make connections between music and other subject areas, demonstrate knowledge of music history, and perform at least twice per year. Emphasis is placed on

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

HS Chorus
High School Chorus offers students in Grades 9–12 an engaging and welcoming environment to experience the joy, challenge, and community of choral music. Through a sequenced, spiraling curriculum that builds on Middle School skills, students refine vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding. Students are encouraged to join during any year of High School.

Rehearsals integrate vocal technique, aural skills, and music literacy. Through an understanding of vocal physiology, students develop healthy singing and breathing habits, explore a variety of healthy vocal tone colors, and refine their use of the International Phonetic Alphabet (IPA) as a tool for diction, language decoding, and singing in English and other languages. Using a sound-before-sight approach, students strengthen music literacy through increasingly complex pitch and rhythm patterns, movable-do solfège, dictation, improvisation, composition, and harmony work. Students refine intonation, musical independence, audiation, chord tuning and balancing, melodic dictation, and advanced sight-reading skills.

Repertoire spans a wide variety of musical genres, styles, and traditions. Through rehearsal and performance, students apply their musical knowledge, artistic sensitivity, ensemble skills, and stylistic understanding while developing creativity through composition, collaboration, and music technology. Winter and Spring performances showcase students' continued musical growth and achievement.

Digital Music
In Digital Music, students explore contemporary music through the use of current technologies and the examination of popular genres. Using GarageBand and other technologies, this project based course focuses on creating, arranging, and remixing music. Throughout the year, students investigate the development of electronic music and contemporary genres during the 20th and 21st centuries to understand the historical context of today's music. Content includes a focus on musical and technological concepts, film scoring, song writing, sampling, remixing, and creating mashups. Students also explore issues of copyright, creativity, and originality through the lens of contemporary music. The course culminates in the creation of an album that incorporates all the skills and concepts studied during the year. No prior musical experience is required.

Theatre Department Course Descriptions

Grades 6-8
All students take theatre class throughout their Middle School years. The Middle School Theatre program focuses on group collaboration, physical and vocal characterization, and specificity of situation and story. Each required course focuses on a specific theatrical theme that informs the students' work throughout the year.

Sixth Grade Theatre (Mime and Masks)
Sixth Grade Theatre explores the world of physical theatre through Commedia dell'Arte, a traditional Italian improv-comedy performance style, mask work, and Mime. Students work with neutral masks as well as full-face character masks and half-masks. In this course, students examine what is "funny" to varied audiences, and to create corresponding physical characterization. Students practice working

together as an ensemble to incorporate and negotiate creative ideas. Students also serve as their own directors and class stage managers, helping to run the technical and artistic team aspects of the rehearsal process.

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

Eighth Grade (Playwriting and Devising)
In Eighth Grade Theatre, students examine the persuasive nature of performance, working individually and in groups to devise pieces that express their own personal artistic viewpoints. Character-creation exercises help students get inside the minds of and speak believably as a variety of character types. These studies lay the groundwork for a playwriting unit. Students are guided through multiple writing exercises that teach them how to create theatrically believable character voices, relationships, and dramatic arcs onstage. Once they have developed those playwriting skills, students create their own monologues, scenes, and ultimately, one-act plays. As in the rest of Middle School, students also serve as their own directors and class stage managers, helping to run the technical and artistic-team aspects of the rehearsal process.

Grades 9-12
The High School Theatre program builds on the work done in Middle School, although new students are welcomed into the classes as well. Students can choose performance and nonperformance electives as well as opt for a deeper concentration with IB courses, beginning in the 11th Grade.

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

High School actors train to develop flexible, communicative voices and bodies that easily express who they are as individuals and enable them to embody a wide variety of characters onstage. They focus on building believable characters within the specific style and realm of each play, story, or performance situation at hand. Students apply elements of stage makeup, set and costume design, direction, and stage management to each of their scene studies.

Classes may also explore physical theatre, stage combat, and choreography throughout their year. Student interests are taken into consideration, and the work studied is selected to best suit each

particular group's interests and needs. Acting Studio students collaborate to create pieces for High School Scene Night each spring.

Performances are born out of the work done in class. In the past, these performances have included short-form improv sketches, scenes, and monologues from a wide variety of time periods and theatrical genres, performances in multiple languages, and student-written plays. Students may take the course for multiple years if they wish to continue strengthening their performance skills.

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

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

IB Theatre SL/HL
IB Theatre focuses on training flexible theatre artists who examine what it is to be human and to tell stories together. Over the course of two years, students write, design, direct, and perform together in multiple theatrical styles and formats, considering personal and cultural contexts. After introductory group-building ensemble games and exercises, IB Theatre takes an international focus, exploring theatrical traditions and practices from around the world and across time. Traditions studied may include Bunraku Puppetry; Commedia dell'Arte; Brecht, Boal, and political theatre; and Pantomime. Students select other theatrical practices to research during the year and craft their own devised theatre pieces inspired by those traditions.

There is a focus on fun, upbeat, and collaborative work, and students are encouraged to work both onstage and offstage in support of the pieces created in class. IB assessments for this course are highly practical. SL and HL students all complete a collaborative devised performance piece, a director and designer's planning notebook, and a presentation on a world theatrical practice previously unknown to the student. HL students also craft a solo performance based on the work of a theatre theorist of their own choosing. Students have multiple opportunities to create and design theatre from their own personal artistic viewpoint, learning how to express their individual voices through their art. They are also encouraged to consider theatrical storytelling from diverse perspectives, using theatre as a way to more fully understand other people and viewpoints.

Media Arts Department Course Descriptions

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

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

IB Film SL/HL
IB Film focuses on four core areas of study: reading film, contextualizing film, exploring film production roles, and collaboratively producing film. The primary focus of the IB Film course is to develop critical thinking through focused analytical study and practical filmmaking experiences. Students examine film concepts, theories, movements, and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively in creative processes. Students produce a number of short films, developing their skills as a writer, cinematographer, director, sound designer, and editor. The IB Film assessments align with the course's core areas of study. Students at the SL and HL level complete three assessments: a research paper analyzing how film elements and cultural context are used together to create meaning in a prescribed film, a multimedia research and editing project comparing two films from varying cultural contexts, and a written portfolio and film reel highlighting their work and growth as a filmmaker. Students at the HL level also engage in a more intensive collaborative film project.

Visual Arts Department Course Descriptions

Grades 6-8

Sixth Grade
In 6th Grade Art, students explore a variety of media as they continue to experiment with and build their skills in drawing, painting, sculpture, and design. The instructor will discuss artists, cultural and global topics, artwork, themes relevant to student interests, and provide technique demonstrations that further elaborate on ideas of color, observational drawing, paint techniques, collaging, clay work, and construction. Through art appreciation, art history, art production, and art criticism, students will discover their own creative problem-solving and visual critical-thinking skills. Artists studied will range from the masters to contemporary artists to further expand students' exposure to the contributions art has made in both the past and present.

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

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

Grades 9-12
Building on the work done in Middle School, High School Art students can elect to further explore a variety of media including ceramics, mixed media, and digital design, or more in-depth IB coursework beginning in 11th Grade.

Art Studio 1
High School Art Studio is designed to give students the opportunity to explore and to develop their visual ideas through drawing, painting, sculpture, and mixed media. This course introduces students to the Elements of Art and Principles of Design through a series of 2-D and 3-D projects. In the studio, a variety of media will be introduced, including pencil, pen, ink, charcoal, pastel, watercolor, acrylic paint, clay, and mixed media. While developing an individual style and creative problem-solving skills, students will demonstrate their ability to respond, analyze, and interpret their

own artwork through discussions and critiques. Each unit is structured to allow students to explore materials through experimentation, technique building exercises and observation. Students then complete a self-directed piece to display their acquired skills infused with personal meaning.

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

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

Digital Photography 1
This class serves as an entry level visual arts course with a focus on the discipline of digital photography. This elective requires an interest in photography and a DSLRcamera (provided via class set). Camera settings, concepts, and composition techniques will be studied and put into practice. Adobe Photoshop, Lightroom, and InDesign will be provided and utilized. In addition to digital photography, the history of analog photography is explored through alternative darkroom processes such as cyanotype. Through each unit of study, meaningful concepts and critiques will be exercised as well.

Digital Photography 2
This class serves as an advanced visual arts course, with a focus on the discipline of digital photography. In order to enroll in this course, Digital Photography 1 must be completed, and you must have a keen interest in photography. Use of a DSLR camera is required and provided for class use. We will expand on advanced photography media, approaches, techniques, and processes. Adobe Lightroom, Photoshop, and InDesign will be provided and utilized. Digital lighting, studio photography, darkroom processes, polaroid film, and book structures will be put into practice and explored. Through each unit of study, meaningful concepts and critiques will be exercised as well.

Design & Form
This course delves into three-dimensionality and design. Projects will include creative planning and hands-on construction in explorations of creative design fields, including the industrial and decorative arts, architectural planning, concept and fashion design. Students will learn how to use the elements and principles of art to create designs that merge practicality with aesthetic and form with function. This is an advanced-level art class which builds on concepts developed in prerequisite courses*.
*The prerequisite course needed for this class is Art Studio 1 or Mixed Media & Digital Design unless granted permission by the instructor.

Mixed Media & Digital Design
This class blends hands-on projects with digital tools like Adobe Photoshop and Illustrator. Students explore the fundamentals of graphic design while developing practical art skills and digital techniques to uncover their unique visual voice. Throughout the course, students utilize a sketchbook to brainstorm, sketch, and design concepts, think critically, and learn to communicate ideas clearly. Students combine these digital works in the art studio, combining digital tools such as Adobe Photoshop and Illustrator, with traditional materials, such as paint, collage, and block printing. Students transform 2-D and 3-D media through manipulation, importing, scanning, and printing. While developing a personal style and problem solving skills, students actively participate in discussions and critiques to respond to, analyze, and interpret artwork. In individual style and creative problem-solving skills, students demonstrate their ability to respond, analyze, and interpret their own artwork through discussions and critiques.

IB Visual Arts SL/HL Year 1 and Year 2
The IB DP Visual Arts course challenges students to create, connect, and communicate through the visual arts with an inquiry-based approach. IB Visual Arts students push their creative boundaries through a cycle of divergent thinking, problem solving, material experimentation, and critical reflection. Through their studio practice, they continually work towards technical excellence, instilling a confidence in their abilities as art-makers. This serves their ultimate goal of communicating their authentic ideas and artistic intentions through their art. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international, and intercultural contexts. IB Visual Arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and observers of visual culture. Students also investigate a wide range of contemporary practices and media. The three main assessments of the course include a cohesive art portfolio with written statements of intent, a digital portfolio of their studio research and material practice, and a thorough art history study written through a critical analysis structure. The course is designed for students who intend on studying Visual Arts in higher education as well as for lifelong learners seeking enrichment through the visual arts.

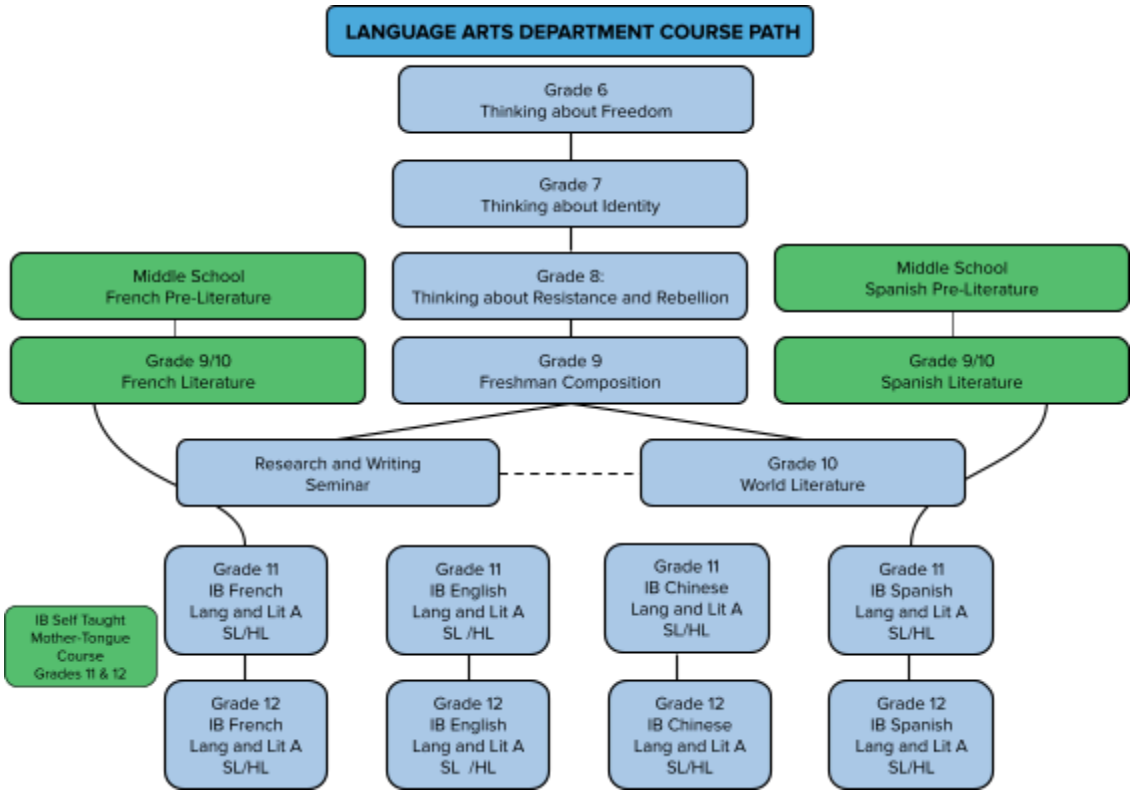
Language Arts Department

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

Our Middle School students begin with an exploration of character, conflict, and theme. Students strengthen their writing and speaking skills by expressing ideas in the narrative, persuasive, and expository modes, both through intensive writing and active classroom discussion.

In Freshman Composition, 9th and 10th Grade students are prompted to develop critical thinking in greater depth and express ideas with increasing sophistication. By the time they reach the 11th Grade, students are prepared for the rigorous demands of the International Baccalaureate Language and Literature Course. Here, students analyze the different interactions between text, audience, and purpose. They develop awareness of the roles that language, culture, and context play in determining how meaning is constructed in texts. Graduates are thoroughly prepared for the rigor of university academics.

At Léman Manhattan, we engage with technology and recognize the power of digital devices and social media to unlock skills pertinent to Language Arts. In order to meet the requirements for graduation, all Léman Manhattan students must complete one English course for each year of Middle School, in addition to four credits of High School English.



Language Arts Department Course Descriptions

Sixth Grade Language Arts: Thinking About Freedom

The goal of the 6th Grade English curriculum is to immerse students in the world of literature and to explore topics such as identity, journeys, and language. Students are guided through discussions and the process of making connections between our readings, our own writing, and the world around us. Sixth Graders engage in creative, analytical, expository, and persuasive writing throughout the year. Creative writing includes experiments with literary forms such as memoir and historical fiction as well as poetry and drama. Students are asked to explore their own values and beliefs, writing a personal essay; they are also challenged in their writing to think critically about the books they read and write persuasively about their individual views. Grammar skills and concepts are taught with an emphasis on application to the students' own writing, and new vocabulary is continuously integrated throughout the year.

Works studied may include the following: We Dream of Space by Erin Entrada Kelly, Red Scarf Girl by Ji-li Jiang, Refugee by Alan Gratz, The NeverEnding Story based on the book by Michael Ende, The Breadwinner by Deborah Ellis, as well as a selection of poems from the Harlem Renaissance along with the contemporary poetry of Nikki Grimes.

Seventh Grade Language Arts: Thinking About Identity

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

Eighth Grade Language Arts: Thinking About Resistance and Rebellion

Eighth Grade literature explores topics related to power, identity, and responsibility. Elements of literature such as conflict and plot development are more thoroughly examined. Writing instruction focuses on critical analysis of literature and development of a thesis statement for essay writing. The 8th Grade curriculum boasts a strong interdisciplinary approach between ELA and Social Studies through lessons and assessments connecting literature and historical time periods. Modern American texts and history are explored in methods consistent with a Humanities model. Vocabulary and grammar instruction are reinforced in the context of student reading and writing.
Works studied may include the following: With Their Eyes edited by Annie Thoms, Romeo and Juliet by William Shakespeare, Night by Elie Wiesel, and Just Mercy by Bryan Stevenson, as well as a selection of short stories, essays, speeches, and poetry.

Ninth Grade- Freshman Composition
The study of literature and composition enables students to hone their unique voices as writers by closely reading a variety of genres. By examining works written by authors of different viewpoints, voices, and modes of expression, students analyze the way in which effective writers target purpose and audience through word choice, organization, and selection of detail.

Students deepen their skills of thematic and rhetorical analysis by investigating key narrative components and practicing ways in which effective writers use persuasive language. In writing, students compose compelling arguments, sharpening their critical thinking skills as they produce sufficient evidence to support their claims. Additionally, students study narrative writing while paying careful attention to sensory detail, character development, and theme. By examining and producing expository texts, students strengthen their concision as they express complex ideas clearly and accurately through the careful selection, arrangement, and analysis of information. In addition, students develop formal speaking and listening skills through daily classroom discussion. Students engage in weekly choice reading, during which they build reading stamina and nurture lasting independent reading habits.

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

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

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

Works studied may include the following: “Macbeth” by William Shakespeare, *Persepolis* by Marjane Satrapi, and Purple Hibiscus by Chimamanda Ngozi, as well as a variety of film, articles, essays, short stories and poetry.

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

French Literature Grades 9/10
The study of French Literature emphasizes the relationship of French literary works to societal values, beliefs, and traditions. Students explore an array of texts written across time and place, uncovering similarities and differences that emerge, and examining how these comparisons are meaningful. Through the study of different cultural paradigms reflected by world literature, students strengthen their empathy and global awareness, preparing for life beyond High School in an international landscape.

Spanish Literature Grades 9/10
The study of Spanish Literature emphasizes the relationship of Spanish literary works to societal values, beliefs, and traditions. Students explore an array of texts written across time and place, uncovering similarities and differences that emerge, and examining how these comparisons are meaningful. Through the study of different cultural paradigms reflected by world literature, students strengthen their empathy and global awareness, preparing for life beyond High School in an international landscape.

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

Eleventh and Twelfth Grade
IB Group 1: Studies in Language and Literature - Group 1 courses are designed to develop high social, aesthetic, and cultural literacy, as well as effective communication skills. The focus of the Language and Literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process.

IB English Language and Literature SL/HL - IB English Language and Literature is a two-year course that is an intense critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of text is supplemented by awareness that meaning is not fixed but can change in respect to the contexts of production and consumption.
The IB English Language and Literature course is divided into three areas of exploration; "readers, writers and thinkers", "time and space" and "intertextuality; connecting texts". Throughout the course, students focus on seven central concepts: Identity, Culture, Creativity, Communication, Perspective, Transformation and Representation.

Language and Literature is offered at both Standard Level (SL) and Higher Level (HL). The model for language A: language and literature is the same at SL and HL but there are significant quantitative

and qualitative differences between the levels. SL students are required to study four literary works, whereas HL students are required to study six literary works and a number of non-literary texts. Work completed in the courses prepares SL students for three IB assessments and HL students for four IB assessments.

The following literary texts are studied:
11th Grade: IB Language & Literature Y1

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

12th Grade: IB Language & Literature Y2

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

LANGUAGE ARTS DEPARTMENT HIGH SCHOOL ELECTIVES

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

Multimedia Journalism
This course prepares students to be versatile storytellers across print and digital platforms while serving as the staff of the school newspaper. Students will learn traditional journalism fundamentals—news writing, feature writing, interviewing, copyediting, and layout design—while also developing multimedia skills in video production, audio storytelling, photography, and social media content creation. Students will produce articles for the school's digital newspaper and maintain its presence through the website and social media channels, learning to adapt stories for different formats and audiences. Working as reporters, editors, photographers, videographers, and designers, students will cover school events, student life, sports, arts, and community issues while meeting regular publication deadlines. Additionally, students will produce two print newspapers per year that will be distributed throughout the school community and serve as the culminating projects. The course emphasizes journalistic ethics, accuracy, AP & MLA Style, First Amendment principles, and the integration of text, images, video, and interactive elements to tell compelling stories. Students will develop proficiency in industry-standard software for both print layout (Adobe InDesign) and multimedia production (Adobe Premiere, Audacity) while building critical thinking, collaboration, and professional communication skills. May be repeated as an elective for credit as Advanced Multimedia Journalism starting school year 2027-28.

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

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

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

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

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

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

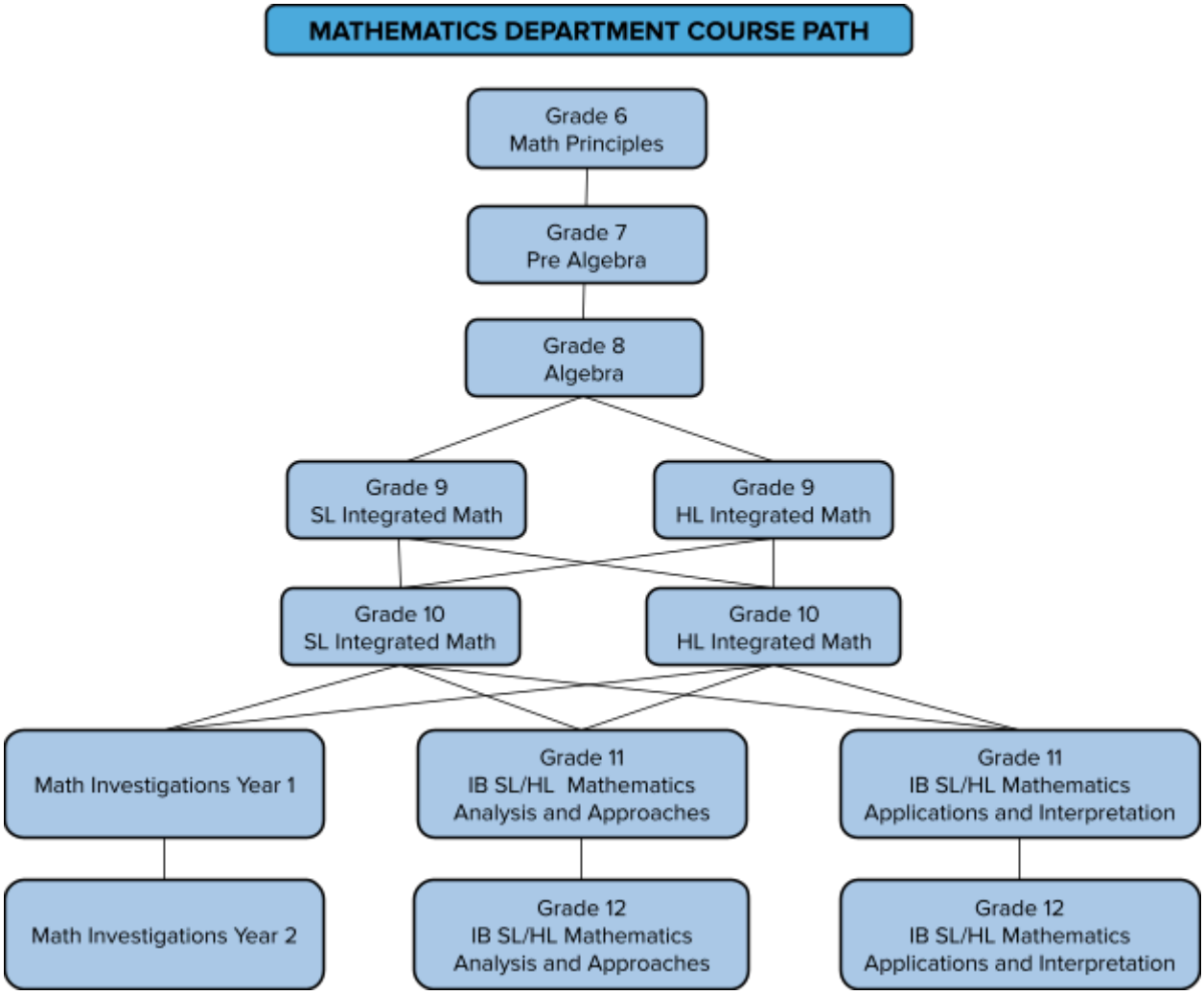
Standard Level	High Level
Study of a minimum of two works	Two guided analyses of previously unseen non-literary extracts or texts
Study of a minimum of two works	A 1200-1500 word (1450-1800 characters) essay exploring a line of inquiry in connection with a studied text or work
Study of two works freely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

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

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

Mathematics Department

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



Mathematics Department Course Descriptions

Grade 6-Principles of Mathematics
Principles of Mathematics extends the foundations of primary mathematics while introducing concepts of algebra. Throughout the year, students will apply their understanding of the place value system and the four operations to manipulate positive and negative numbers, fractions, and decimals. Algebraic expressions, equations, and inequalities are introduced as students apply these

skills, as well as order of operations, to enhance their geometric understanding. Key topics include ratios and rates; algebraic expressions and one-step equations and inequalities; measures of geometric figures; complex graphs; and functions.

Grade 7- Pre-Algebra
Pre-Algebra provides students with the tools and prerequisite knowledge necessary to study Algebra . In Pre-Algebra, students become familiar with algebraic language and use variables and equations to model real-world situations and solve complex problems. There is an emphasis on mastering operations on integers and understanding the need for numbers less than zero. Key topics include algebraic expressions and integers, multi-step equations and inequalities, ratios, proportions and percents, probability, and linear functions and their graphs.

Grade 8- Algebra
Algebra I is a prerequisite course for all high school mathematics. The focus of this class is to develop a deep understanding of functional relationships. Students learn to represent functions and model real-world situations using equations, tables, and graphs. They learn to graphfunctions both by hand and with the use of a graphing calculator. There is also an emphasis on solving multi-step equations through sound algebraic manipulation and making generalizations based on patterns. Key topics include relations and functions, linear equations and their graphs, systems of equations, polynomials and factoring, laws of exponents, quadratic functions, and radical expressions.

Grade 9- Integrated Math 9SL & 9HL
This course is offered at two levels, 9 Standard Level (SL) and 9 Higher Level (HL), to meet the needs of all students. Both courses provide the foundational knowledge and skills required for the IB Mathematics courses. Students will strengthen their algebraic thinking, develop robust problem-solving skills, and work collaboratively to explore mathematical concepts and communicate their reasoning. Some topics covered include number theory, systems of equations, quadratic and exponential functions, and right-triangle trigonometry.

Grade 10- Integrated Math 10 SL & 10 HL
This course is offered at two levels, 10 Standard Level (SL) and 10 Higher Level (HL), to meet the needs of all students. Both courses provide the foundational knowledge and skills required for the IB Mathematics courses. Students will continue to strengthen their algebraic thinking, while also developing skills related to generalization, abstraction, and inquiry. Some topics covered include functions, sequences and series, coordinate geometry, solid geometry, and trigonometry. In preparation for the IB program, students are introduced to IB command terms and IB-style assessments.

Grades 11 & 12
IB Group 5 - Mathematics Group 5 courses are divided into two different routes to meet individual student's needs, aspirations, interests, and abilities. The Mathematics: analysis and approaches course is designed for students who wish to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. The Mathematics: applications and interpretation course is suited for students who are interested in developing their mathematical knowledge in order to effectively describe our world and solve practical problems. Both subjects are offered at Higher Level and Standard Level and will prepare students with the mathematics needed for a range of further educational courses.

IB Mathematics: Analysis and Approaches SL & HL
This course is focused on developing a deep understanding of mathematics through investigation, conjecture, and proof. The main topics of this pre-university math course are functions, trigonometry, and calculus. Students who choose Mathematics: analysis and approaches at either SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take higher levels should have strong algebraic skills and the ability to understand simple proof. Analysis is a good choice for students wishing to pursue degrees in math or a math-related field.

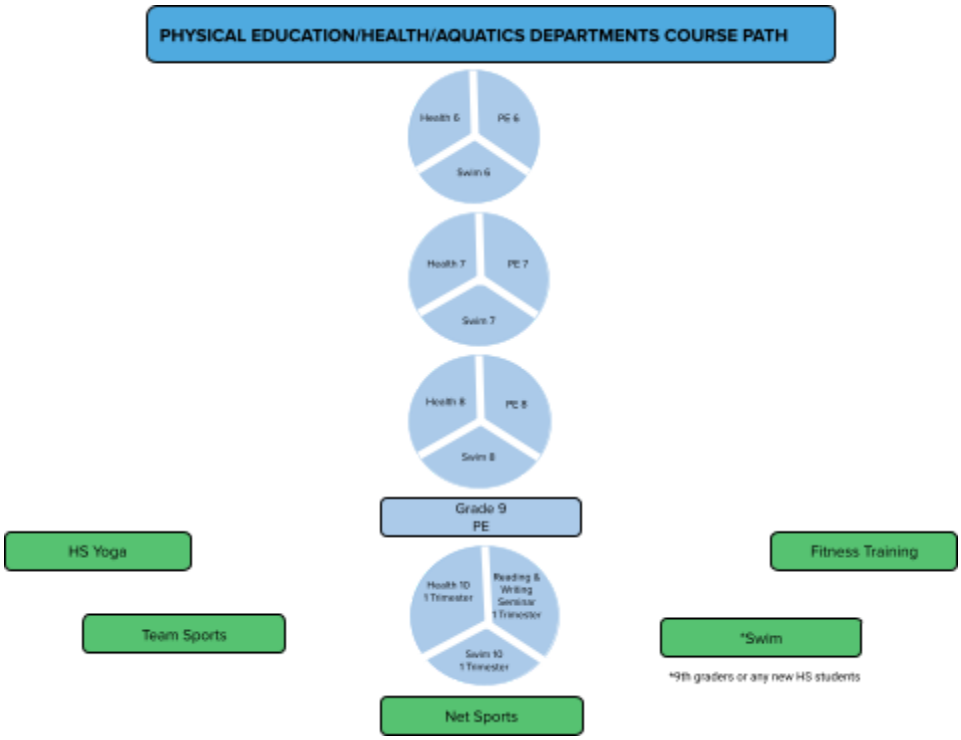
IB Mathematics: Applications and Interpretation SL & HL
This course emphasizes using mathematics and technology to build models, test conjectures, and make predictions about the world around us. Unlike the IB Math Analysis courses, algebraic manipulation is de-emphasized in favor of using graphic display calculators to quickly handle computations. Students are expected to draw on mathematical topics such as functions, trigonometry, probability, descriptive statistics, statistical testing, and calculus, and accurately interpret results in the context of problems drawn from a wide variety of fields. Students who choose Mathematics Applications and Interpretation should enjoy using mathematics in a real-world context. Applications SL is recommended for students who wish to pursue university studies in non-STEM fields such as literature, visual arts, or business. Applications HL is a demanding course that covers more than twice the amount of material as the SL course and requires students to have algebraic fluency similar to that of HL Analysis. Applications HL is a good choice for students wishing to pursue degrees in engineering or research-based social sciences.

Mathematical Investigations Year 1
This course focuses on exploring major topics in algebra, geometry, and trigonometry with the goal of developing mathematical reasoning and an understanding of core concepts. Students will be demonstrating their understanding through projects and real-world problem solving. The students most likely to select this course are those whose main interests lie outside the field of mathematics. This course would be a good fit for students intending to pursue a college degree or career in an area including, but not limited to, law, journalism, languages, or the arts. Entrance in this course is by recommendation only and is reserved for students who would not be taking any of the IB mathematics courses.

Mathematical Investigations Year 2
This course focuses on exploring major topics in algebra, two- and three-dimensional geometry, trigonometry, and statistics with the goal of developing mathematical reasoning and an understanding of core concepts. Students will be demonstrating their understanding through projects, collaborative activities, and real-world problem solving. The students most likely to select this course are those whose main interests lie outside the field of mathematics. This course would be a good fit for students intending to pursue a college degree or career in an area including, but not limited to, law, journalism, languages, or the arts. Entrance in this course is by recommendation only and is reserved for students who would not be taking any of the IB mathematics courses.

Physical Education Department

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



Physical Education and Health Department Course Descriptions

Grades 6-8

Physical Education

Sixth Grade- one trimester course

The 6th Grade Physical Education curriculum is designed to introduce students to activities that can be participated in throughout their lifetime. We emphasize essential questions of lifetime fitness and sports. Transitioning from Lower School to Upper School, students learn more history, rules, and dynamics of games. Students practice skills that demonstrate appropriate movement patterns needed to perform divergent activities, while understanding and demonstrating basic strategies. Students will work to master these skills individually and in groups/teams, sports, sportsmanship, and

cooperative play are stressed. Participating mentally and physically during all activities is essential to maintaining a high level of physical fitness.

Before moving into game play, students increase their level of ability by using previous knowledge of fundamental skills and applying those skills. At this level, students will develop a deeper understanding of field, and/or court awareness when helping to strategize during game play. Units include, but are not limited to: lacrosse, European handball, flag football, and fitness circuit training.

Seventh Grade- one trimester course
Seventh Grade Physical Education focuses on team building with an emphasis on critical-thinking and goal-setting. Classes are designed to encourage students to develop lifelong habits of health and fitness. The physical education program consists of team sport activities, including volleyball, soccer, floor hockey, flag football, basketball, team handball, ultimate Frisbee, and wiffle ball. Fitness is implemented every day as a warmup which consists of various cardiovascular exercises.

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

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

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

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

Health and Wellness

Middle School Health and Wellness
Middle School Health is a year-long course taken for one trimester in each 6th, 7th and 8th grades. The purpose of this course is to give students a thorough and age-appropriate understanding of the necessary components that lead to a healthy and productive lifestyle. Students will learn how to enhance emotional and social growth, develop positive relationships, and make informed decisions about a variety of health issues.

Content areas include identity; communication and conflict resolution; bullying and cyber awareness; emotional and physical safety; healthy decision-making; nutrition and fitness; personal care and puberty; drug, alcohol, and tobacco awareness and prevention; media literacy and consumer health;

peer pressure; healthy relationships; body image; sexuality; disease prevention; resilience; and stress management.

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

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

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

Physical Education Electives

Grades 10-12

Fitness Training
The Fitness course guides students to gain knowledge in the five components of physical fitness: cardiovascular endurance, muscular endurance, muscular strength, body composition, and flexibility. During this time, students will be instructed through an excellent weight-training program, small-group exercises, interval training, and other fun and exciting ways to stay fit. The goal of the fitness curriculum is to provide students with the most efficient, effective, and challenging workout. This fitness program is designed to encourage students to develop life-long habits of fitness and health. Essential questions consist of setting goals which influence health and fitness in personal lifestyles.

The training method is the ultimate High-Intensity Interval Training (HIIT) experience that works on the entire body and keeps students engaged. This course combines equal parts high-intensity cardio treadmill workouts with dynamic strength and sculpting exercises. Students develop the knowledge and skills necessary to design a personalized fitness program. Circuit training, AMRAP routines (as many reps as possible), and core strengthening while measuring their heart rate are specific workouts students engage in to increase physical fitness and lifetime goals. Students are responsible

for engaging in daily workouts and keeping a daily journal. They are reflecting on the workout of the day and the goals they are trying to attain. Each student gains knowledge to create their own workout to teach their peers. Targeted muscles and fitness components must be evident in the student's work.

Team Sports
The Team Sports course is designed to give students the opportunity to develop skills and strategies while enjoying tournament play. Cardiovascular fitness and sport-specific conditioning exercises are used to help achieve levels of physical fitness during this course. Students are encouraged to take on challenges, exhibit leadership, and develop positive behaviors. Through learning and participating in team sports, students learn to problem solve and make challenging decisions.

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

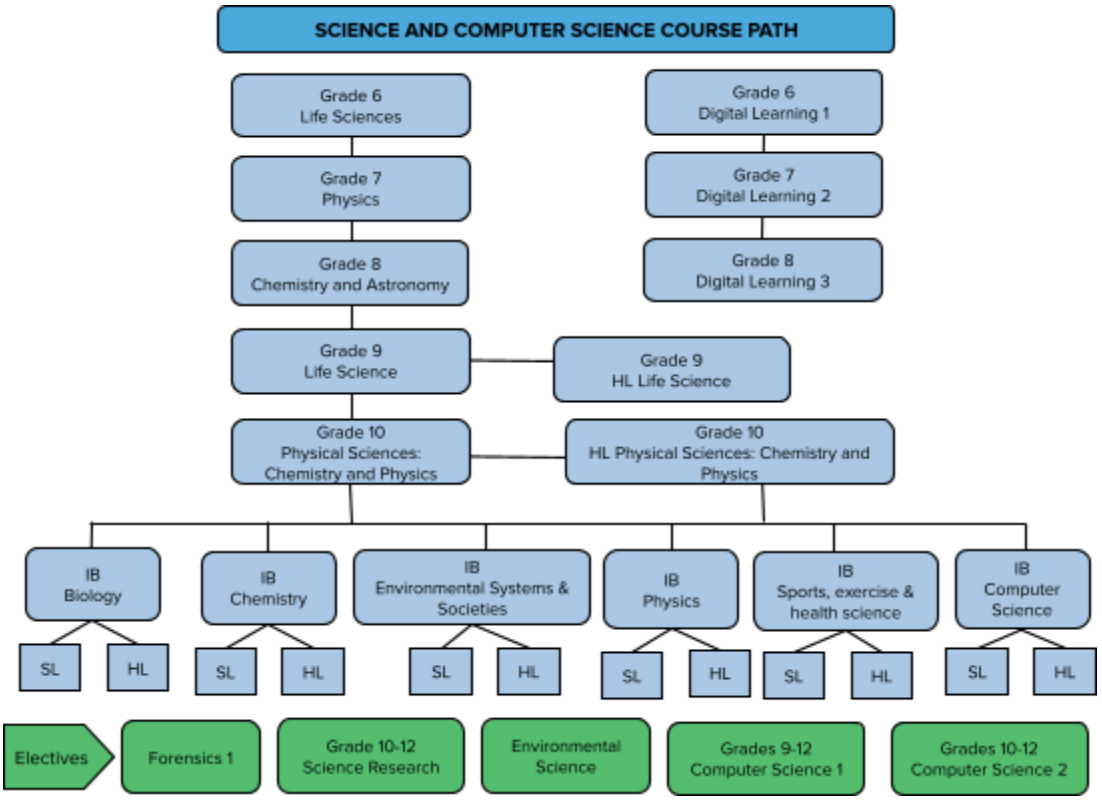
Yoga and Fitness
This course provides students with an engaging introduction to mindfulness and physical conditioning, focusing on cardiovascular health, muscular strength, flexibility, and overall wellness. By utilizing both the Fitness Center and the Yoga Studio, students will explore a balanced mix of low-impact exercise and traditional yoga practices. The curriculum is designed to help students develop lifelong healthy habits and is fully aligned with the 2024 SHAPE America National Physical Education Standards. Through this course, students will enhance their physical literacy, practice mindfulness, and improve their holistic well-being.

Science Department

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

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

In the Upper School, we focus on building scientific skills from 6th Grade onward, culminating in the application of the skills to practical laboratory work in the IB Diploma Programme for the 11th and 12th Grades. All students entering 11th Grade must choose between a one-year, non IB course or a two-year IB course in order to graduate. Our non IB courses include Forensics and Environmental Science. Those students pursuing the IB diploma or an IB course certificate in science can choose from Biology, Chemistry, Physics, Computer Science, or Environmental Systems and Societies. All IB courses are offered at both the Standard and Higher Levels, with the exception of Environmental Systems and Societies which is a Standard Level Course



Science Department Course Descriptions

Grades 6-8

Sixth Grade- Life Science
Life Science is a 6th grade course that allows students to explore topics in Science Skills, Cells/Heredity, Human Biology, and Environmental Science. A major emphasis of this course is to discuss Biology as a Science and to help students develop scientific literacy in Life and Environmental Sciences. In the second part of the year, students will apply this information to the patterns of heredity of traits and overall evolutionary changes in populations. Students will practice by observing how living and nonliving parts of an ecosystem interact, which encourages them to explore populations and communities. Students evaluate how matter and energy flows through an ecosystem by investigating ecosystems and biomes.Students will use basic lab skills to immerse themselves in project learning surrounding the Scientific community. They will practice communication, collaboration, presentation, reflectiveness, and the scientific process to set them up for future scientific success.

Seventh Grade- Physics
This Physical Sciences course introduces students to the foundational practices of scientific inquiry, including the scientific method and the development of observation and inference skills. Students then explore motion, forces, and energy, examining the nature of force and methods for measuring and analyzing motion, and applying Newton's Laws of Motion to real-world contexts. Through hands-on laboratory investigations, students study the relationships among work, simple machines, motion, forces, and energy, culminating in the design and construction of a simple machine. In the second half of the course, students investigate electricity, magnetism, and electromagnetism while developing the skills to conduct experiments and communicate findings through formal lab reports, including work with electromagnets and series and parallel circuits. The course concludes with a study of waves, where students analyze how energy is transferred through different types of waves by making observations, forming predictions, and interpreting results.

Eighth Grade- Chemistry and Astronomy
This course is an introduction to Chemistry and Astronomy. Students start off the year with the study of matter and its changes through hands-on laboratory exploration. Students gain an understanding of the periodic table, balancing equations, and how the elements in the periodic table combine to make compounds that make up the facets of everyday life. Students complete the year learning about the universe: from how it began to what it is made of now. They discover the cause of seasons, tides and eclipses, and many facets of our solar system. Throughout the year, students have a chance to perfect their science-writing abilities by writing their findings and data in several lab reports. Students in 8th grade will complete work in a full Science Fair project and present at a fair in the spring for the community.

Digital Learning 1 (6th Grade) [One trimester length course]
In DL1, students review the basics of Responsible Use of Technology as applied to the expanding digital world of an Upper School student. Students learn and develop specific technology skills that will enhance their academic pursuits at Léman and beyond including the use of spreadsheets, presentation software, and collaboration tools. Students are also introduced to the basics of computer science principles via block based and text based coding.

Digital Learning 2 (7th Grade) [One trimester length course]
In DL2, students continue to discuss and debate issues in technology and society that expand upon the topics covered in DL1. After learning about binary numbers, students automate the process of converting them into decimal numbers through code. They also build upon the coding skills developed previously to create more sophisticated programs and games. Students also explore 3D Computer Aided Design.

Digital Learning 3 (8th Grade) [One trimester length course]
In DL3, students examine their consumption of digital media while developing their media literacy skills in a world where opinions and even "facts" are often presented without evidence, and how bias can affect what information is and isn't shared and how it is presented. Students continue to explore 3D Computer Aided Design in an alternate platform and use these tools to solve a real world problem. Students also continue to develop their coding skills, building a strong foundation from which they can continue the study of other computer languages at a higher and deeper level.

Grades 9-12

Ninth Grade

Life Science
This course is designed to give students a foundation in the Life Sciences while emphasizing experimental design and qualitative laboratory work. As part of a two-year pre-IB sequence, this course has students develop important skills for analyzing, representing, and communicating their findings from scientific investigations. Students are introduced to many of the same topics taught in a first year Biology course, such as Ecology, Cells, Genetics, and Evolution, and they also conduct a great exploration of Biochemistry to understand the chemical process behind many biological and environmental systems. In addition, societal implications of all aspects of this course are discussed and analyzed.

Higher Level (HL) Life Science
The class will explore the laws of nature that explain the phenomena in our everyday lives and the world we live in. It will explore ecosystems, the human body, and the factors that affect these biological systems. Students will master content through the process of scientific inquiry. Like real scientists, students will:

- observe the world around them, make connections between their observations and the topics they have learned, and ask questions when their existing conceptions do not explain observations,
- design investigations to answer questions,
- collect and analyze experimental data,
- engage in meaningful discourse (oral, visual, and written) as they wrestle with evidence from the scientific community and from their own observations,
- apply learning to solve new scientific problems.

Students will begin to see themselves as scientists in their community, able to question existing ideas, develop new ideas, and define and create change.

Tenth Grade

Standard Level Physical Science
This course emphasizes valid and fluent use of the scientific method as we build knowledge and skills in both Chemistry and Physics. The course begins with building familiarity with the Science skills that will provide students with a toolkit of skills applicable to all future scientific study. We will explore topics such atomic theory, chemical bonding, and stoichiometry in Chemistry; and mechanics, waves, electricity, and electromagnetism in Physics. In preparation for the Group 4 IB curricula, students will perform extensive lab work which will require meticulous planning, measurement, and analysis of data so that valid conclusions can be made.

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

This integrated Physics and Chemistry course engages students in a rigorous, math-intensive exploration of fundamental scientific principles. Students begin by studying core concepts in physics, including kinematics (with an emphasis on projectile motion), forces, energy, momentum, and uniform circular motion. Through qualitative and quantitative laboratory investigations, students utilize Vernier equipment, graphing tools, and video analysis software while developing the critical thinking skills necessary to solve complex problems. Building on this foundation, the course transitions into key areas of chemistry, including atomic theory, nomenclature, equation balancing, stoichiometry, VSEPR theory, the electromagnetic spectrum, and gas laws. Throughout the year, students strengthen their laboratory and analytical skills, with a focus on data interpretation, sources of error (both random and systematic), and the inherent uncertainty present in all scientific measurements.

Eleventh And Twelfth Grades
IB Group 4: Sciences - Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the Group 4 subjects from other disciplines and characterizes each of the subjects within Group 4. Science itself is an international endeavor—the exchange of information and ideas across national boundaries has been essential to the progress of science. The scientific method in its widest sense, with its emphasis on peer review, open-mindedness, and freedom of thought, transcends politics, religion, and nationality.

All students who take an IB Experimental Science (Biology, Chemistry, Physics, Environmental Systems and Society, Sports, Exercise, and Health Science, as well as Computer Science) must complete the Group 4 project. The emphasis is on the processes involved in scientific investigation rather than the products of such investigation.

HL courses require additional time for labs, investigations, and additional course content. Internal assessment is an integral part of all G4 courses and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their

personal interests, with fewer time limitations and other constraints that are associated with written examinations. The Internal Assessment is an investigation into a topic of social or scientific importance in which a student gathers data through use of appropriate methodologies to answer a research question relevant to their studies. The Internal Assessment requirements at SL and at HL are the same.

IB Biology SL/HL
This two-year course provides an in-depth exploration of the biological sciences structured around the themes of unity and diversity, form and function, interaction and interdependence, and continuity and change. Students develop analytical thinking through inquiry-based learning and hands-on laboratory work, with an emphasis on experimental design and the application of the scientific method.

Aligned with the IB Biology curriculum, the course covers key topics including biochemistry, cell biology, genetics, ecology, and human physiology. In the first year, students build a strong foundation in core content and laboratory skills. In the second year, they extend their learning through a personal scientific investigation that fulfills the requirements of the IB Internal Assessment (IA). The course culminates in the IB external assessment, consisting of three rigorous examinations administered over two days.

IB Chemistry SL/HL
This two-year course provides an in-depth exploration of the biological sciences structured around the themes of unity and diversity, form and function, interaction and interdependence, and continuity and change. Students develop analytical thinking through inquiry-based learning and hands-on laboratory work, with an emphasis on experimental design and the application of the scientific method.

Aligned with the IB Biology curriculum, the course covers key topics including biochemistry, cell biology, genetics, ecology, and human physiology. In the first year, students build a strong foundation in core content and laboratory skills. In the second year, they extend their learning through a personal scientific investigation that fulfills the requirements of the IB Internal Assessment (IA). The course culminates in the IB external assessment, consisting of three rigorous examinations administered over two days.

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

The course culminates with students taking the final written IB assessment. HL students sit for three examination papers and SL students sit for two papers. All students complete an Internal Assessment

(IA) as a component of their IB Result in which they create a software project that solves a problem for a "client". A client can be a friend, family member, actual or theoretical business, and they submit 5 different components of a report, from identifying and describing a problem to what their software will do and actually writing code. Since each part depends upon the previous parts, students develop their IAs in stages through class assignments.

IB Environmental Systems and Society SL/HL
IB Environmental Systems and Society SL/HL is firmly grounded in both scientific exploration of environmental systems and the humanities-based investigation of the cultural, economic, ethical, and social interactions of society with the environment. Scientific content draws upon Biology, Chemistry and Physics. As a result of studying this course, students will become equipped with the ability to Analyze, evaluate, and make evidence based judgments about the interactions between environmental systems and human societies of our complex system of societies on the natural world, and vice versa.

The course emphasizes critical thinking, application of IB command terms, and the development of internationally minded perspectives on sustainability and environmental decision making. Students should develop solutions from a personal to a community to a global scale. Students may use this course to complete their Group 4 (Sciences) requirement, or their Group 3 (Individuals and Societies) requirements toward the IB Diploma. The course culminates with students taking external IB examinations alongside an internally assessed individual investigation (IA). In their second year, students develop an investigation of a topic related to an Environmental Issue of their choice. Since ES&S is an Interdisciplinary course, students can generate data in many ways, as appropriate - in the lab, the field, through modeling, using techniques of the Social Sciences, or using raw data posted on public sites - to answer a specific Research Question related to the Environmental Issue.

IB Physics SL/HL
The purpose of this two-year course is to give students a thorough understanding of Physics through hands-on, student-based activities and instruction, problem solving, and laboratory exercises. IB Physics students apply physics principles to make predictions about events in real life. They carry out laboratory experiments to measure, support, and discover physics principles. They conduct and report about laboratory experiments, including correct usage of scientific tools, technical vocabulary, data analysis, and science writing. They are comfortable in an international community of science learners and develop as scientifically literate citizens. In their senior year, students complete an internal assessment (IA). This is a formal lab report in which they develop a physics related research question then explore, analyze, and evaluate it by conducting an experiment, which they design and conduct.

Physics is available at both Standard Level (SL) and Higher Level (HL). The math and skills required to succeed in either are identical. SL should not be seen as being easier than HL. Over the course of two years, the following major topics will be covered in both levels: space, time, and motion; the particulate nature of matter; wave behaviour; fields; and nuclear physics. HL adds more breadth to these topics by further analyzing wave behaviour, fields, and nuclear physics, and adds rigid body mechanics, Galilean and special relativity, thermodynamics, induction, and quantum physics.

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

IB Sports, Exercise, and Health Science SL/HL (SEHS)
SEHS is a human science driven by curiosity about what makes humankind flourish, both physically and mentally. Spanning multiple disciplines, it is the formal study of the impacts of physiology, biomechanics and psychology on human health and athletic performance. Its most prominent advances have occurred from the late 19th century onwards, in tandem with similar advances in other scientific and technological fields. Like other DP sciences, SEHS is also an experimental science that combines academic study with the acquisition of practical and investigative skills. Students undertake practical experimental investigations in both laboratory and field settings. This helps them to acquire the knowledge and understanding necessary to apply scientific principles to the critical analysis of humankind and its sporting endeavours.

Science Electives

Forensics
Forensic Science applies scientific principles to the investigation of legal matters. This course integrates concepts from multiple scientific disciplines while emphasizing complex reasoning and critical thinking. Students are introduced to the methodologies and analytical techniques used in modern forensic investigations, including the examination of DNA, fingerprints, handwriting, and hair and fiber evidence. Additional topics include foundational concepts in forensic anthropology, as well as relevant aspects of law and psychology. Through case studies and laboratory investigations, students develop practical skills and gain insight into potential careers in the field of forensic science.

High School (HS) Environmental Science
Environmental Science explores pressing environmental issues at both global and local levels, focusing on their causes, impacts, and potential solutions. Students develop an understanding of the scientific principles and methodologies needed to analyze the interrelationships within the natural world, evaluate environmental challenges—both natural and human-made—and assess the risks and possible solutions associated with them. The course introduces foundational concepts in ecosystems and examines how human-designed systems provide food, shelter, and energy. As a culminating experience, students design and conduct an investigation into a significant environmental issue, exploring actionable solutions relevant to the Léman community and New York City.

High School (HS) Computer Science 1 (Introduction to Computer Science)
In this class, students will learn about binary and hexadecimal numbers as they examine analog records and recreate a scene from the movie The Martian. After this, students will delve into the Java programming language as a vehicle for studying computer science topics such as data types, variables, conditional statements, loops and nested loops, methods including Monte Carlo simulations, Strings, data structures such as one- and two-dimensional arrays, and sorting and searching algorithms. This introductory course is prerequisite to IB Computer Sciences.

High School (HS) Computer Science 2 (Intermediate Computer Science)
This class will build upon skills introduced in the Introduction to Computer Science class. It will cover algorithms including brute force algorithms. This will lead into a discussion of how bitcoin works and how they are mined. Students will expand upon the knowledge of java developed in the Introduction to Computer Science course to learn processing and python. Finally, students will develop individual

mini projects creating games of their choosing as a lead in to creating an IB CS Internal Assessment for those that continue in IB Computer Science. This intermediate course is not a prerequisite to IB Computer Sciences.

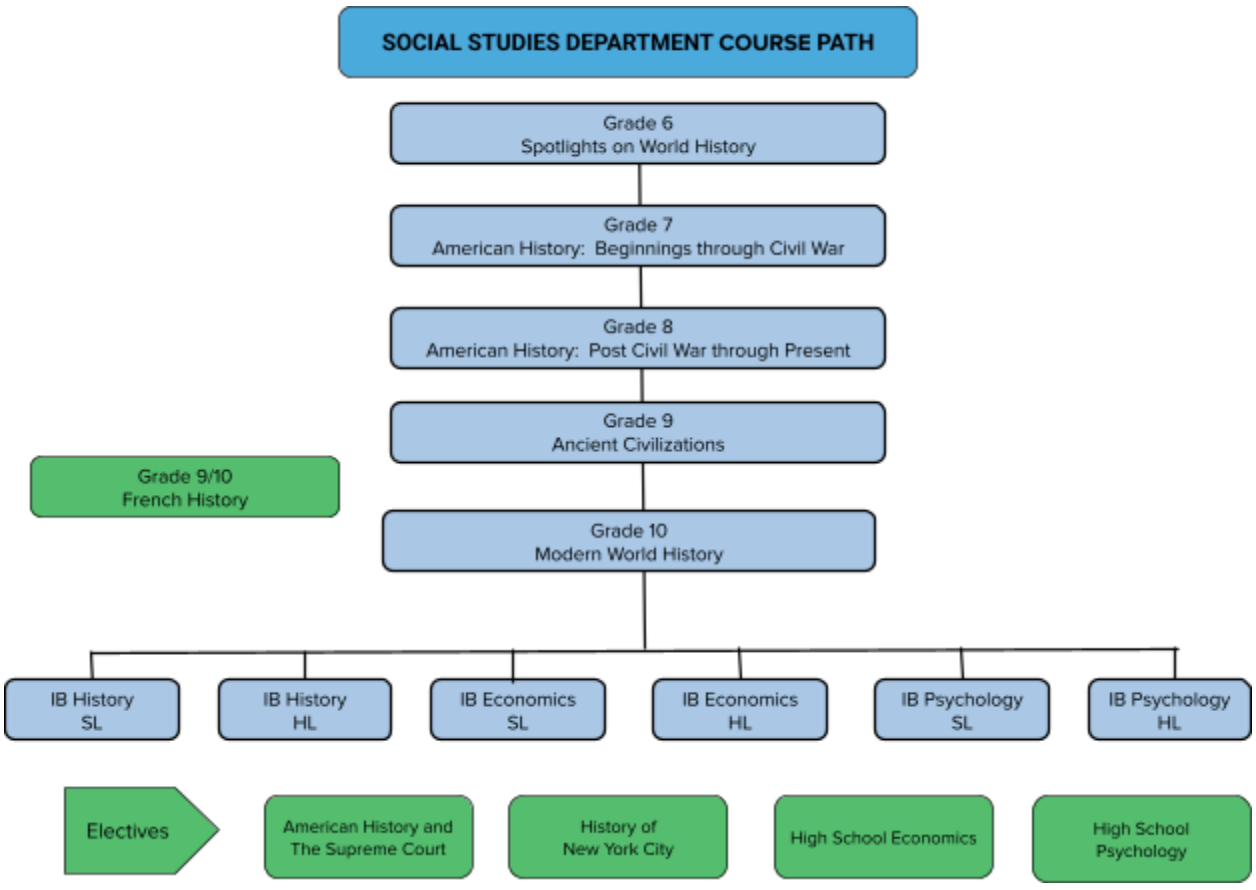
Science Research
This elective class allows students to learn the process and skills necessary to conduct a scientific investigation and write a professional level research paper. This course is also a benefit to students when writing their course work in the Science IB courses as well as the Extended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

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

Social Studies Department

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

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



Social Studies Department Course Descriptions

Grades 6-8

Sixth Grade- Spotlights on World History

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

Seventh Grade- American History from Beginnings to Civil War

7th Grade Social Studies is the first in a two-year study of American history in Middle School. Students employ writing, critical thinking, reading, and discussion skills as they study American history from Indigenous Peoples and the thirteen colonies through the Civil War. Building future global citizens who are ready to participate and contribute to our democracy is a hallmark of our 7th and 8th Grade American History courses. Students connect their study of the past with current events and modern history that impact our everyday lives. A depth versus breadth approach is taken in 7th Grade Social Studies allowing students to delve deeply into events in American history to build evaluative and analytical thinking abilities. Students utilize primary and secondary sources in historical research on assessments, identify and explain different historical interpretations, create thesis statements, perform document analysis, and logically sequence information. Students begin with case studies of two indigenous groups, the Plains and Iroquois Indians, and America's thirteen colonies. Students' studies move chronologically through units on the Road to American Revolution, How Revolutionary was the American Revolution, analyzing the presidency of Andrew Jackson, and causes of the Civil War. Project topics include essays and multimedia presentations on the thirteen colonies, the Salem Witch Trials, the Declaration of Independence, slavery & abolition, portfolios on the road to the American Revolution and the Civil War, and a research-based project on the Constitution.

Eighth Grade- American History- Reconstruction through Present

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

8th Grade continues in the vein of depth versus breadth, including Reconstruction, exploring the connections between industrialization and immigration in the late 19th and early 20th centuries, study of the Progressive Era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights movement, and modern topics including the Watergate Scandal and Clinton impeachment, the September 11th attacks, and the election of Barack Obama in 2008 and the 2008

financial crisis. Primary and secondary source analysis is critical to demonstrating understanding on assessments such as projects, essays, and exams focused on critical thinking exercises and writing.

Historical skills necessary for high school and college are fostered in 8th Grade Social Studies, including effectively and logically sequencing information, analyzing documents for point of view and bias, and constructing thesis statements. Project topics include multimedia projects on anti-immigration political cartoon analysis, document-analysis of the causes of the Great Depression, and arts and culture of the Roaring Twenties and the counterculture of the 1960s. Students continue their writing focus in 8th Grade by exploring persuasive and expository essays on Andrew Carnegie, the Great Depression, the Holocaust, a compare/contrast essay on the approaches towards civil rights of Martin Luther King, Jr. and Malcolm X, and a document-based essay on major events of the last 40 years. The year concludes with a research project on Cold War “hotspots.”

Grades 9-12

Ninth Grade- Ancient Civilizations
Ancient Civilizations is a survey course that focuses on the early history of the world and its peoples, from prehistory to the ancient world. Our approach to the study of history will be informed by concepts related to economics, geography, theology, philosophy, anthropology, and sociology, as detailed in the course standards. Identifying and comparing major themes and patterns in the progression of history will be our main objective, and we will strive to study the past while knowingly occupying the present in order to explore what the early history of humanity can tell us about ourselves. Over the course of the year, the following major content areas will be covered: Introduction to History, Ancient Mesopotamia, Ancient Egypt and Nubia, Ancient India, Ancient China, Indigenous Americans, Ancient & Classical Greece, Ancient Rome and Early Christianity. Document analysis and historical writing are central components of the course as we prepare the students for the rigor of the International Baccalaureate program.

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

Tenth Grade- Modern World History
Modern World History is a survey course that focuses on the history of the world and its peoples, from the post-classical era to industrialization. Over the course of the year, the following major content areas will be covered: Europe in the Middle Ages, The Golden Age of Islam, Tang/Song China and the Mongol Empire, the Renaissance, Scientific Revolution, and Enlightenment, the Age of Exploration and the Columbian Exchange, Atlantic Revolutions, Industrialization, and Imperialism. Our

approach to the study of history will be informed by concepts related to economics, geography, culture, religion, philosophy, and sociology. Identifying and comparing major themes and patterns in the progression of history will be our main objective, and we will strive to study the past in order to explore what the history of humanity can tell us about ourselves.
Students utilize primary and secondary sources in historical research on assessments, identify and explain different historical interpretations, create thesis statements, perform document analysis, and logically sequence information. This course involves key components that prepare students for the International Baccalaureate program, as well as their college/university academic careers by focusing on source analysis and analytical essay writing.

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

Eleventh and Twelfth Grades
IB Group 3: Individuals and Societies - More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, Group 3 subjects explore the interactions between humans and their environment in time, space, and place. At Léman Manhattan we are offering three courses from Group 3, Economics, History and Psychology. A fourth option to fulfill the Group 3 requirements is IB Environmental Systems and Societies. For more information on this course, please refer to the description in the Science Department offerings.

IB History Juniors SL/HL - History is a dynamic evidence-based, interpretive discipline that engages with the past. The overarching emphasis of the IB history course is to help students develop as practitioners of history. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretative discipline, students will engage with diverse perspectives and evidence to reach their own judgements.

The IB History course explores a variety of global, regional, and national themes. It is both an academic discipline and a part of the everyday, lived experience of all students. History informs identity, culture, society, politics, and the relationships between individuals and communities. Through the course, students will develop an understanding and appreciation of history in all these dimensions.

History is available at both Standard Level (SL) and Higher Level (HL). Over the course of two years, the following major topics will be covered in both levels: Focused Study - Protest and change, and two thematic studies: Conflict and Popular movements. The following two regional studies will be explored at Higher Level only: The Americas during the Cold War (1945-1991) and Social movements in the Americas (1945-2000).

IB History Seniors SL/HL - The IB History course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. It also helps students gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in history, whether or not they continue to study it formally.

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

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

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

IB Economics SL/HL - The IB Economics course emphasizes the economic theories of microeconomics, macroeconomics, and the global economy. Section one focuses on microeconomics, dealing with economic variables affecting producers and consumers in individual markets; section two focuses on macroeconomics, dealing with economic variables affecting countries, governments, and societies, and section three focuses on the global economy, dealing with economic variables involving international trade and the increasing interdependence of the movement of labor between countries. In this course, these economic theories are not studied in a vacuum. Rather, they are applied to real-world issues. Prominent among these issues are economic change, choice, efficiency, equity, scarcity, intervention, interdependence, sustainability and the well-being of individuals and societies.

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

HL students will have to complete 3 economics commentaries which make up the Internal Assessment (IA) component of the course. There are also 3 different final examination papers. Paper 1 involves writing an extended response paper; in Paper 2, students write a data response paper; and in Paper 3 students at the higher level only, answer two questions drawn from the higher-level curriculum.

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

IB Psychology SL/HL
Psychology is the scientific study of behavior and mental processes. This IB course is designed to offer you a multidisciplinary approach into complex questions that humans have pondered on for centuries. Over the course of the next two years, we will embark on an exploration of what makes us human. This course will help you understand, analyze and evaluate psychological research in different areas, as well as design and conduct your own experiments, observations, interviews and surveys. The course provides an exploration of behavior through the lenses of three major perspectives: Biological, Cognitive and Sociocultural, embedded into four contexts: Learning and Cognition, Human Development, Human Relationships and Health Psychology. You will also learn to evaluate research and theories through the concepts of bias, change, causality, measurement, perspective and responsibility.

At the HL students will study the influence of motivation, technology and culture on behavior, and will learn to analyze and interpret quantitative and qualitative data.

Social Studies High School Electives

American History and the Supreme Court (9th and 10th grade)
The purpose of this course is to explore key concepts in American history, government, law, and society through the lens of landmark Supreme Court cases aligned to these key concepts. Critical thinking, inquiry, collaboration with peers, as well as reading and writing skills will all be essential skills fostered in this course through the exploration of key concepts and the landmark cases associated with them.

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

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

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

throughout the economics course as students are required to consider and reflect on human end-goals and values.

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

Multimedia Journalism
This course prepares students to be versatile storytellers across print and digital platforms while serving as the staff of the school newspaper. Students will learn traditional journalism fundamentals—news writing, feature writing, interviewing, copyediting, and layout design - while also developing multimedia skills in video production, audio storytelling, photography, and social media content creation. Students will produce articles for the school's digital newspaper and maintain its presence through the website and social media channels, learning to adapt stories for different formats and audiences. Working as reporters, editors, photographers, videographers, and designers, students will cover school events, student life, sports, arts, and community issues while meeting regular publication deadlines. Additionally, students will produce two print newspapers per year that will be distributed throughout the school community and serve as the culminating projects. The course emphasizes journalistic ethics, accuracy, AP & MLA Style, First Amendment principles, and the integration of text, images, video, and interactive elements to tell compelling stories. Students will develop proficiency in industry-standard software for both print layout (Adobe InDesign) and multimedia production (Adobe Premiere, Audacity) while building critical thinking, collaboration, and professional communication skills. May be repeated as an elective for credit as Advanced Multimedia Journalism starting school year 2027-28.

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

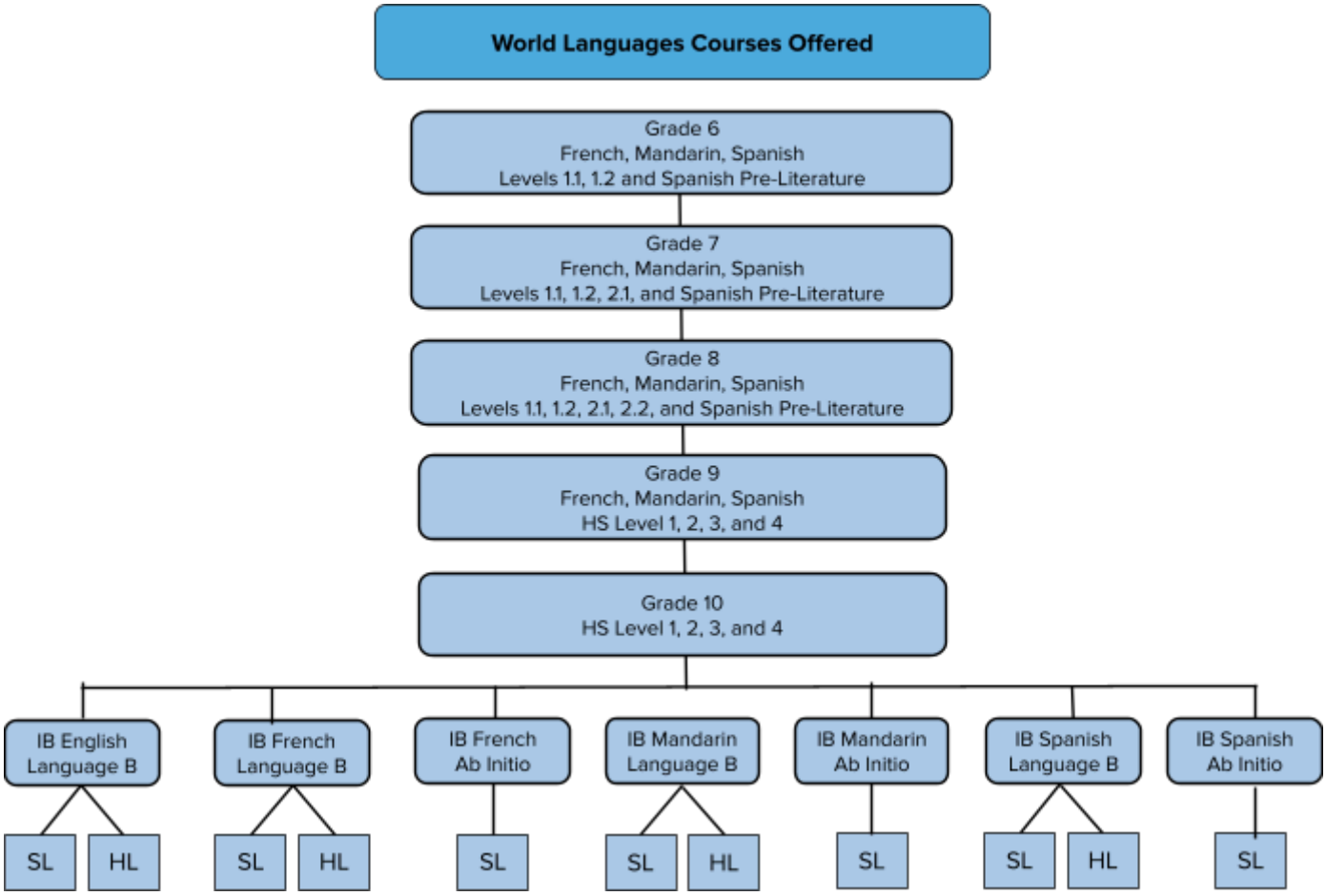
Using critical-thinking, collaboration, comparative framework, and creativity, students will engage in several thematic units touching on moments throughout New York's history, including immigration, indigenous peoples, organized crime, architecture and urban design, and more. Given Léman's location in the heart of downtown Manhattan, students will have opportunities to enhance their educational experience beyond the classroom. The final project for this course tasks students with

designing their own thematic walking tour of an NYC neighborhood, and finally traveling to that neighborhood to lead their classmates on the walk.

High School Psychology (HS)
Psychology is the systematic and rigorous study of mental processes and behavior. This survey course provides an exploration of the history of psychology, from understanding its roots to looking into contemporary approaches, and the future of this field of study. We will delve into several areas including biological, cognitive, developmental, and abnormal psychology. Students will learn about the scientific method in psychology, basic concepts in research findings, and ethical principles that guide psychological research. Students will develop critical thinking and collaboration skills through creative assessments, essays, presentations, and a final research project. This course provides an overview of the scope and the possibilities offered by choosing a career in psychological sciences.

World Language Department

The World Languages Department believes in teaching students to develop their global awareness and to communicate in a variety of languages. World Language courses provide opportunities for students to have a deeper understanding and appreciation of other cultures through learning language. Léman Manhattan provides rigorous courses in Mandarin, Spanish, and French. All courses ensure development in the core language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students acquire language through differentiated learning approaches that stimulate meaningful and authentic communication in the Target Language (TL). Through studying language, students are exposed to diverse perspectives, practices, and products of the target language cultures around the world. From Pre-K to 12th Grade, our spiraled curriculum ensures progression and development of the essential skills needed to become proficient in another language. In High School, students may select to take a second language as an elective and continue to study one of those languages if they enter the IB Diploma Program in 11th Grade.



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<tr><th rowspan="2">CEFR level</th><th colspan="2">English B</th><th colspan="2">French B</th><th colspan="2">Spanish B</th></tr>
<tr><th>HL</th><th>SL</th><th>HL</th><th>SL</th><th>HL</th><th>SL</th></tr>
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<tr><td colspan="7">https://ibo.org/research/assessment-research/research-studies/cefr/ (last updated January 2024)</td></tr>
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- Students begin course tracks based on entrance requirements
- Entrance into IB courses requires teacher recommendation and successful completion of prerequisite language courses.
- Entrance in the Mandarin AbInitio course requires a higher proficiency level, assessed by the teacher
- Middle School classes are aligned to High School classes by color. Two MS classes are approximately equivalent to 1 HS class of the same level.
- Languages offered: Mandarin, French and Spanish.
- Placement is determined by proficiency only as needed.
- All class levels are differentiated to cater to the appropriate language proficiency levels of the students.

World Language Course Descriptions

GRADES 6-8

French

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

French 1.2 MS
Level 1.2 French continues to develop students' language proficiency in listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students continue to build their proficiency by interpreting basic language structures through reading and listening to simple passages on a variety of familiar topics. In this course students aim to acquire more "survival" language to use in real-life contexts that are familiar to them, and also learn to create questions in French. In this class, proficiency-based performance tasks aim to strengthen the four language skills in all three modes. Students continue to be exposed to perspectives, practices, and products of Francophone cultures from around the world. In this course, students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their French studies.

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

French 2.2 MS
French 2.2 is a continuation of previously learned skills and content. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2.2, students improve their language proficiency while demonstrating stronger accuracy, complexity, and fluency when using basic

language structures, and are able to write and speak complex sentences and read and listen to lengthier passages, in multiple tenses, on a variety of both familiar and some abstract topics. In addition, students practice creating with the language and consistently ask questions in French. Students complete more complex and creative proficiency-based performance tasks that strengthen the four language skills in all three modes. This course asks students to engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Francophone cultures. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies.

French Pre-Literature MS (6th, 7th and 8th grade students)
This three year course is designed for middle school heritage French speakers and/or students who have a fluent level and want to strengthen their literacy skills and prepare for advanced study of literature at the High school level. Students will engage with a variety of age-appropriate texts - including short stories, poetry, plays, and informational articles that reflect the diversity of Francophone cultures. Emphasis is placed on developing reading comprehension, expanding academic vocabulary, refining grammar in context, and cultivating analytical skills. Students will practice close reading, literary discussion, and written expression through essays, journals, and creative projects. By the end of the course, students will be equipped with the skills and confidence needed to succeed in high school French literature courses.

Mandarin

Mandarin 1.1 MS
This introductory course in Mandarin teaches and reviews basic language skills to begin listening, speaking, and writing in all four language modes: interpretive, interpersonal, and presentational. Students start to learn Mandarin through pinyin, a Romanized form of the language, and simplified characters are taught. The goal is to build a competent familiarity with the language. In this course, the focus is on very familiar and simple topics that incorporate perspectives, practices, and products of Chinese culture. Students learn how to develop, maintain, and use reference resources and technology tools that help them to be successful in their future Mandarin studies. Proficiency-based performance tasks in this course may include writing and speaking in simple sentences, phrases, or words.

Mandarin 1.2 MS
Mandarin 1.2 builds upon the skills learned previously. Vocabulary development focuses on practical and familiar words and conversation, including themes that are relevant to their everyday lives and perspectives, practices, and products of Chinese culture. In this course, we focus on familiar topics for survival communication. By Mandarin 1.2, students begin to use more Chinese characters in their writing with the support of a dictionary, and they converse in Mandarin during class times. Proficiency-based performance tasks may include writing and speaking in simple sentences, phrases, or words. Students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their future Mandarin studies, such as learning to write in Chinese characters on the computer.

Mandarin 2.1 MS
In Mandarin 2.1, students become more comfortable listening, speaking, reading, and writing while also using Chinese characters without the support of pinyin. Students sharpen their listening and speaking skills with emphasis placed on tone and accent. In this course, the class focuses on a variety of familiar survival topics that students need to be able to communicate in Mandarin, while also incorporating perspectives, practices, and products of Chinese culture. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. Proficiency-based performance tasks in writing and speaking in complete sentences may include communication in the presentational or interpersonal modes.

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

Spanish

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

Spanish 1.2 MS
Level 1.2 Spanish continues to develop students’ language proficiency in listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. Students continue to build their proficiency by interpreting basic language structures through reading and listening to simple passages on a variety of familiar topics. In this course students aim to acquire more “survival” language to use in real-life contexts that are familiar to them, and learn to create questions in Spanish. In this class, proficiency-based performance tasks aim to strengthen the four language skills in all three modes. Students continue to be exposed to perspectives, practices, and products of Hispanic cultures from around the world. In this course, students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their Spanish studies.

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

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

Spanish Pre-Literature MS (6th, 7th and 8th grade students)
This three year course is designed for middle school heritage Spanish speakers and/or students who have a fluent level and want to strengthen their literacy skills and prepare for advanced study of literature at the High school level. Students will engage with a variety of age-appropriate texts - including short stories, poetry, plays, and informational articles that reflect the diversity of Hispanic/Latine cultures. Emphasis is placed on developing reading comprehension, expanding academic vocabulary, refining grammar in context, and cultivating analytical skills. Students will practice close reading, literary discussion, and written expression through essays, journals, and creative projects. By the end of the course, students will be equipped with the skills and confidence needed to succeed in high school Spanish literature courses.

GRADES 9-12

French

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

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

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

HS French 4
In French 4, students become comfortable communicating with ease and continue to develop and deepen their skills in listening, speaking, reading, and writing, in the three language modes, interpretive, interpersonal, and presentational. Students apply these skills to analyze and understand

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

Mandarin

HS Mandarin 1
This introductory course in Mandarin teaches and reviews basic language skills to begin listening, speaking, reading, and writing in Mandarin. Students start to learn Mandarin through pinyin, a Romanized form of the language, and simplified characters are taught. The goal is to build a competent familiarity with the language. In this course, we focus on very familiar and simple topics for "survival" Mandarin that also incorporate elements of Chinese culture. In this course students develop, maintain, and use reference resources and technology tools that help them to be successful in their Mandarin studies, such as learning to write in Chinese characters on the computer. Proficiency-based performance tasks in this course include writing and speaking in complete simple sentences, phrases, or words.

HS Mandarin 2
Mandarin 2 is a continuation of skills taught in the previous Mandarin courses. Students continue to develop the four language skills: reading and writing of simplified characters, speaking, and listening in the three modes of language: interpretive, interpersonal, and presentational. Students engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex elements of Chinese cultures around the world. This class includes a field trip to Chinatown and/or a museum on Chinese culture in NYC, and all students are strongly encouraged to participate in the China trip during their spring break to further their cultural understanding and linguistic skills. In this course students will be able to read and write complex sentences and read lengthy passages based on a variety of familiar and more abstract topics in a new tense. Students utilize their growing vocabulary and grammar to write and read longer texts that include more complex language and subject matter. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies.

HS Mandarin 3
The Level 3 Mandarin course builds upon previously learned skills. Students continue to develop their communication skills of listening, speaking, reading, and writing, in the three language modes, interpretive, interpersonal, and presentational, and should begin to express themselves in a more complex way more accurately and with ease. In Level 3 Mandarin, students begin to create with the

language, in speaking and writing, by using structures they have already acquired. Students interact verbally and in writing with other speakers of Mandarin, exchanging ideas and sharing opinions on a variety of topics from core IB themes. Students complete complex proficiency-based performance tasks that strengthen the four language skills in all three modes: interpretive, interpersonal, and presentational. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. This course also integrates more abstract elements of Chinese cultures from around the world.

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

Spanish

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

HS Spanish 2
Spanish 2 is a continuation of previously learned skills. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2, students build their communicative competence, showing a greater level of accuracy, complexity, and fluency when using basic language structures. Students engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Hispanic culture. In this course, students will be able to write and speak complex sentences and read and listen to lengthier passages, in new tenses, on a variety of familiar and abstract topics, as well as begin to create with the language and ask questions in Spanish. Students

complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish studies.

HS Spanish 3

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

HS Spanish 4

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

GRADES 11-12

IB Group 2: Language Acquisition

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

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

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

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

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

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

IB French, Mandarin, and Spanish B SL and HL
IB French, Mandarin, or Spanish B is a two-year program that strengthens previously acquired language skills in the three communicative modes: interpretive, interpersonal, and presentational in order to excel in listening, speaking, reading, and writing. This course is designed for intermediate to advanced students who have had previous experience studying the target language. Students acquire the language through engaging with IB topics aligned to core Language B themes for HL

and SL. These language skills are developed through the study and use of a range of written and spoken material, such as global current events and various types of literary texts that discuss complex and abstract perspectives, practices, and products of the TL cultures, as well as others from around the world. In this course, students will complete complex proficiency based performance tasks that prepare them for the IB exam at the end of their two- year course of study. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

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

IB English B SL/HL

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

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