



## **Collège – Middle School**

8<sup>th</sup> grade curriculum

Programme de 4ème

*Updated January 2017*

# I. Language Arts

The Language Arts Program in Middle School focuses on preparing the students to be bilingual, bi-literate, and bicultural in French and English. In addition to the articulated dual-lingual curriculum, students are introduced to Spanish as a third language, which provides them with the opportunity to expand their multilingual multicultural experience.

## Language Arts – French

### READING

Texts and Novels from the 18th and 19th centuries

Lyric poetry: selection of poems from all periods

Theater: comedy / tragic-comedy / drama

### VOCABULARY

In order to enrich students' vocabulary, words belonging to particular domains are studied throughout the grades.

In 8<sup>th</sup> grade, vocabulary expansion focuses on specific themes such as :

- Emotions
- Judgments
- Literary genres
- Abstract notions (initiation)

The students learn to identify and use figures of speech.

Vocabulary study is linked to books studied for the reading section of the program and covers the following areas of interest: misery and happiness, social criticism, fear and strangeness, self-expression.

## **WRITING**

The goal at the end of 8<sup>th</sup> grade is for students to be able to write a coherent two-page essay (40 lines). The students should be able to produce a more complex text using the techniques studied in the reading section of the program. Students learn how to write a summary as well as an argumentative paragraph.

They actively practice all year-round with frequent papers at home and in class.

The types of writing explored range from fantastic fiction to personal poems, as well as play scenes and argumentative responses.

## **GRAMMAR**

The following notions are studied:

- Complex sentences (clauses)
- Indirect speech
- Word functions
- Grammatical rules (verbs)
- Initiation to the study of the grammar in texts

## **GRAMMATICAL SPELLING**

Students continue studying in depth the spelling rules of French grammar.

## **ORAL COMMUNICATION**

Students keep building their oral skills: reading aloud, presentations, debates.

## **ART HISTORY AND APPRECIATION**

Students make connections between literature and various forms of art such as paintings, music, and theater in relation to the themes of the year. Students learn to analyze pictures such as caricatures, press cartoons, and paintings from the Romantic period.

THEMES	1 SE CHERCHER SE CONSTRUIRE	2 VIVRE EN SOCIETE PARTICIPER A LA SOCIETE	3 REGARDER LE MONDE, INVENTER DES MONDES	4 AGIR SUR LE MONDE
Questionnement	Dire l'amour	Individus et Société : confrontations de valeur	La fiction pour interroger le réel	Informé, s'informer, déformer
Séquences	1 Le lyrisme en amour  2 L'amour paternel	1 La figure du rebel Jean Valjean  2 L'adolescence Antigone	1 La nouvelle réaliste  2 La nouvelle fantastique	1 D'un Journal à l'autre. Etude de l'esclavage moderne vu à travers la presse.  2 Convaincre et persuader : introduction à l'argumentation et à la manipulation
Œuvre intégrale	Pauca Meae – Victor Hugo	Antigone d'Anouilh	Le Horla Maupassant La Venus d'Ille - Mérimée	Etude de l'exposition "Images Mensongères"
Groupement de textes	Groupement de texte de poèmes lyriques (ELuard, Labé, Aragon, Apollinaire)  Etudes de tableaux: La lettre de Vermeer, Le voyageur au dessus d'une mer de nuage de Friedrich, La mort d'Atala de Girodet.	Extraits des Misérables : l'évolution du personnage Jean Valjean. (manuel)	La nouvelle réaliste (Flaubert) extraits dans le manuel	Coupure de presse de différents journaux Etudes de photo de presse

GRAMMAIRE	ORTHOGRAPHE GRAMMATICALE	EXPRESSION ORALE
<p><b>L'analyse de la phrase</b></p> <ul style="list-style-type: none"> <li>• Les propositions subordonnées circonstancielles de temps (antériorité, simultanéité, postériorité).</li> <li>• Les propositions subordonnées circonstancielles de cause, de conséquence, de but. Les propositions subordonnées circonstancielles de comparaison.</li> <li>• Le discours rapporté : le discours indirect (initiation).</li> </ul> <p><b>Les classes de mots</b></p> <ul style="list-style-type: none"> <li>• Les déterminants indéfinis et les pronoms indéfinis : quantifiants (quantité nulle, égale à un, pluralité) ; non quantifiants.</li> <li>• Les mots exclamatifs, les interjections, les onomatopées.</li> <li>• Les adverbes (repérage du suffixe <i>-ment</i> ; les adverbes modifiant le sens d'un verbe, d'un adjectif, d'un autre adverbe, de toute la phrase).</li> </ul> <p><b>Les fonctions</b></p> <ul style="list-style-type: none"> <li>• L'apposition (sa proximité avec l'attribut, son détachement).</li> </ul> <p><b>La grammaire du verbe</b></p> <ul style="list-style-type: none"> <li>• Les verbes transitifs (direct, indirect) et intransitifs, les verbes attributifs.</li> <li>• La forme pronominale (les verbes essentiellement pronominaux ; les verbes mis à la forme pronominale de sens réfléchi, réciproque, passif).</li> <li>• La forme impersonnelle (les verbes essentiellement impersonnels, les</li> </ul>	<ul style="list-style-type: none"> <li>• Les accords complexes sujet-verbe.</li> <li>• Les verbes du troisième groupe présentant des particularités orthographiques (verbes en <i>-dre /-tre...</i>).</li> <li>• La morphologie de quelques verbes très usités : <i>pouvoir/devoir/valoir/paraître...</i></li> <li>• Les déterminants numériques.</li> <li>• Le pluriel des noms composés.</li> <li>• <i>Nul, tel, tel quel, quel.</i></li> </ul> <p><b>Orthographe lexicale</b></p> <ul style="list-style-type: none"> <li>• Les familles régulières de mots.</li> <li>• Les séries préfixales : <i>bi(s)-, dé(s)-, sous-, trans-, con-...</i></li> <li>• Les séries suffixales : finales en <i>-oir/-oire ; -ette/-ète ; -otte/-ote...</i></li> <li>• Les séries suffixales : l'adverbe en <i>-ment.</i></li> </ul> <p><b>Quelques homonymes et homophones</b></p> <ul style="list-style-type: none"> <li>• Distingués par l'accent : <i>des/dès, sur/sûr...</i></li> <li>• Autres : <i>l'ai/les ; on/on n' ; quant/quand/qu'en ; plus tôt/plutôt ; près/prêt...</i></li> </ul>	<p>En Quatrième, l'apprentissage de l'oral poursuit les objectifs définis pour les classes antérieures.</p> <ul style="list-style-type: none"> <li>• La pratique du dialogue entre les élèves est enrichie et approfondie : dialogue explicatif ou argumentatif, dans lequel chacun présente son point de vue, accepte et comprend celui d'autrui et le prend en compte. On passe progressivement de situations à deux interlocuteurs à des situations plus complexes (interlocuteurs nombreux, échanges avec un groupe).</li> <li>• Les élèves pratiquent régulièrement la lecture à haute voix et la récitation en prenant en compte la mise en valeur du tex</li> </ul> <div data-bbox="1352 1065 1953 1513" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>HISTOIRE DES ARTS</b></p> <p>Dans une perspective plus largement européenne, les thématiques « Arts, espace et temps » et « Arts, ruptures, continuités » constituent celles qui permettent le mieux d'aborder des mouvements artistiques et culturels des XVIII<sup>e</sup> et XIX<sup>e</sup> siècles.</p> <p>Le retour à l'antique contraste avec les mouvements nouveaux et l'entrée dans l'âge de la modernité (romantisme, réalisme, impressionnisme).</p> <p>Le domaine « Arts du spectacle vivant »</p> </div>

verbes mis à la forme impersonnelle).

- Analyse complète du verbe (infinitif, groupe, temps, mode, personne, voix, forme).
- Le subjonctif dans les propositions indépendante ou principale (valeur de souhait ou de prière, et remplacement de l'impératif à certaines personnes).
- Le subjonctif dans les propositions subordonnées conjonctives introduites par *que* (après un verbe de souhait, de volonté ou de sentiment).

#### Initiation à la grammaire du texte

- Les connecteurs spatiaux (dans la description).
- Les connecteurs temporels (dans le récit).
- Les connecteurs argumentatifs.

#### Initiation à la grammaire de l'énonciation

- La définition et les composantes de la situation d'énonciation (qui parle à qui, quand et où ? Le repérage par rapport au moi-ici-maintenant).
- Le fonctionnement des pronoms personnels par rapport à la situation d'énonciation (première et deuxième personnes engagées dans la situation d'énonciation, troisième personne absente de la situation d'énonciation).

invite, quant à lui, à mettre l'accent sur les représentations de la société ou l'expression du moi.

#### ÉTUDE DE L'IMAGE

En classe de Quatrième, l'étude peut porter sur le thème de la critique sociale, qui est approfondi en Troisième, à travers la caricature, le dessin d'humour ou le dessin de presse.

- Fonctions explicatives et informatives.
- Suite rapport entre texte et image (notion d'ancrage).

L'image peut aussi contribuer à la compréhension des caractéristiques du romantisme : on songe notamment à des tableaux tels que *Le Voyageur au-dessus de la mer des nuages* de Caspar David Friedrich.

## Language Arts - English

Reading	Speaking / Listening	Writing	Language
<p>Students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p> <p><b>Literature Themes:</b></p> <p><u>Key Ideas and Details</u></p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Students gain adequate mastery of a range of skills and applications.</p> <p><b>Speaking/Listening Themes:</b></p> <p><u>Comprehension and Collaboration</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Students gain adequate mastery of a range of skills and applications.</p> <p><b>Writing Themes:</b></p> <p><u>Text Types and Purposes</u></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> </ol>	<p>Students gain adequate mastery of a range of skills and applications.</p> <p><b>Language Themes:</b></p> <p><u>Conventions of Standard English</u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>

<p><u>Craft and Structure</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><u>Integration of Knowledge and Issues</u></p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual</p>	<p>4. Establish and maintain a formal style.</p> <p>5. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>4. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>5. Establish and maintain a formal style.</li> <li>6. Provide a concluding statement or section that follows from and supports</li> </ol>	<p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol> <p><u>Knowledge of Language</u></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state</li> </ol>
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<p><u>Range of Reading and Level of Text Complexity</u></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><b>Informational Text Themes:</b></p> <p><u>Key Ideas and Details</u></p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><u>Craft and Structure</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>	<p>displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>the information or explanation presented.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and</p>	<p>contrary to fact).</p> <p><u>Vocabulary Acquisition and Use</u></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify</p>
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<p>meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><u>Integration of Knowledge and Issues</u></p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><u>Range of Reading and Level of</u></p>		<p>convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><u>Production and Distribution of Writing</u></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating</p>	<p>its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>1. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>2. Use the relationship between particular words to better understand each of the words.</li> <li>3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol> <p>Acquire and use accurately grade-appropriate general academic and domain-</p>
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<p><u>Text Complexity</u></p> <p>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>		<p>additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 8 Reading standards</i> to literature.</li> <li>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction.</li> </ul> <p><u>Range of Writing</u></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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## II. Social Studies

### Social Studies in French (French Standards)

Histoire / History (H) - Géographie / Geography (G) – Education Morale et Civique / Life in Society and Citizenship (EMC)

Dates	Themes
Unit 1 September - October	Repères chronologiques / <i>Historical timeline, methodology</i>
	H1 Theme 1 - L'Europe dans le monde au début du XVIIIe siècle / <i>Europe influence in the World at the start of the XVIIIth century</i>
	G1 Theme 1 – Les espaces majeurs de production et d'échanges / <i>Major centers of production and commerce</i>
	G2 Theme 2 – Les échanges de marchandises / <i>Commerce</i>
	H2 Theme 2 - L'Europe des Lumières (étude d'un philosophe ou d'une oeuvre philosophique de l'époque) / <i>The Enlightenment (study of a philosopher or a work of philosophy of the time)</i>
	H3 Theme 3 - Les traites négrières et l'esclavage ( raconter la capture, le trajet et le travail force d'un groupe d'esclaves) / <i>Slave trade and Slavery (tell the story of a group of slaves: capture, journey and forced labor)</i>
Unit 2 November - December	H4 Theme 4 - Les difficultés de la monarchie sous Louis XIV / <i>The challenges of the monarchy under the reign of Louis the XIVth</i>
	G3 Theme 3 - Les mobilités humaines / <i>Human mobility and migrations</i>
	G4 Theme 4 - Les entreprises transnationales / <i>Global enterprises</i>
	H5 Theme 1 - Les temps forts de la Révolution (raconter des événements, des épisodes de la vie d'acteurs révolutionnaires (hommes et femmes) et des prises de décision – Expliquer leurs enjeux et leur importance historique) / <i>The climaxes of the French Revolution period (tell events, personal history of major revolutionary figures (men and women) and their decisions – Explain their challenges, consequences and their historical importance)</i>
	EMC1 L'exercice des libertés en France / <i>Rights and Freedom in France</i>
	H6 Theme 2 - Les fondations d'une France nouvelle pendant la Révolution et l'Empire / <i>The foundations of a</i>

Unit 3 January - February	<i>new order in France during the French Revolution and the Napoleon Empire</i>
	<b>G3</b> Theme 1 – Les États-Unis / <i>The United States of America</i>
	<b>H7</b> Theme 3 - La France et l'Europe en 1815 / <i>France and Europe in 1815</i>
	<b>G4</b> Theme 2 – Les puissances émergentes / <i>Emerging Powers</i>
Unit 4 March - April	<b>G5</b> Theme 3 – Les pays pauvres - Étude de cas au choix : un «pays moins avancé» (PMA) / <i>Emerging countries – Focus on one country</i>
	<b>H8</b> Thème 1 – L'âge industriel / <i>The Industrial Revolution</i>
	<b>EMC2</b> Droit et Justice en France / <i>Law and Justice in France</i>
	<b>H9</b> Theme 2 - L'évolution politique de la France, 1815-1914 / <i>The political evolution of France, 1815 - 1914</i>
	<b>G6</b> Theme 1 – La mondialisation et la diversité culturelle / <i>Globalization and cultural diversity</i>
Unit 5 May - June	<b>G7</b> Theme 2 - La mondialisation et ses contestations - Un débat à enjeu spatial fort, au choix. / <i>Globalization and resistance – A debate on an important issue</i>
	<b>EMC3</b> La sûreté: un droit de l'homme / <i>Safety: a human right</i>
	<b>H10</b> Theme 3 - L'affirmation des nationalismes / <i>The emergence of nationalism</i>
	<b>Theme 5</b> – Carte de l'Europe en 1914 - Connaître et utiliser le repère suivant : les deux alliances et leurs protagonistes en 1914 / <i>The Map of Europe in 1914 – Know the map, and know how to identify the two alliances and enemies in 1914</i>

# Social Studies in English: United States History and Geography

## (American Standards)

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in wars. After reviewing the development of America's democratic institutions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Core competencies:

- Understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- Analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- Understand the foundation of the American political system and the ways in which citizens participate in it.
- Analyze the aspirations and ideals of the people of the new nation.
- Analyze U.S. foreign policy in the early Republic.
- Analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
- Analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- Analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- Analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- Analyze the multiple causes, key events, and complex consequences of the Civil War.
- Analyze the character and lasting consequences of Reconstruction.
- Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

## III. Mathematics

### French Standards taught in French – American Standards taught in English

Schedule in Math: 4 periods per week in French, and 2 periods per week in English

Taught in French	Taught in English
<p><b>The Number System</b></p> <ul style="list-style-type: none"> <li>● Integers</li> <li>● Fractions               <ul style="list-style-type: none"> <li>○ Calculations and problems</li> </ul> </li> <li>● Exponents               <ul style="list-style-type: none"> <li>○ Standard notation, scientific notation</li> <li>○ Calculations</li> </ul> </li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>● Algebraic expressions               <ul style="list-style-type: none"> <li>○ Distribution</li> <li>○ Factoring</li> </ul> </li> <li>● Equations               <ul style="list-style-type: none"> <li>○ Solving multi-step equations and word problems</li> </ul> </li> <li>● Inequalities</li> </ul> <p><b>Proportionality</b></p> <ul style="list-style-type: none"> <li>● Cross products</li> <li>● Graphs</li> <li>● Increase and decreases by percentage</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>● Measures of average and distribution</li> <li>● Weighted tree diagrams</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>● Pythagorean theorem               <ul style="list-style-type: none"> <li>○ Theorem / Converse and contrapositive</li> </ul> </li> <li>● Geometry with proofs</li> <li>● Transformations</li> <li>● 3D Geometry               <ul style="list-style-type: none"> <li>○ Pyramid, cones, sphere</li> </ul> </li> <li>● Intercept theorem</li> </ul>	<p><b>The Number System</b></p> <ul style="list-style-type: none"> <li>● Rational and irrational Numbers</li> <li>● Exponents, radicals and absolute value</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>● Proportional relationships, lines, and linear equations.</li> <li>● Solve multi-step equations, inequalities and systems of equations</li> <li>● Define, evaluate, and compare functions.</li> <li>● Use functions to model relationships between quantities.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>● Investigate patterns of association in bivariate data.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>● Congruence and similarity</li> <li>● Pythagorean Theorem.</li> <li>● Area and volume of cylinders, cones, and spheres.</li> </ul>

## IV. Science

### French Standards taught in French – American Standards taught in English

#### Overarching goals for science courses

Students will be able to: Ask questions and define problems - Design experiments - Collect and analyze data - Build models  
Think mathematically and computationally - Explain and design solutions - Construct arguments based on evidence -Communicate results

Schedule in science: 3,5 periods per week in French, and 2 periods per week in English

Dates	French Standards	US Standards
<b>September -December</b>	Theme A – Structure/Composition of the air Molecular model: gas, solid, liquid, mixtures Combustion Atoms, molecules, chemical reactions and equations	Theme 1 - Cellular reproduction and genetics
<b>January - February</b>	Theme B – Electricity: resistance, voltage and intensity laws	Theme 2 - Evolution - Patterns of change, natural selection, traits of populations geological eras
<b>March - April</b>	Theme 1 – Sexual reproduction Theme 2 – Human reproduction: sex organs, origin and development of a fetus, birth control, puberty	Theme 3 - Forces and motion, Newton’s Laws of Physics, density and buoyancy
<b>May – June</b>	Theme C – Optics: colors, lens, correcting eye defaults, speed of light Theme 3 – Nervous system: methods of functioning, effects of drugs	Theme 4 - Movement of Energy - waves

Green : Life Science and Earth Science

Red : Physics and Chemistry

## V. Spanish – Learning a third language – Year 3

<b>Unit 1:</b>  A) State what is happening right now (present progressive) B) Discuss technology C) Talk about everyday activities	1 <sup>st</sup> trimester
<b>Unit 2:</b>  A) Talk about the past B) Regular and irregular verbs in the past tense	1 <sup>st</sup> trimester
<b>Unit 3:</b>  A) Identify objects in a bathroom B) Discuss daily routine (reflexive pronouns and verbs) C) Discuss personal grooming D) Point out someone or something E) Identify part of the body (advance) F) Discuss health	1 <sup>st</sup> trimester
<b>Unit 4:</b>  A) Discuss whom and what people know (saber vs. conocer) B) Ask for and give directions C) Give advice and make suggestions D) Talk about places in a city E) Tell others what to do or not to do (positive and negative commands)	2 <sup>nd</sup> trimester

**Unit 5:**

- A) Identify animals (advance)
- B) Add emphasis to a description
- C) Discuss details about the past (imperfect tense regular and irregular verbs)
- D) Describe in the past
- E) Discuss size
- F) Indicate possession (possessive adjectives)

2<sup>nd</sup>  
trimester

**Unit 6:**

- A) Talk about what someone remembers
- B) Ask for advice
- C) Describe clothing

2<sup>nd</sup>  
trimester

**Unit 7:**

- A) Express length of time
- B) State what was happening at a specific time
- C) Describe how something was done
- D) Name some foods

3<sup>rd</sup>  
trimester

**Unit 8:**

- A) Tell someone what to do
- B) State wishes and preferences

3<sup>rd</sup>  
trimester

**Unit 9**

- A) Final review of all units

3<sup>rd</sup>  
trimester

## Physical Education – Éducation Physique

Dates	Performance Skills	Adapting movement to different types of environment	Individual and team activities involving cooperation and opposition	Creating and performing expressive, artistic or aesthetic activities
1-September/October	Fitness activities (cardiovascular, muscular, flexibility)		-Cooperative and team building activities -Ultimate Frisbee (throwing and catching)	
2-November/December	Fitness activities (cardiovascular, muscular, flexibility)		-Ultimate Frisbee (offensive and defensive strategies; games) <i>Level 2</i> -Soccer (offensive and defensive strategies; small and large sided games) <i>Level 3</i>	
3-January/February	Fitness activities (cardiovascular, muscular, flexibility)		-Basketball (dribbling, passing, shooting; offensive and defensive strategies; games) <i>Level 3</i> -Volleyball (bumping, setting, serving; offensive and defensive strategies; games) <i>Level 3</i> -Street Hockey (dribbling, passing, shooting; offensive and defensive strategies; games) <i>Level 3</i>	Tumbling, stunts, gymnastics skills (Level 3)
4-March/April	Track and Field Activities <i>Level 3</i> (long jump, sprinting, relay running)		-Flag Football and Rugby (throwing and catching; offensive and defensive strategies; games) <i>Level 2 and 3</i> -Racquet Games-Badminton/Table Tennis (serving, volleying; offensive and defensive strategies; games) <i>Level 3</i>	
5-May/June	Track and Field Activities <i>Level 3</i> (sprinting, endurance running, high jump)	Orientation Race	-Baseball/Softball (throwing, catching, hitting; small sided games) <i>Level 3</i>	Rhythm and Dance Activities (Level 3)