Upper School Curriculum Guide
2019-2020
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 resiliency 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.
PORTRAIT OF A LÉMAN LEARNER

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

AS LÉMAN MANHATTAN LEARNERS, WE STRIVE TO BE:

INQUIRERS • We nurture our curiosity, developing skills for inquiry and research.
• We know how to learn independently and with others.
• We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE • We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
• We engage with issues and ideas that have local and global significance.

THINKERS • We use critical and creative thinking skills to analyze and take responsible action on complex problems.
• We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS • We express ourselves confidently and creatively in more than one language and in many ways.
• We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED • We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
• We take responsibility for our actions and their consequences.

OPEN-MINDED • We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.
• We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING • We show empathy, compassion, and respect.
• We have commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS • We approach uncertainty with forethought and determination.
• We work independently and cooperatively to explore new ideas and innovative strategies.
• We are resourceful and resilient in the face of challenges and change.

BALANCED • We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.
• We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE • We thoughtfully consider the world and our own ideas and experience.
• We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

COLLABORATORS • We form cultural, academic and social partnerships, globally and locally.
• We maximize opportunities to share our learning within our own community and beyond.

GLOBAL CITIZENS • We mindfully cultivate individuality and embrace diversity.
• We are advocates for peace and stewards of the planet.

These additional descriptors represent unique attributes valued at Léman Manhattan.
LÉMAN ACADEMIC PLAN
MIDDLE SCHOOL PROGRAM

GRAPES 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 multiple times throughout the week to foster the development of small communities with the goal of supporting personal and academic growth. The Middle School Advisory Program emphasizes six character-centered pillars, including respect, responsibility, trustworthiness, fairness, caring, and citizenship.

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

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

Co-curricular offerings such as athletics, fine arts, and clubs and activities are also an important part of our Middle School students’ lives as they discover new passions and interests. Advisors meet with parents and students several times a year to review each child’s goals and progress. Working together, families, teachers, and students partner to foster academic success and personal growth in every child.
HIGH SCHOOL PROGRAM

GRADES 9-12

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

Léman Manhattan offers the International Baccalaureate (IB) Diploma Programme, recognized 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; a creativity, activity, and service requirement; and a Theory of Knowledge 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 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, 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, theatre, music, and internships that take advantage of the tremendous diversity of opportunities in Manhattan. Students perform in Léman Main Stage theatrical productions, hold positions in Student Government, compete on the athletic field or court, volunteer as translators in their native language, and serve as Student Ambassadors. Taking advantage of the city as our campus, Léman students gain real-world experience with internships, externships, and in-residence programs at such institutions as the Metropolitan Museum of Art, Memorial Sloan Kettering Cancer Center, and the Juilliard School Pre-College Program.

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

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

Each fall, students select year-long projects based on their individual passions. They may choose to delve deeply into an art form, volunteer at a local organization, undertake an experiment, learn a new skill, or engage with any other project that is vitally enriching. Students then develop a plan for the year, thoughtfully organizing their goal into actionable steps. Léman believes in both process and product, and students reflect on these values as they develop their PLPs. They ensure that their project links to an academic skill or content area, contains a Habits and Attitudes of Learning (HAL) component, has a global connection and/or community service aspect, and supports their growth as reflective practitioners.

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

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

Given the natural connection between PLPs and the International Baccalaureate (IB) Programme’s CAS (Creativity, Activity, Service) requirements, all students in Grades 11 and 12 will pursue the CAS requirements in lieu of the PLP requirements.
THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is designed as an academically challenging and balanced program of education with final examinations that prepare students, ages 16 to 19, for success at university and life beyond. The program is taught over the course of two years (Grades 11 and 12).

From the time of its founding in 1968, the International Baccalaureate Organization (IBO) has:

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

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

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

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

– Taken from www.ibo.org/research

THE CURRICULUM

All IB Diploma Programme candidates must satisfy assessment requirements in six subjects; one from each of the six groups listed below. At least three and not more than four subjects must be studied at Higher Level (HL) and the others at Standard Level (SL).

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

Exceptions Instead of a Group 6 subject, a candidate may choose an additional subject chosen from Groups 1 to 4.
Prohibitions No candidate may count the following toward the diploma:
• The same subject at higher level and standard level
• The same language for Groups 1 and 2
• Any two mathematics courses

Core Requirements In addition to completing six subjects, diploma candidates must also:
• Follow, and meet assessment requirements for a Theory of Knowledge (TOK) course
• Complete an extracurricular program known as Creativity, Activity, Service (CAS)
• Write an extended work of research, the Extended Essay (EE), on a topic of their choice

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

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

The following categories of registration are available:

Diploma Candidates intending to complete all DP requirements, including the Core, for the award of an IB diploma.

Course Candidates intending to design their own program of study and/or take fewer than six IB DP subjects. Course candidates do not need to meet the extra requirements of the IBDP Core. Subject grades awarded for individual course certificates cannot subsequently contribute to the award of an IB diploma.

Anticipated In some circumstances it is possible for candidates to complete the requirements for one or two standard level subjects (excluding ab initio languages) at the end of the first year of the Diploma Program.

Retake Previous IB diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB Diploma. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

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 and embedded in our Portrait of a Léman Manhattan Learner.

Approaches to teaching and learning are deliberate strategies, skills, and attitudes that permeate the teaching and learning environment ... and are intrinsically linked with the IB learner profile.

– Taken from ATL in the DP Guide (January 2015)

GRADING AND ASSESSMENT
Performance in each of the six IB diploma subjects is graded on a scale of 1 point (very poor) to 7 points (excellent), which together with the possibility of 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.

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.

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

THE IB DIPLOMA ‘CORE’

CAS Creativity, Activity, Service CAS aims to broaden students’ educational experience through their involvement in creative pursuits, physical activities, and community-service work. To complete CAS successfully, students must complete a CAS project and demonstrate achievement of the program’s eight learning outcomes through involvement in creative, active and service ‘experiences.’

Theory of Knowledge TOK is designed to provide a forum for discussion, reflection, and instruction that helps in the development of interdisciplinary understanding. The course is assessed by an oral presentation and by a 1,200 to 1,600-word essay on a prescribed topic.
The Extended Essay  The IBO defines this essay as "an in-depth study of a limited topic within a subject." The Extended Essay (EE) provides students with the opportunity to investigate an academic research question, and in the process, develop the research and writing skills expected for further education.

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

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

TOK/EE GRADE POINT MATRIX

<table>
<thead>
<tr>
<th>EXTENDED ESSAY</th>
<th>THEORY OF KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(A)</td>
</tr>
<tr>
<td>(A) Excellent</td>
<td>3</td>
</tr>
<tr>
<td>(B) Good</td>
<td>3</td>
</tr>
<tr>
<td>(C) Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>(D) Mediocre</td>
<td>2</td>
</tr>
<tr>
<td>(E) Elementary</td>
<td>FC</td>
</tr>
</tbody>
</table>

FC = Failing Condition
### IB COURSES AT LÉMAN MANHATTAN
The chart below summarizes the courses currently offered at Léman Manhattan.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>HIGHER LEVEL (HL)</th>
<th>STANDARD LEVEL (SL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies in Language and</td>
<td>English A LAL</td>
<td>English A LAL</td>
</tr>
<tr>
<td>Literature</td>
<td>Chinese A LAL</td>
<td>Chinese A LAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>English B, French B</td>
<td>English B, French B, French Ab, Mandarin Ab, Spanish B, Spanish Ab</td>
</tr>
<tr>
<td></td>
<td>Spanish B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Systems &amp; Societies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>Biology, Chemistry</td>
<td>Biology, Chemistry</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Systems &amp; Societies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (Gr 12)</td>
<td>Mathematics, Mathematical Studies (Gr 12)</td>
</tr>
<tr>
<td></td>
<td>Mathematics: Applications and</td>
<td>Mathematics: Applications and</td>
</tr>
<tr>
<td></td>
<td>interpretations (Gr 11)</td>
<td>interpretations (Gr 11)</td>
</tr>
<tr>
<td></td>
<td>Mathematics: Analysis and</td>
<td>Mathematics: Analysis and</td>
</tr>
<tr>
<td></td>
<td>approaches (Gr 11)</td>
<td>approaches (Gr 11)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Film, Theatre, Visual arts</td>
<td>Film, Theatre, Visual arts</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits (4 recommended)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits (4 recommended)</td>
</tr>
<tr>
<td>World Language</td>
<td>4 credits (recommended: 4 of the same language)</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits, including a year of life science and a year of physical science (4 recommended)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>4 trimesters of physical education (1 of which must be swim) and 1 trimester of health</td>
</tr>
<tr>
<td>Research and Writing (Language Arts Department. Usually taken in grade 10.)</td>
<td>1 trimester</td>
</tr>
<tr>
<td>Community Service</td>
<td>All students in Grades 11 &amp; 12 complete CAS requirements according to the specifications of the IBDP.</td>
</tr>
</tbody>
</table>
### SAMPLE ACADEMIC PROGRAMS GRADES 6-8

#### Sixth Grade
- English Language Arts
- World Language
- Social Studies
- Science
- Mathematics
- Band or Chorus
- Visual Art
- Theatre
- Physical Education/Swim/Health

#### Seventh Grade
- English Language Arts
- World Language
- Social Studies
- Science
- Mathematics
- Band or Chorus
- Visual Art
- Theatre
- Physical Education/Swim/Health
- Digital Learning Level 1

#### Eighth Grade
- English Language Arts
- World Language
- Social Studies
- Science
- Mathematics
- Band or Chorus
- Visual Art
- Theatre
- Physical Education/Swim/Health
- Digital Learning Level 2
# SAMPLE ACADEMIC PROGRAMS GRADES 9-12

## Freshman Year (Grade 9)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts)</td>
<td>Freshman Literature and Composition</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Ancient Civilizations</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Integrated Mathematics 9A or 9B</td>
</tr>
<tr>
<td>World Language</td>
<td>World Languages EAP or Study Lab for ELL students</td>
</tr>
<tr>
<td>Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>Technology</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>Arts</td>
<td>Music, Theatre, Film or Visual Art</td>
</tr>
<tr>
<td>Activity</td>
<td>Physical Education/Health</td>
</tr>
</tbody>
</table>

## Sophomore Year (Grade 10)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts)</td>
<td>World Literature</td>
</tr>
<tr>
<td>English (Language Arts)</td>
<td>Research and Writing (1 trimester)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Modern World History</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Integrated Mathematics 10A or 10B</td>
</tr>
<tr>
<td>World Language</td>
<td>World Languages EAP or Study Lab for ELL students</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Technology</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>Arts</td>
<td>Music, Theatre, Film or Visual Art</td>
</tr>
<tr>
<td>Activity</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

## Junior Year (Grade 11)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>IB English Language and Literature OR IB Chinese Language and Literature</td>
</tr>
<tr>
<td>Social Studies</td>
<td>IB Economics, IB History, IB Environmental Systems (ESS) OR 20th Century World History, or History of New York</td>
</tr>
<tr>
<td>Mathematics</td>
<td>IB Mathematics: Applications and interpretation OR IB Mathematics: Analysis and approaches</td>
</tr>
<tr>
<td>World Language</td>
<td>IB Spanish B/Ab, IB French B/Ab, IB English B, IB Mandarin Ab or ESOL</td>
</tr>
<tr>
<td>Science</td>
<td>IB Physics, IB Biology, IB Chemistry, IB ESS, IB Computer Science OR Forensics or HS ESS</td>
</tr>
<tr>
<td>Arts</td>
<td>IB Visual Arts, IB Theatre, IB Film OR Arts Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>TOK &amp; Study Lab OR PE or second Arts Elective</td>
</tr>
<tr>
<td>Community Service</td>
<td>CAS</td>
</tr>
</tbody>
</table>
## Senior Year (Grade 12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>IB English Language and Literature OR IB Chinese Language and Literature</td>
</tr>
<tr>
<td>Social Studies</td>
<td>IB Economics, IB History, IB Environmental Systems (ESS) OR History of New York or 20th Century World History</td>
</tr>
<tr>
<td>Mathematics</td>
<td>IB Mathematics HL, IB Mathematics SL, or IB Mathematical Studies</td>
</tr>
<tr>
<td>World Language</td>
<td>IB Spanish B/Ab, IB French B/Ab, IB English B, IB Mandarin Ab or ESOL</td>
</tr>
<tr>
<td>Science</td>
<td>IB Physics, IB Biology, IB Chemistry, IB ESS, IB Computer Science OR Forensics or HS ESS</td>
</tr>
<tr>
<td>Arts</td>
<td>IB Visual Arts, IB Theatre, IB Film or Arts Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>TOK &amp; Study Lab OR a PE or second Arts elective</td>
</tr>
<tr>
<td>Community Service</td>
<td>CAS</td>
</tr>
</tbody>
</table>

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

The LMPS Language Policy, integral to LMPS philosophy and practice, creates a shared vision and mission to successfully implement LMPS language programs and curriculum. It is comprehensive and school-wide and promotes a high-quality academic curriculum for 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 LMPS students.

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

Regarding English Language Learners (ELLs), the faculty of LMPS believes and practices the following:
- 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.
- 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.
- Parents are made aware of their important role in ensuring the development of their children’s mother tongue and are encouraged to do so through a range of strategies to support their child’s education, including enrollment in a mother tongue program.
- At Léman Manhattan, we believe that ELL students are best educated in a sheltered instruction environment. When possible, our ELL students are instructed in a mainstream setting with ELL push-in and pull-out support, providing them access to content area standards as they develop English proficiency.
- Students are supported with ESOL classes based on their English levels.
- All staff members understand the particular needs of those students being educated in a language.
STUDENT SUPPORT SERVICES

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

THE LEARNING SUPPORT PROGRAM

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

LEARNING SUPPORT SERVICES

The role of the Learning Support Services team is to ensure Léman Manhattan provides an inclusive Pre-K 3 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 provision of inclusive education is based on three complementary principles:

1. Curriculum is provided equitably to all students and is provided in an inclusive, common learning environment shared among age-appropriate peers.
2. The success of each student depends on the degree to which the education is based on the student’s best interests and responds to his/her strengths and needs.
3. The service to students is flexible and responsive to change.

Under these guidelines, we believe:

- Students build self-confidence and better prepare themselves to be lifelong learners by developing self-advocacy skills and by understanding their learning needs.
- 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.
- Learning issues may change as the child grows and developmental differences are considered in planning; resources should be allocated as needed.
• 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.
• Staying current with research and best practices helps the team determine how to address student needs.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

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

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

MIDDLE SCHOOL ESOL

MS ESOL
MS ESOL is a year-long class for students who score from the beginner to intermediate range on the Léman English language assessment. This class is in lieu of a 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

ESOL: Foundations in Communications
ESOL Communications is a year-long course for students who score within the beginner range on Léman English language assessments. The purpose of this course is to familiarize new students with the school culture of Léman and the culture of New York City and America. Students will use the content they learn in the class to create role-plays and skits based on real-life scenarios, which they will perform in class. Students will gain greater confidence in their ability to communicate in English and to navigate living in New York and attending Léman.
ESOL: Foundations in English Literature
ESOL English Literature is a year-long course for students who score within the beginner range on Léman English language assessments. The purpose of this course is to introduce non-native English speakers to the rigors of an English Language Arts class while developing their English language skills. Students will be introduced to various genres such as folktales, historical fiction, and biographies by reading authentic texts. Students will gain a solid foundation in literary analysis and have opportunities to further their oral language skills by discussing the various works studied in the course. An emphasis will be placed on the academic writing process and the academic language related to English Language Arts.

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

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

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

ESOL 2
ESOL 2 is a year-long course for students who score within the high-beginner to low-intermediate range on Léman English language assessments. The purpose of this course is to further develop students' listening, speaking, reading, and writing skills. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Students will learn reading and writing strategies that are applicable to content-area classes. Topics include grammar and mechanics, vocabulary development, reading comprehension strategies, and academic writing.
ESOL 3
ESOL 3 is a year-long course for students who score within the low to mid-intermediate range on Léman English language assessments. The purpose of this course is to further develop students’ listening, speaking, reading, and writing skills. The materials and resources used are specifically designed to address the needs of English language learners at this proficiency level. Students will have opportunities to develop their listening and speaking skills through a variety of projects and activities, such as oral presentations. Students will learn reading and writing strategies that are applicable to content area classes. Topics include grammar and mechanics, vocabulary development, reading comprehension strategies, and academic writing.

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

TECHNOLOGY
In the Upper School, students get to 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 Technology Embedded into the curriculum, where students learn and apply technology to enhance or augment their learning.

At Léman Manhattan the Educational Technology Coordinator, the Librarians 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 in the Middle and High School, 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 class pages that include announcements, assignments, calendars, resources, photographs as well as audio and video recordings to document, archive, and share a child’s accomplishments and developmental progression with families in face-to-face conferences or through communication and social media tools.

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)

Librarians hold ALA-accredited Master’s degrees in Library and Information Science. Our libraries are the cultural and intellectual centers of the school, hosting book discussions, creative writing clubs, displays of student artwork, and author visits throughout the year. They are also physical, programmatic, and virtual entities.

Physical: Both libraries are home to a wide assortment of fiction and nonfiction titles in print for research, curriculum support, or the pursuit of interests and leisure reading. These collections represent the best there is in both classic and contemporary literature. The diversity of their culture, thought, and experiences reflect our school’s commitment to and celebration of international-mindedness.

Virtual: Our learning space includes a virtual space that includes access to 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 generalized
databases, containing both scholarly and magazine articles, to more subject-specific databases, containing primary source documents, visual and audio resources, biographies, and streaming video.

**Programmatic:** The Upper School librarian collaborates with Middle and High School faculty to integrate information literacy skills into their curriculum. The library sponsors independent reading programs throughout the year. The librarian is embedded into the Research and Writing classes and works with IB students both in groups and one-on-one, helping them to not only understand the research process, but also to help them find the information they need to have a successful Extended Essay.
STANDARDIZED TESTING

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

ERB/Writing ASSESSMENT PROGRAM (WrAP)
The WrAP test is administered to students in Grades 3-10 in Trimester Two. The test is designed to provide a direct assessment of writing through a writing sample submitted by each student. The tests mirror formal classroom writing practice to inform learning and instruction.

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

Typically, students should not prepare or study for this test more than reading the PSAT information on the College Board website, thoroughly reading through the PSAT booklet, and taking the practice test included in the distributed booklets. This is meant to give students 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 Reasoning Test used during the college application process. The PSAT can also be used to assess the qualifications for the National Merit Scholarship, National Achievement Scholarship, and National Hispanic Scholarship programs. Students whose scores determine qualification will be notified 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 only be shared with colleges but will be provided upon request to other institutions and/or academic programs.
Students should prepare for this test by thoroughly by reading through the PSAT booklet that is distributed to them prior to the test date and taking the practice tests included in the booklet. Students can also study using PSAT preparation books and the PSAT results and original test booklets from the 10th Grade to help them develop their test-taking skills.

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

Registration material for the SAT Reasoning Test is available on the College Board website. Students are responsible for submitting the appropriate registration form and fee on time in order to ensure the desired testing date and site. Students should 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 may select up to four colleges or universities to send their scores of the registered SAT Reasoning Test at no additional cost. However, it is wise for students not to send the scores the first time they take the test because most students intend to take it again during the fall semester of their senior year. While some colleges consider your highest total SAT score, most will use your highest scores from each section as a composite to assess during the college admission process.

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

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

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

Students should prepare for the SAT Subject Test using the appropriate resources for that subject. Subject Test practice books and study guides are available in the Library and College Counseling office. Students should also schedule individual sessions with their teachers in the respective subjects for additional tutoring or help, if necessary. The College Board website also posts free practice questions for students to use in preparation for the Subject Test.
ACT COLLEGE READINESS ASSESSMENT
The ACT is a standardized test that students can choose to take and use for the college application process. Students may use either the SAT or the ACT in the college admissions process. Typically, students take the ACT in junior and/or senior year. Students are encouraged to consider taking the ACT at least once, along with the SAT, to determine which test they feel most comfortable and confident taking.

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

Students should prepare for this test as much as possible using accessible resources to familiarize themselves with the test. The Library and College Counseling office at Léman Manhattan have ACT study skills booklets, test-taking techniques and strategies guides, and practice tests 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. Because students are not required to take a practice test in preparation for the ACT Test, students should find appropriate resources that cater to the ACT Test.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)
International students, whose first language is not English and who have not attended at least four years of High School in the United States, are required to take the TOEFL as part of the college application process. Colleges and universities use this test as a tool to assess international students’ ability to learn and communicate sufficiently in the English language in order to successfully integrate into their on-campus environments. Although not required, students are encouraged to take the TOEFL at least once during their junior year. Many take it several more times during their senior year.

Registration material for the TOEFL 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.
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ATHLETICS

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

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.

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

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 scholar's intellectual growth while having fun.

CREATIVE WRITING CLUB
Each meeting would start with a student reading aloud a "letter to a young writer" from Colum McCann's book, "Letters to a Young Writer." Students would briefly discuss the writing
Students would work on a writing prompt, or work on their own writing project. Students will 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.

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

**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.

**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).

**MOCK TRIAL**
Mock trial is a club which simulates lower-court trials. At Léman, we prepare similar to professional lawyers in order to be prepared for trial, in which, we will compete against other mock trial clubs in an attempt to either prosecute or exonerate the defendant. Mock trial provides an opportunity to learn and interact with the legal system, work on deductive reasoning, critical reading, and method acting.
MODEL UN
Model United Nations, also known as Model UN or MUN, is an educational simulation and/or academic activity in which students can learn about diplomacy, international relations, and the United Nations.

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.

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.

ROBOTICS CLUB
The Robotics Club invites students of all experience levels to learn about electronics, programming, and digital fabrication, and to implement their knowledge in various robotics builds.

SCIENCE CLUB
Science club helps engage students in observation, measurement, identification of properties, and experimentation involving life, earth and physical science concepts.

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.

YEARBOOK CLUB
The purpose of the Yearbook Club is to produce the school's annual yearbook. With this goal in mind, members who join the Yearbook club will be taught basic lessons in photography, writing, editing and electronic layouts.

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.
THE 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 specified tasks as designated each year by FIRST.

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.

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

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

LÉMAN MAIN STAGE
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 theatre. 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 March.

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 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 7:40 AM and performs a wide variety of challenging repertoire, ranging from Renaissance madrigals to contemporary pop and 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.
## ATHLETICS

### Grades 5-6

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys 5/6 Futsal</td>
<td>Boys 5/6 Swimming</td>
<td>Boys 5/6 Track</td>
</tr>
<tr>
<td>Girls 5/6 Futsal</td>
<td>Girls 5/6 Swimming</td>
<td>Girls 5/6 Track</td>
</tr>
<tr>
<td>Boys 5/6 Volleyball</td>
<td>Boys 5/6 Basketball</td>
<td></td>
</tr>
<tr>
<td>Girls 5/6 Volleyball</td>
<td>Girls 5/6 Basketball</td>
<td></td>
</tr>
</tbody>
</table>

### Grades 7-8

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls 7/8 Soccer</td>
<td>Girls 7/8 Basketball</td>
<td>Girls 7/8 Track &amp; Field</td>
</tr>
<tr>
<td>Boys 7/8 Soccer</td>
<td>Boys 7/8 Basketball</td>
<td>Boys 7/8 Track &amp; Field</td>
</tr>
<tr>
<td>Girls 7/8 Volleyball</td>
<td>Girls 7/8 Swimming</td>
<td>Boys 7/8 Baseball</td>
</tr>
<tr>
<td>Boys 7/8 Cross Country</td>
<td>Boys 7/8 Swimming</td>
<td></td>
</tr>
<tr>
<td>Girls 7/8 Cross Country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grades 9-12

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Varsity Cross Country</td>
<td>Girls Varsity Basketball</td>
<td>Boys Varsity Golf,</td>
</tr>
<tr>
<td>Girls Varsity Cross Country</td>
<td>Boys Varsity Basketball</td>
<td>Girls Varsity Golf</td>
</tr>
<tr>
<td>Boys Varsity Soccer</td>
<td>Boys Junior Varsity Basketball</td>
<td>Boys Varsity Track &amp; Field</td>
</tr>
<tr>
<td>Girls Varsity Soccer</td>
<td>Girls Junior Varsity Basketball</td>
<td>Boys Varsity Baseball</td>
</tr>
<tr>
<td>Girls Varsity Volleyball</td>
<td>Boys Varsity Indoor Track</td>
<td>Girls Varsity Softball,</td>
</tr>
<tr>
<td>Girls Junior Varsity Volleyball</td>
<td>Boys Varsity Indoor Track</td>
<td>Boys Varsity Volleyball</td>
</tr>
<tr>
<td></td>
<td>Boys Varsity Table Tennis</td>
<td>Girls Varsity Tennis</td>
</tr>
<tr>
<td></td>
<td>Girls Varsity Table Tennis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Varsity Squash</td>
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</tr>
<tr>
<td></td>
<td>Girls Varsity Squash</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Varsity Swimming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls Varsity Swimming</td>
<td></td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS & REQUIREMENTS

ENGLISH

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

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

In Freshman Composition and World Literature, 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 embrace technology and recognize the power of digital devices and social media to unlock skills pertinent to English Language Arts. Students use technology to extend their learning experiences beyond the classroom. From creating podcasts, blogs, vlogs, and online editorials, to responding to one another’s work in online forums and uploading recitations to SoundCloud, our students are continuously engaged with technology. Digital devices and Interactive Whiteboards are readily available to our students in every classroom. 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.
UPPER SCHOOL ENGLISH COURSE PATH

6th Grade English

7th Grade English

8th Grade English

Freshman Composition

World Literature (Full Year) AND Research & Writing (One Semester)

IB Lang & Lit SL Y.1

IB Lang & Lit HL Yr.1

IB Lang & Lit SL Y.2

IB Lang & Lit HL Y.2
ENGLISH DEPARTMENT COURSES

Sixth Grade
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 poetry, personal narrative, and short stories. Students are also asked to write formal essays in which they are challenged to think critically about the books they read, and write persuasively about their individual views. Grammar skills and concepts are taught with an emphasis on application to the students’ own writing, and new vocabulary is continuously integrated throughout the year.

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

6th Grade Writing: The goal of this trimester-long course is to prepare students for the rigors of Upper School writing. Students work on a trimester-long multigenre research project, selecting a topic they are passionate about, and exploring it through five writing genres. These include personal narrative, poetry, and a research report. The course focuses on the writing process, and students receive written and oral feedback on rough drafts throughout the trimester. By the end of the course, students have completed a portfolio of writing about their topic. The last weeks are spent reflecting on their work by creating a preface. They will answer questions such as: How did your research and writing broaden your thinking on your topic? What did you learn about yourself and your topic throughout the project? Students ultimately present their projects to the class at a publishing party.

Seventh Grade
In 7th Grade English, students dive into 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 will develop and refine skills in literary analysis, writing in a variety of genres, research, revision, debate, academic discussion, public speaking, and reflection. They practice pulling out small details in a text to derive meaning, and on constructing complex, cohesive arguments. Woven into all units is a focus on the building blocks of language: grammar and vocabulary.

Works studied may include the following: “Lord of the Flies” by William Golding, “Twelfth Night” by William Shakespeare, “Omnivore’s Dilemma” by Michael Pollan, and “I Am Malala” by Malala Yousafzai, as well as a selection of short stories, essays, nonfiction articles, and poetry.

Eighth Grade
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. Building on their 7th Grade writing instruction, students are asked to support their claims with carefully chosen textual evidence that is clearly and thoughtfully integrated into their
writing. The 8th Grade curriculum boasts a strong interdisciplinary approach between ELA and Social Studies through lessons and assessments connecting literature and historical time periods. Modern American texts and history are explored in methods consistent with a Humanities model. Vocabulary and grammar instruction are reinforced in the context of student reading and writing.

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

**Ninth Grade**

**Freshman Literature & Composition**

The study of literature and composition enables students to hone their unique voices as writers by 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 examining key narrative components and investigating ways in which effective writers use persuasive language.

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

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

**Tenth Grade**

**World Literature**

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

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

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

Research and Writing Seminar
This 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; create an annotated bibliography; organize their thinking into a coherent argument; and write an essay comparable in length to the extended essay, with an abstract and a works cited that conforms to the MLA style guide. Since each student will choose a different topic, they will regularly be asked to update their teacher about their progress. Students will submit a rough draft of their writing and will revise their work before submitting a final draft at the end of the 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.

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

Language and Literature is offered at both Standard Level (SL) and Higher Level (HL).
Language topics may include:

**Year 1:** Language and Social Relations, Language and Power, Language and the Individual, Language and Identity, Language and Gender

**Year 2:** Media and Mass Communication, Language and Popular Culture, Persuasive Language, Rhetoric

In the Literature sections of the course, over two years, SL classes will study four literary texts, while six texts are examined in HL. All texts encompass a broad range of genres, cultures, and time periods.

**ENGLISH DEPARTMENT HIGH SCHOOL ELECTIVES**

**Creative Writing I**
This introductory course is designed to facilitate writers in discovering what stories they most want to tell, and how to tell these stories in a way that will sweep readers off their feet. As we tackle a variety of writing genres and choices within them, activities will focus on analyzing mentor texts to determine what works (and what doesn’t!), and experimenting with the tools unique to each genre. Units will move through the phases of exploratory reading and writing, editing with peers, and revising for publication.

**Creative Writing II**
Creative Writing II builds on the foundations established in Creative Writing I. Writers continue to explore idea generation and writing techniques in different genres, and deepen their understanding of how to most compellingly engage readers. This is a workshop-style course involving regular in-class discussions and peer analysis of student writing. Prerequisite(s): Creative Writing I or writing portfolio.

**CHINESE LANGUAGE ARTS OPTION FOR NATIVE SPEAKERS OF MANDARIN**

**IB Chinese A Language and Literature SL/HL**
Students who possess native fluency in Mandarin 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 English Language and Literature is organized into four parts, each focused on the study of fiction and nonfiction. Together, the four parts of the course allow students to explore language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas creatively and analytically in speaking and writing. A key aim is the development of critical literacy.

Students who take IB Chinese 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 and IB English LAL would have access to a Bilingual IB Diploma.
WORLD LANGUAGE DEPARTMENT COURSES

WORLD LANGUAGES
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. All 8th through 12th grade students are strongly encouraged to apply to participate in the World Language trip to their country of study. This is a language and culture immersion and exchange experience that involves a homestay and service work in the host country. Through language learning at Leman, students are provided with the knowledge, skills, and global awareness they need to be engaged citizens of the world.

Upper School World Languages + Group 2 IB Language Course Flow Chart 2018-19
- Students begin course tracks based on entrance requirements.
- Entrance into IB courses requires teacher recommendation.
- 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, Spanish, Arabic (elective).
- Placement is determined by proficiency as needed.
- All class levels are differentiated to cater to the appropriate language proficiency levels of the students.
Students begin course tracks based on entrance requirements.

Entrance into IB courses requires teacher recommendation.

Entrance into the Mandarin Ab Initio 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.
<table>
<thead>
<tr>
<th>GRADE LEVELS</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>LANGUAGE LEVELS</th>
<th>ENTRANCE REQUIREMENTS</th>
<th>LANGUAGE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>1 or more years of TL or near Novice Mid</td>
<td>MS LEVEL 1.2</td>
<td>No previous TL or Novice Low</td>
<td>MS LEVEL 1.1</td>
</tr>
<tr>
<td>7th</td>
<td>1 or more years of TL or near Novice High</td>
<td>MS LEVEL 2.1</td>
<td>1 or more years of TL or near Novice Mid</td>
<td>MS LEVEL 1.2</td>
</tr>
<tr>
<td>8th</td>
<td>1 or more years of TL or near Novice High</td>
<td>MS LEVEL 2.2</td>
<td>1 or more years of TL or near Novice High</td>
<td>MS LEVEL 2.1</td>
</tr>
<tr>
<td>9th</td>
<td>2 or more years of TL or near Intermediate Low</td>
<td>HS LEVEL 3</td>
<td>1 or more years of TL or near Novice High</td>
<td>HS LEVEL 2</td>
</tr>
<tr>
<td>10th</td>
<td>3 or more years of TL or near Intermediate Mid</td>
<td>HS LEVEL 4</td>
<td>2 or more years of TL or near Intermediate Low</td>
<td>HS LEVEL 3</td>
</tr>
<tr>
<td>11th</td>
<td>near Intermediate High</td>
<td>HS LEVEL 5</td>
<td>3 or more years of TL or near Intermediate Mid</td>
<td>HS LEVEL 4</td>
</tr>
<tr>
<td>12th</td>
<td>Intermediate High or higher</td>
<td>HS LEVEL 6</td>
<td>near Intermediate High</td>
<td>HS LEVEL 5</td>
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</tbody>
</table>
GRADES 6-8

FRENCH

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

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

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

MANDARIN

Mandarin 1.1 MS
This introductory course in Mandarin teaches and reviews basic language skills to begin listening, speaking, and writing in all four language modes: interpretive, interpersonal, and presentational. Students start to learn Mandarin through pinyin, a Romanized form of the language, and simplified characters are taught. The goal is to build a competent familiarity with the language. In this course, the focus is on very familiar and simple topics that incorporate perspectives, practices, and products of Chinese culture. Students learn how to develop, maintain, and use reference resources and technology tools that help them to be successful in their future Mandarin studies. Proficiency-based performance tasks in this course may include writing and speaking in simple sentences, phrases, or words. Any students 8th grade students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

Mandarin 1.2 MS
Mandarin 1.2 builds upon the skills learned previously. Vocabulary development focuses on practical and familiar words and conversation, including themes that are relevant to their everyday lives and perspectives, practices, and products of Chinese culture. In this course, we focus on familiar topics for survival communication. By Mandarin 1.2, students begin to use more Chinese characters in their writing with the support of a dictionary, and they converse in Mandarin during class times. Proficiency-based performance tasks may include writing and speaking in simple sentences, phrases, or words. Students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their future Mandarin studies, such as learning to write in Chinese characters on the computer. Any students 8th grade students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.
Mandarin 2.1 MS
In Mandarin 2.1, students become more comfortable listening, speaking, reading, and writing while also using Chinese characters without the support of pinyin. Students sharpen their listening and speaking skills with emphasis placed on tone and accent. In this course, the class focuses on a variety of familiar survival topics that students need to be able to communicate in Mandarin, while also incorporating perspectives, practices, and products of Chinese culture. Students continue to regularly use reference resources and technology tools that help them to be successful in their Mandarin studies. Proficiency-based performance tasks in writing and speaking in complete sentences may include communication in the presentational or interpersonal modes. Any students 8th grade students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

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

SPANISH

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

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 also learn to create questions in Spanish. In this class, proficiency-based performance tasks aim to strengthen the four language skills in all three modes. Students continue to be exposed to perspectives, practices, and products of Hispanic cultures from around the world. In this course, students continue to develop, maintain, and use reference resources and technology tools that help them to be successful in their Spanish studies. Any students 8th grade 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.

**Spanish 2.1 MS**

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

**Spanish 2.2 MS**

Spanish 2.2 is a continuation of previously learned skills and content. Students continue to develop the four language skills: listening, speaking, reading, and writing in the three communicative modes: interpretive, interpersonal, and presentational. In Level 2.2, students improve their language proficiency while demonstrating stronger accuracy, complexity, and fluency when using basic language structures, and are able to write and speak complex sentences, and read and listen to lengthier passages, in different tenses, on a variety of familiar and some abstract topics. In addition, students practice creating with the language and consistently ask questions in Spanish. Students complete more complex and creative proficiency-based performance tasks that strengthen the four language skills in all three modes. This course asks students to engage in communication on topics of interest and more abstract topics that go beyond themselves, while also incorporating more complex perspectives, practices, and products of Hispanic cultures. Students continue to regularly use reference resources and technology tools that help them to be successful in their Spanish studies. Any students 8th grade students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.
GRADES 9-12

FRENCH

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

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

French 3 HS
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 more easily express themselves accurately in a more complex way. In Level 3 French, students are taught to create with the language, in speaking and writing, by using structures they have already acquired. Students acquire language from IB topics that relate to the core IB themes. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. This course also integrates complex perspectives, practices, and products of Francophone cultures from around the world. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.
French 4 HS
In French 4, students become comfortable communicating with ease and continue to develop and deepen their skills in listening, speaking, reading, and writing, in the three language modes, interpretive, interpersonal, and presentational. Students apply these skills to analyze and understand other cultures around the world as well as their own. Students acquire language from IB topics that relate to the core IB themes by practicing the four language skills: listening, speaking, reading, and writing. In addition, more advanced language structures are integrated into the curriculum, and students begin to easily produce lengthy responses in speaking and writing in various contexts and in multiple tenses and text types. They are able to exchange and support well-defined ideas and opinions on a variety of important historical and contemporary topics derived from IB. In Level 4, French students consistently create with the language by using structures they have already acquired. Students complete complex proficiency-based performance tasks that strengthen the four language skills in all three modes: interpretive, interpersonal, and presentational. Students continue to regularly use reference resources and technology tools that help them to be successful in their French studies. This course also integrates perspectives, practices, and products of Francophone cultures. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

Mandarin

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

Mandarin 2 HS
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 tenses. Students utilize their growing vocabulary and grammar to write and read longer texts that include more complex language and subject matter. Students complete more complex proficiency-based performance tasks that strengthen the four language skills in all three modes. Students continue to regularly use
reference resources and technology tools that help them to be successful in their Mandarin studies. All students in this level are strongly encouraged to participate in the World Language trip during their spring break to further their cultural understanding and linguistic skills.

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

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

**SPANISH**

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

**Spanish 2 HS**

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

**Spanish 3 HS**

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

**Spanish 4 HS**

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

GRADES 11-12

IB Group 2: Language Acquisition

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

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.

At 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 and Spanish B SL and HL**

IB French 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.

Students who take this course have access to the full IB Diploma Programme if they also take
IB Chinese A or English A Language and Literature.

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 and Interactive Orals, Written
Assignment, and Papers 1 & 2.
SOCIAL STUDIES

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

Courses offered in Grades 6 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.

UPPER SCHOOL SOCIAL STUDIES COURSE PATH

SOCIAL STUDIES DEPARTMENT COURSES

GRADES 6-8

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

Seventh Grade
Seventh Grade Social Studies is the first in a two-year study of American history in the Middle School. Students employ writing, critical thinking, reading, and discussion skills as they study American history from Native Americans and the thirteen colonies through the Civil War, taking time out to connect their study of the past with current events and modern history that impact our everyday lives. Building future global citizens who are ready to participate and contribute to our democracy is a hallmark of our 7th and 8th Grade American History courses.
A depth versus breadth approach is taken in 7th Grade Social Studies, allowing students to delve deeply into events in American history to build evaluative and analytical thinking abilities.
Students begin with case studies of two Native American groups, the Plains and Iroquois Indians, and compare and contrast their lifestyles to those of European colonists establishing America’s thirteen colonies. Students’ studies move chronologically through units on the “Road to the American Revolution”, the Revolutionary War, the Constitution, a New Nation (focusing on Presidents Washington, Adams, Jefferson, and Jackson, and slavery and abolition), and the Civil War.

Students utilize primary and secondary sources in historical research on assessments, identify and explain different historical interpretations, create thesis statements, perform document analysis, and logically sequence information. Essay topics for the 7th Grade include the Salem Witch Trials, the Declaration of Independence, the presidency of Andrew Jackson, and causes of the Civil War. Project topics include a multimedia presentation on slavery and abolition, and a document-based project on the Constitution.

**Eighth Grade**
Students continue their study of American History in 8th Grade Social Studies. Building on the content and skills mastered in 7th Grade, our 8th Grade students delve into topics spanning from the late 19th century through present-day events, while reflecting on past knowledge to guide new learning.
Eighth 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 Medieval World. Our approach to the study of history will be informed by concepts related to economics, geography, culture, religion, philosophy, anthropology, and sociology, as detailed in the course standards. Identifying and comparing major themes and patterns in the progression of history 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, Early River Valley Civilizations, Ancient Egypt and African Kingdoms, Asian River Valley Civilizations and Empires, Classical Greece, Ancient Rome and Early Christianity, and The Medieval World. Document analysis is a central component of the course as we prepare the students for the rigor of the International Baccalaureate program.

TENTH GRADE
Modern World History
World History is a survey course that focuses on the history of the world and its peoples, from the Late Middle Ages to Imperialism. Our approach to the study of history is informed by concepts related to economics, geography, culture, religion, philosophy, and sociology. Identifying and comparing major themes and patterns in the progression of history is the main objective, and students strive to study the past while knowingly occupying the present in order to explore what the history of humanity can tell us about ourselves.
Over the course of the year, the following major content areas will be covered: the Middle Ages, the Renaissance and Reformation, the Age of Exploration, Absolutism, the Enlightenment, the Era of Revolutions, Industrialization, and Imperialism. Source analysis and analytical essay-writing is a central component of the course as instruction prepares the students for the rigor of the International Baccalaureate program.

**ELEVENTH AND TWELFTH GRADES**

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

**IB History SL/HL: 20th Century World History**  
The IB History course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. It also helps students gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in history, whether or not they continue to study it formally.

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

History is available at both Standard Level (SL) and Higher Level (HL). Over the course of two years, the following major topics will be covered in both levels: Rights and Protests, Causes and Effects of 20th Century Wars, 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 and macroeconomics. Section one focuses on microeconomics, dealing with economic variables affecting individuals, firms, and markets; and section two focuses on macroeconomics, dealing with economic variables affecting countries, governments, and societies. In this course, these economic theories are not studied in a vacuum. Rather, they are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability.

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

The overall aim of IB Economics is to give students a deeper understanding of the nature and scope of economics. The four different sections of the course are designed to complement each other, enabling students to develop a range of fundamental economic skills. 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 economic essay; in Paper 2, students analyze news articles and evaluate the effect of economic policies on different stakeholders; and in Paper 3 students use quantitative techniques in order to answer a number of shorter answer questions.

Standard Level students will have to complete the same number of economics commentaries but will only have to take Paper 1 and Paper 2 final examinations. Standard Level is a rigorous introduction to economics but involves less mathematics and no Theory of the Firm unit.

SOCIAL STUDIES HIGH SCHOOL ELECTIVES

High School Economics
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 9th and 10th Grade students. There will be many course readings using resources such as *The Wall Street Journal*, *The Economist*, and *The New York Times*.

20th Century World History
This course will explore the political, economic, diplomatic, intellectual, social, and cultural history of the 20th century with an emphasis on Europe, Asia, and the United States. The course will focus on key issues, events, and people of the 20th century to help students build the connections between the past and the present. This course will not be a chronological march through time, rather it will be taught through a global lens to incorporate the ideas, culture, and experiences of our international community. 20th Century World History will cover units on the
New Age of Imperialism, World War I, the Interwar Years, World War II, the Cold War, and the post-Cold War world.

The course will provide students with an opportunity to further develop Social Studies skills such as interpreting and analyzing primary sources, utilizing academic vocabulary related to topics and eras studied, making connections between past and present, history and geography, history and economics, and establishing an historical context for topics, people, and events by also organizing information from secondary sources. Aside from written assessments, students will be able to demonstrate their understanding of major events and topics through Socratic seminars and creative projects. The 20th Century World History course will increase students’ global citizenship, their understanding of their responsibility as a global citizen, and their historical literacy skills through reading, research, writing, and presentation exercises that foster characteristics from the Léman Learner Profile: critical-thinking, inquiry, risk-taking, creativity, and collaboration.

**History of New York City**

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

Using critical-thinking, collaboration, comparative framework, and creativity, students will interpret the nuances of the City, including culture-acculturation, uneven development-urban renewal/gentrification, local-national-global economies, educational inequity-education for all, sustainability-urban environment, and public-private space—re-examining and re-imagining these frameworks. Given Léman’s location in the heart of downtown Manhattan, students will have opportunities to enhance their educational experience beyond the classroom.
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 will choose to pursue Biology, Chemistry, Physics, Computer Science, or Environmental Systems and Societies for two years as their IB coursework in order to graduate.

### UPPER SCHOOL SCIENCE COURSE PATH

- **6th Grade Science (Physical Science)**
- **7th Grade Science (Life Science)**
- **8th Grade Science (Intro to Chemistry and Astronomy)**
- **9th Grade Science (Pre IB Life and Environmental Sciences)**
- **10th Grade Science (Pre IB Physical Science)**

- **IB Physics 1 SL/HL**
- **IB Chemistry 1 SL/HL**
- **IB Bio SL/HL**
- **IB ESS SL 1**

- **IB Physics 2 SL/HL**
- **IB Chemistry 2 SL/HL**
- **IB Bio 2 SL/HL**
- **IB ESS SL 2**
SCIENCE DEPARTMENT COURSES

GRADES 6-8

Sixth Grade
This course starts with observing how living and nonliving parts of an ecosystem interact, which encourages students to explore populations and communities. Students evaluate how matter and energy flows through an ecosystem by investigating ecosystems and biomes. Then students examine the smallest component of life, the cell. They discover that each cell is unique based on its DNA. The second part of the year focuses on anatomy, which helps students understand that organ systems function because of the contributions of individual organs, tissues, and cells. The course concludes with a final lab assessment to identify and label these systems through a virtual frog dissection.

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

Eighth Grade
This course is an introduction to Chemistry and Astronomy. Students start off the year with the study of matter and its changes through hands-on laboratory exploration. Students gain an understanding of the periodic table, balancing equations, and how the elements in the periodic table combine to make compounds that make up the facets of everyday life. Students learn the properties of acids and bases and use their understanding to create an experiment testing the effectiveness of over-the-counter antacids. Students complete the year learning about the universe: from how it began to what it is made of now. They discover the cause of seasons, tides and eclipses, and many facets of our solar system. Throughout the year, students have a chance to perfect their science-writing abilities by writing their findings and data in several lab reports.
GRADES 9-12

NINTH GRADE

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

TENTH GRADE

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

ACCELERATED Physical Science

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

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

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

IB Biology SL/HL

The purpose of this two-year course is to give students an in-depth examination of the relationship between structure and function that is found at all levels of biological complexity.

IB Biology students develop their analytical thinking through inquiry and practical lab work. This course emphasizes the use of experimental and investigative skills in connecting students with the overarching nature of the scientific method.

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

IB Chemistry SL/HL

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

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

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

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

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

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

The course utilizes a systems approach to environmental understanding and problem solving and promotes holistic thinking about environmental issues. Students should develop solutions from a personal to a community to a global scale. Students may use this course to complete their Group 4 (Sciences) requirement, or their Group 3 (Individuals and Societies) requirements toward the IB Diploma. The course culminates with students taking two final written IB examinations over two days.
IB Physics SL/HL
The purpose of this two-year course is to give students a thorough understanding of Physics through hands-on, student-based activities and instruction, problem solving, and laboratory exercises. IB Physics students apply physics principles to make predictions about events in real life. They carry out laboratory experiments to measure, support, and discover physics principles. They conduct and report about laboratory experiments, including correct usage of scientific tools, technical vocabulary, data analysis, and science writing. They are comfortable in an international community of science learners and develop as scientifically literate citizens. In their first year as juniors, along with developing their content knowledge, students complete the IB internal assessments, which include a laboratory report and an interdisciplinary science project.

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

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

SCIENCE ELECTIVES

GRADES 11 & 12

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

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

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.

UPPER SCHOOL MATHEMATICS COURSE PATH

Principles of Mathematics

- Algebra
- Pre-Algebra

Geometry

- Algebra
- Integrated Algebra 9A
- Integrated Algebra 9B

Integrated Algebra 10A

Integrated Algebra 10B

Typical Grade Progression

- 6
- 7
- 8
- 9
- 10

Mathematical Investigations

IB Mathematics: Analysis & Approaches

- Higher Level
- Standard Level

IB Mathematics: Applications & Interpretation

- Higher Level
- Standard Level

11/12
MATHEMATICS DEPARTMENT COURSES

GRADES 6-8

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.

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

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

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

GRADES 9-12

NINTH GRADE

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

**TENTH GRADE**

**Integrated Math 10A & 10B**
This course is offered at two levels, 10A and 10B, to meet the needs of all students. The 10A course covers the presumed knowledge for the IB Mathematics SL and HL courses, including linear programming, quadratic functions, sinusoidal functions, exponential and logarithmic functions, circle geometry, vectors, and probability. The 10B course covers the presumed knowledge primarily for the IB Mathematics SL courses, but can also lead to HL courses for exceptional students. This course includes sequences, linear programming, quadratic functions, sinusoidal functions, circle geometry, and probability. Both levels of 10th Grade mathematics prepare students for the IB-level courses they will encounter in their 11th and 12th Grade years through the introduction of IB command terms, IB-style assessments, and use of a formula sheet.

**ELEVENTH AND TWELFTH GRADES**

**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 solving practical problems. Both subjects are offered at HL and SL and will prepare students with the mathematics needed for a range of further educational courses.

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

**IB Mathematics: Applications and Interpretation SL & HL**
This course focuses on the increasing role that mathematics and technology play in a diverse range of fields. This course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling and makes extensive use of technology to explore and justify conjectures. The main topics of this pre-university mathematics course are calculus and statistics. Students who choose Mathematics: applications and interpretations should enjoy using mathematics in a real-world context. Students who wish
to take higher level should have good algebraic skills and experience in solving real-world problems. This course would be a good fit for students who intend to pursue a college degree or career in social sciences, natural sciences, and business.

**IB Mathematical Studies SL (Grade 12 only)**
This course is focused on interconnected mathematical topics, placing more emphasis on student understanding of fundamental concepts than on sophisticated symbolic manipulation. Content for this course includes numbers and algebra; descriptive statistics; logic, sets, and probability; statistical application; geometry and trigonometry; mathematical models; and an introduction to differential calculus. The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students, this course will be their final experience with formal 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, social sciences, law, journalism, languages, or the arts. The last examination session for this course is 2020 and so the course is only offered to students going into Grade 12.

**IB Mathematics SL (Grade 12 only)**
This course focuses on introducing important mathematical concepts through the development of mathematical techniques. Content for this course includes algebra, functions and equations, probability, patterns and sequences, trigonometry, vectors, and some calculus. While focusing more on applied mathematics than pure mathematics, SL is still a rigorous and challenging course. It would be a good fit for students intending to pursue a college degree or career in an area including, but not limited to, chemistry, economics, psychology, or business. The last examination session for this course is 2020 and so the course is only offered to students in Grade 12.

**IB Mathematics HL (Grade 12 only)**
This course focuses on developing mathematical concepts with justification and proof of results and requires a high level of analytical and technical skills. Content for this course includes algebra, functions and equations, circular functions and trigonometry, vectors, statistics, probability, and calculus. This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. It is designed for students who intend to pursue a college degree or career in mathematics, engineering, or physics. The last examination session for this course is 2020 and so the course is only offered to students going in Grade 12.

**Mathematical Investigations**
This course focuses on exploring major topics in algebra, geometry and trigonometry with the goal of developing mathematical reasoning and 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 courses.
FINE ARTS

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

Whether in the classroom, in the studio, or on the stage, our artists, musicians, 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 1-5 (please see the IB section of the Upper School Course Catalog for further clarification).

Music Department Courses
GRDES 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, each semester will culminate in a concert that will showcase the students’ learning. In addition to developing musical skills, students will learn about teamwork and community-building through this ensemble class.

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

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

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

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

SEVENTH AND EIGHTH CHORUS
Students in 7th and 8th Grade Chorus continue to develop their vocal technique, aural skills, music literacy, artistic sensitivity, ensemble skills, and stylistic understanding. Serving as the center of students’ music education, the 7th and 8th Grade Chorus curriculum reviews and further develops the valuable concepts and skills introduced in 6th Grade Chorus. Vocal warm-ups at the beginning of each rehearsal help students to develop healthy vocal technique and an understanding of the changing adolescent voice. Vocal exercises help students navigate the changes in their voices through their singing and breathing. Students continue to use the International Phonetic Alphabet (IPA) to improve their diction, reviewing basic English vowels and learning common consonants. Singers improve their basic aural skills such as matching pitch, singing in tune, and maintaining independent musical lines, and they move on to develop more complex aural skills including tuning and balancing chords, understanding major and minor tonalities, and completing melodic dictations. Music literacy remains a priority as students venture into more complex pitches and rhythms in traditional Western music notation and utilize both major-scale and minor-scale solfège in their music reading.

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

MUSIC ELECTIVES

GRADES 9 – 12

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

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

HS Band II
This performing ensemble class is designed for experienced musicians who possess intermediate to advanced levels of musical literacy and instrumental technique. Musical literature is specifically chosen to match the levels of proficiency of the class and acts as the vehicle for student growth in music reading skills and performance skills (tone, intonation, technique, musicianship, etc.). In this class, students will: apply knowledge and skills to read and notate music, analyze and evaluate music and musical performance, make connections
between music and other subject areas, demonstrate knowledge of music history, and perform several times per year both on and off campus. Emphasis is placed on the acquisition of skills necessary to meet high standards of music performance as well as the essential elements of ensemble participation, including teamwork, responsibility, and commitment.

**HS Chorus**

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

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

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

**Digital Music**

In Digital Music, students explore contemporary music through the use of current technologies and the examination of popular genres. Using GarageBand and other technologies, this project-based course focuses on creating, arranging, and remixing music. Throughout the year, students investigate the development of electronic music and contemporary genres during the 20th and 21st centuries to understand the historical context of today’s music. Content includes a focus on musical and technological concepts, film scoring, song writing, sampling, remixing, and creating mash-ups. 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 of skills and concepts studied during the year. No prior musical experience is required.
Theatre Department Courses

**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, Masks, Comedy, and Tragedy)**
Sixth Grade Theatre explores the world of physical theatre, Commedia dell'Arte, a traditional Italian improv-comedy performance style, and Greek Tragedy with an accompanying overview of Theatre History. Students work with neutral masks as well as full-face character masks and half-masks. This course asks students to examine what is “funny” or “tragic” 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)**
7th 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 8th Grade Theatre, students examine the persuasive nature of performance, working individually and in groups to devise pieces that express their own personal artistic viewpoints. 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
High School Acting Studio operates as a miniature conservatory-style acting program, addressing physical and vocal characterization, improvisation, stagecraft and design, special topics in theatre, and performance of text. Students in this upbeat, high-energy class engage in voice and body-conditioning work, character studies, acting games, monologue and scene studies, 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 will also practice running rehearsals, going through a “tech week” for a production, and working in teams during production meetings. They will finish the year by designing a full production of a play of their own choosing. 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 three core areas of study: theatrical processes and rehearsal methods; presenting theatre; and examining theatre in personal, theoretical, and cultural contexts.
After introductory group-building ensemble games and exercises, IB Theatre takes an international focus, exploring theatrical traditions and practices from around the world. Traditions studied may include Bunraku Puppetry; Commedia dell’Arte; Brecht, Boal, and political theatre; and Pantomime. Students select other theatrical practices to research during the year and craft their own devised theatre pieces inspired by those traditions. There is a focus on fun, upbeat, 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’s notebook, and a presentation on a world theatrical practice previously unknown to the student. HL students also craft a solo performance based on the work of a theatre theorist of their own choosing. All students also keep journals in which they document their research, reflections, and creative growth throughout the year. These journals provide much of the source material for the reflective elements of the IB assessments.

**Film Department Courses**

**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 human interaction by exploring the evolution of family and 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, short stories, and Ted Talks.

**Film Studies**
This course encourages students to develop personal expression as well as develop collaborative skills in production and theoretical analysis. Film is initially studied through its basic components, including genre, photography, editing, and sound. Students view clips, engage in broad analysis of films and after being taught the fundamentals of filmmaking, begin to create their own work with a focus on scripts, storyboards, shooting procedures, and editing with iMovie. Understanding of film technique, concepts, and history is the main focus of the course. Class discussions, group work, extensive journal-writing, and peer critiques facilitate learning throughout the year. Each student will also submit a production for the Léman Film Festival.

**IB Film SL/HL**
What is your vision? Who are you as a filmmaker? What makes film an art form? What makes a film distinctive? The primary focus of the IB Film course is to develop critical thinking through focused analytical study, providing an understanding for a wide range of perspectives and representing international points of view. Students also produce a number of short films, developing their skills as a screenwriter, director of photography, director, sound designer, and editor. Their understanding for technical elements of filmmaking is therefore developed through practical engagement with the many aspects of production. Formal assessment is based on three components for SL and four components for HL as listed below. Weekly assignments are primarily analyses of films along with critical evaluations of student film productions from a specific point of view.

**External Assessments:**
Textual Analysis: All students complete a written analysis of a prescribed film text based on a chosen extract (up to five minutes) from that film. Students consider the cultural context and a variety of film elements in their analysis of 1,750 words (maximum) and list of all sources used.
Comparative Study: All students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit recorded multimedia comparative study (10 minutes max.) and list of sources used.

**Internal Assessments:**
Film Portfolio: All students undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit portfolio pages (9 pages maximum; 3 pages maximum per film production role) and list of sources used, and a film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).

Collaborative Film Project: Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create an original completed film. Students submit a completed film (7 minutes maximum) and a project report (2,000 words maximum) and a list of all sources used.

**Visual Arts Department Courses**

**GRADES 6-8**

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

**Seventh Grade**
In 7th Grade Art, students focus on further developing art skills, vocabulary, creativity, and concepts of design through exploration of various media. Two-dimensional lessons may include imagination and observational drawing, painting, and collage. Three-dimensional projects may include assemblage art, ceramic sculpture, and other mixed-media. The instructor will discuss artists, artwork, color theory, and themes relevant to student interests, and provide technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical-thinking skills. Artists studied will range from the masters of select art movements to contemporary artists to further expose students to art’s importance and purpose in both the past and present.
Eighth Grade
In 8th Grade Art, students apply and build upon concepts and techniques acquired from previous years to express themselves creatively through collage, figure drawing, painting, printmaking, drawing, digital photography, 3-D wire sculpture, and ceramic sculpture. Composition, technique, depth of field, perspective, the elements and principles of design, and attention-to-detail are further explored. Art history, art appreciation, problem solving, art criticism and critical thinking are integrated into the lessons through discussions and slideshows. Artists studied will range from the masters of select art movements to contemporary artists to further expose students to art’s importance and purpose in both the past and present.

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

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

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

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

Digital Photography 1
This class serves as an entry level visual arts course with a focus on the discipline of digital photography. This elective requires an interest in photography and a camera (camera phone is permissible). Camera settings, concepts, and composition techniques will be studied and put into practice. Adobe Lightroom and Photoshop will be provided and utilized. In addition to digital photography, traditional darkroom media and processes will be touched on through a pinhole
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. A DSLR camera is preferred, but not required. Advanced photography media, approaches, techniques, and processes will be further explored. Adobe Lightroom, Photoshop and After Effects will be provided and utilized. In addition to digital lighting, settings and systems, alternative media such as cyanotype printing, polaroid transfers and zines will be put into practice. Through each unit of study, meaningful concepts and critiques will be exercised as well.

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

Design and Form
This High School art elective is the 3-D complement to the Mixed Media & Digital Design class, and serves as an introductory course to sculptural art, 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 design, set design and fashion design. Students will learn how to use the elements and principles of art to create designs that merge practicality with aesthetic and form with function.

Concepts developed in prerequisite courses* will be applied and a variety of media, materials, and techniques will be further developed in this course (including, but not limited to, architectural maquettes, assemblage, wearable art, set models, fiber arts, and metal work). Students will also be exposed to historical art and design appreciation through slide shows, written reflections, and final critique discussions.

*Prerequisite course needed for this class is Art Studio 1 unless granted permission by the instructor.

Thematic Art
Designed to prepare students for IB Visual Art, this grade 10-12 elective explores how artists have created works that reflect the human experience and who have left their mark in the world. By building upon prerequisite art courses, students will analyze, interpret and judge art through research & writing in conjunction with creating artwork of their own. This elective provides an essential understanding of how artists work thematically. From masters of art to contemporary artists, students will learn that the deepest critical thinking is unearthed when investigating how the minds and the hands of past artists have made history. Art projects and written assignments
will include but not be limited to: Social Commentary, Personal Experience, Visionaries of the Future & Truth, Art as Movement/Art as Meditation, Impermanence, Radical Change & Rebellion and Art as Metaphor.

*Prerequisite course needed for this class is Art Studio 1 or any Upper School Visual Arts course.

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

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

UPPER SCHOOL PHYSICAL EDUCATION, SWIM, AND HEALTH COURSE PATH

*9th graders & any new HS students
** Any new student who has not fulfilled their PE requirement.
PHYSICAL EDUCATION AND HEALTH DEPARTMENT COURSES

GRADES 6-8

Sixth Grade
The 6th Grade Physical Education curriculum is designed to introduce students to activities that can be participated in throughout their lifetime. We emphasize essential questions of lifetime fitness and sports. Transitioning from Lower School to Upper School, students learn more history, rules, and dynamics of games. Students practice skills that demonstrate appropriate movement patterns needed to perform 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 filed, 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
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 whiffle ball. Fitness is implemented every day as a warmup which consists of various cardiovascular exercises.

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

Eighth Grade
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 the mastery of skills, apply strategies during games situations, as well as their knowledge of team sports.

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

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

HEALTH

Middle School
Middle School Health is a year-long course taken in 6th, 7th and 8th Grades. The purpose of this course is to give students a thorough and age-appropriate understanding of the necessary components that lead to a healthy and productive lifestyle. 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.

High School
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.

PHYSICAL EDUCATION ELECTIVES

GRADES 9 -12

Fitness
The Fitness course guides students to gain knowledge in the five components of physical fitness: cardiovascular endurance, muscular endurance, muscular strength, body composition, and flexibility. During this time, students will be instructed through an excellent weight-training program, small-group exercises, interval training, and other fun 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: a non-stop, heart-pounding, 50-minute workout that leaves bodies drenched, muscles fatigued, and minds at peace. 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 are specific workouts students engage in to increase physical fitness and lifetime goals.

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

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

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

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

**Hatha Yoga**
For thousands of years, yoga has been used as a tool to unite the body and mind through physical postures, breath work, and concentration techniques. This Anusara-style Hatha Yoga class is built around healthy alignment, a gradual increase in strength and flexibility over time, and a calm, playful approach to the poses. Classes will be a combination of energetic poses and vinyasas (series of movements), restorative poses to balance out that effort and repair student muscles, and meditation and breathing exercises to help students center and focus.

This is an open level class, so students with no experience in yoga are welcome, as are students with a steady yoga practice. Poses will be modified for each student’s needs. Student athletes and dancers are especially encouraged to take this course as a balancing and strengthening practice; this work will help these students be more precise and refined with their movements in their chosen sport or art. Students are encouraged to come and play, and increase their physical and mental strength, both on and off the mat.
Technology is an essential part of a student’s life at Léman Manhattan Preparatory School and is integrated throughout the standards-based curriculum to support students’ path to digital responsibility and global citizenship in the 21st century. The following courses are offered as stand-alone technology and computer science-related courses.
Digital Learning 1 (7th Grade) and Digital Learning 2 (8th Grade) [One trimester length course]

In DL1, students will 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 will also be introduced to the basics of computer science principles, 3D design and printing and the fundamentals of coding applied to Physical Computing. In DL2, students will discuss and debate issues in technology and society that are not as clear-cut as the topics covered in DL1. Students will expand upon the 3D Computer-Aided Design they learned in the previous course; and build upon the coding skills developed previously to create more sophisticated programs and games. Students build a strong foundation from which they can continue the study of other languages at a higher and deeper level.

Introduction to Computer Science 0 and 1

In this classes, students will learn about the nature of alternate numbering systems such as binary and hex and applied block-based coding as an introduction to text-based coding. After this, students will delve more deeply 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, Strings, and common data structures and algorithms.

IB Computer Science SL and 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.

Mixed Media and Digital Design (Also under Fine Arts)

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

Digital Music (Also under Fine Arts)

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

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. Students are grouped by grade level for both Middle School and High School, and stay with their advisory group and their advisor through their Middle School years. 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 (Grades 6-8)

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

Advisory groups focus on issues that relate to students in their roles as people, as learners, and as members of the community. The ultimate goal of Léman’s Advisory Program is for students to understand themselves better in each of these roles. Throughout the year, students explore topics as varied as building strong character, resiliency, conflict resolution, developing personal goals, celebrating accomplishments within and outside of school, and examining factors that enhance or interfere with their learning.
Middle School students focus on developing critical thinking to lay the foundation for evaluating sources and information to make educated choices, and to acquire the building blocks they need to achieve success in future academics and in life. Advisory teaches life skills such as strong communication, leadership, time management, and ownership of learning, which become part of students’ toolkit for High School and beyond.

Strengths for Success (S4S) is an integral part of the advisory program that is specific to 6th Grade students only. Given the significant transition that occurs as students move from 5th Grade into a Middle School setting, it is important to introduce students to the study skills, self-knowledge, career discovery, and college readiness they will need to succeed in the classroom and throughout their lives. S4S is a course that all 6th Grade students follow as part of their academic program and is taught by a specialist outside of advisory meeting times.

HIGH SCHOOL (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.

OFFICE OF COLLEGE COUNSELING
Léman also provides comprehensive college advisory services through the Office of College Counseling, and this makes up a significant portion of the High School Advisory Program. With three dedicated college counselors on staff, and the support of Léman’s Advisory Board, students benefit from a tremendous wealth of resources to help them achieve their desired outcome. One of the goals of the Office of College Counseling is to provide students with the information necessary to make thoughtful and appropriate decisions about searching for and applying to college.

Finding the right college is about finding the right match. In group, individual, and family college counseling sessions, students are encouraged to explore college experiences that will provide them with learning and social environments that best match their needs. The right college environment is one that inspires students to be engaged, healthy, active life-learners. Conversations about these topics start as early as Middle School and continue with increased frequency and intensity throughout the High School years. Some topics that are explored include:

NINTH AND TENTH GRADE
- Career Exploration and Interest Development
- Activities Outside of Classes
- Finding the Right Balance
- What Colleges are Looking for in Applicants
- Academic Planning and the Academic Record
- Reaching Academic Potential
- The College Application Timeline
- Components of the College Application
We are proud to add that our graduating seniors have gained acceptance to top institutions, including Princeton University, Columbia University, Dartmouth College, Brown University, Cornell University, University of Pennsylvania, Duke, University of Virginia, Johns Hopkins University, and Yale University.