

high school catalogue



LYCÉE FRANÇAIS
DE SAN FRANCISCO

A World of Opportunities

aefe
Agence pour
l'enseignement français
à l'étranger









Our mission

To be the model school of multicultural and multilingual education that prepares tomorrow's global citizens.

The diverse and international nature of our students and faculty fosters a spirit of community and respect that prepares our students to be culturally literate, adept critical thinkers, and responsible global citizens.

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introduction

The Lycée Français de San Francisco (LFSF), established in 1967, is the only exclusively French immersion school in the San Francisco Bay Area. We welcome students in Preschool to Grade 12. Our program is designed to provide students with a structured, well-assimilated body of general knowledge while encouraging the development of analytical and critical thinking skills. Our unique curriculum fosters autonomy, initiative, self-esteem and the respect of others through cooperation and responsibility. We provide a multifaceted and rigorous program ideal for engaged, active learners who thrive on academic challenge.

Our curriculum is based on the French national curriculum, established over two centuries ago, and augmented by a strong English program; the curriculum exceeds all requirements set by both France and the United States, preparing our students to enter and thrive at colleges and universities worldwide.

Accreditation

LFSF is accredited by the French Ministry of Education, as well as by the California Association of Independent Schools (CAIS), the Western Association of Schools and Colleges (WASC), and the National Association of Independent Schools (NAIS).

Faculty

The teaching staff for the French Baccalaureate program is composed of accredited teachers hired directly from France. The teachers' native language is French to ensure continuity of the language for our students. The classes taught in the English language are taught by U.S. credentialed teachers. 100% of our faculty hold advanced degrees.

Student Body

996 students are enrolled on 3 campuses: 620 students in Preschool through Grade 5, 193 students in Middle School (Grades 6-8), and 183 students in High School (Grades 9 -12).

Diversity

Diversity of thought

Exposure to diverse cultures, origins, political systems, and languages within our program fulfills our mission of global citizenship.

Ethnic and national diversity

LFSF students represent more than 71 ethnicities and nationalities with families from throughout the Bay Area and abroad.

Socioeconomic diversity

30% of our students receive some form of financial assistance. Maintaining socioeconomic diversity is a priority for LFSF's governing board. In addition to external financial assistance provided by the French Ministry of Education to families in need, LFSF administers its own financial aid program for selected students based on need.

Cultural and language diversity

Students often speak 1 or 2 languages upon entering the school and graduate with fluency in at least 2 languages, with most fluent in 3 or 4 languages. All students begin studying a third language in Grade 6 and carry it through Grade 12. Students also have the option of starting Latin in middle school and continuing as a fourth language in high school.

PROGRAM OVERVIEW

academic program

TWO DIPLOMAS

LFSF students can graduate with two diplomas: a French Baccalaureate and a U.S. High School diploma.

ALL students graduate with a French Baccalaureate.

Many students opt to fulfill requirements for the U.S. High School Diploma by taking additional required courses.



FRENCH BACCALAUREATE CURRICULUM

The Curriculum: The French educational system is divided into key learning stages, or cycles. A cycle covers more than one grade and within each cycle there is a coherent set of learning goals and acquired skills to be achieved. The program is cyclical rather than linear which allows students to delve more deeply into each subject with each succeeding year.

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PROGRAM OVERVIEW | GRADE 9 - TROISIÈME

This grade is the culmination of middle school in the French educational system.

Students prepare for the exit exam called the “Diplôme National du Brevet”.

Students prepare exams in Math, French, History-Geography and Civics. There is also an oral exam in the “History of Art” based on a culmination of a year-long interdisciplinary project on the History of Art.

In Grades 9 and 10, all students take all of the following year-long courses:

GRADE 9		
Discipline	Courses	Hrs/Wk
LANGUAGE ARTS	English Literature OR	5
	English Language Development (E.L.D.)	5
	French Grammar & Composition	5 (H)
MATHEMATICS	Integrated Mathematics: Algebra I/ Geometry	4
LABORATORY SCIENCES	Biology-Geology	1.5
	Physics-Chemistry	2
SOCIAL SCIENCES	History-Geography	3
	Civics	0.5
WORLD LANGUAGES	German OR	3
	Spanish OR	3
	Mandarin	3
	Latin - ELECTIVE	2
ARTS	Mixed Media Arts (includes Visual Arts, Music, and Technology Arts – one trimester each)	2
TECHNOLOGY	Technology (includes Yearbook)	2
RESEARCH PROJECT	History of Art	0.5
PHYSICAL EDUCATION	Physical Education	3

PROGRAM OVERVIEW | Grade 10 - Seconde

This grade is the beginning of high school in the French educational system. This is a year of exploration! Students become acquainted with what it means to be a high schooler by taking on additional responsibilities inside and outside the classroom. Understanding of subjects becomes more profound.

The curriculum introduces students to courses of study in order to explore in the areas of science, literature, new technologies, economics, and the arts. They start to get a taste of how they might want to focus their studies when it comes time to make choices for their Baccalaureate tracks (series) for Grades 11 and 12.

For some students, exploration in Grade 10 means studying abroad for a trimester, 2 trimesters or the entire year!

In Grades 9 and 10, all students take all of the following year-long courses:

GRADE 10		
Discipline	Courses	Hrs/Wk
LANGUAGE ARTS	English Literature OR	5
	English Language Development (E.L.D.)	5
	French Literature	4 (H)
MATHEMATICS	Integrated Mathematics: Algebra II/ Trigonometry	4
LABORATORY SCIENCES	Biology-Geology	1.5
	Physics-Chemistry	2
SOCIAL SCIENCES	History-Geography	3
	U.S. History - to 1877 (US High School Diploma requirement)	2
	Civics	0.5
	Economics & Social Sciences	1.5
WORLD LANGUAGES	German OR	2
	Spanish OR	2
	Mandarin	2
	Latin - ELECTIVE	2
EXPLORATORY (Elective)	Scientific Methods & Practices (M.P.S.) OR	1.5
	Literature & Society OR	1.5
	Computer Science	1.5
ARTS (Elective)	Theatre OR	2
	Studio Art OR	2
	Cinema/Audiovisual	2
PHYSICAL EDUCATION	Physical Education	2
PERSONALIZED STUDY	Academic Support & Guidance	2
	College Counseling	1

THE OIB (OPTION INTERNATIONALE OF THE BAC)

The OIB is a specialization of the French Baccalaureate.

The term OIB is sometimes confusingly translated as the “French International Baccalaureate”, however it is unrelated to the International Baccalaureate.

The OIB follows a 2-year syllabus taken in Grades 11 and 12.

Students take courses in literature, history and geography in a language other than French. The syllabus and the way it is examined is modeled on the national exam of the target nation. For instance, the American Section models the program on the AP Program in English and Human Geography. It is therefore necessary to be fully bilingual to complete this qualification. At the end of terminale, OIB students have extra exams in Literature and history/geography. These exams are highly weighted in the final mark of the BAC.

To date there exist 15 different sections supporting 14 different languages: American (USA), Arabic, British, Chinese, Danish, Dutch, German, Italian, Japanese, Norwegian, Polish, Portuguese, Portuguese, Russian, Spanish and Swedish. LFSF offers the American Section of the OIB.

AMERICAN SECTION OF THE OIB

The American section of the OIB combines the breadth and rigor of the French Baccalaureate with extra subjects taught and examined in English: history and geography, English language, and literature. This bilingual and bicultural set of courses and examinations certified by American and French teachers is offered in French schools in France, the U.S. as well as in other countries. It requires an ability to write and speak in English in an extended analytical mode and helps students demonstrate a level of English language mastery appropriate for U.S. collegiate studies.

The OIB American section is a well-balanced bicultural program that meets the needs of bilingual students, fosters international communication and understanding and provides students with a university entrance qualification that is valid in both the U.S. and France.

The OIB is considered to be a very rigorous elective of the French Baccalaureate.

More information about the OIB and U.S. qualifications can be found here:



PROGRAM OVERVIEW | Grade 11 - Premiere

Tracks: In Grade 11, students choose among three college-preparatory tracks (“séries”) based on their academic interests and grades.

Tracks are chosen for a period of two years for Grades 11 and 12, and culminate in BAC exams. Some exams are taken at the end of Grade 11, and most are taken at the end of Grade 12. Students generally take the French language and literature exam at the end of première, due to the fact that this subject is not taught in terminale (where it is replaced with a philosophy course). It also has an oral examination component, along with the written part. The oral exam covers works studied throughout première.

Each track results in a specialization and carries different weights (coefficients) associated with each subject:

Track	S	ES	L
Stream	Mathematics and Sciences	Economics & Social Sciences	Humanities
Focus	Mathematics Physics-Chemistry Biology-Geology	Social Sciences, Economics, Math, History	Literature, Languages, Philosophy
Common Trunk	Languages, History-Geography, English		
Electives	OIB, Visual Arts, Cinema/AudioVisual, Theatre, Latin		

In Grades 11 and 12, students take all of the year-long courses listed in their respective tracks:

Grade 11						
	Science Track S: Math, Physics, Chemistry, Biology		Social Science Track ES: Economics, Math, History, Languages		Humanities Track L: Literature, Languages, Philosophy	
Discipline	Courses	Hrs/Wk	Courses	Hrs/Wk	Courses	Hrs/Wk
LANGUAGE ARTS	French Literature	4 (H)	French Literature	4 (H)	French Literature	4 (H)
	OIB English Literature OR	5 (H)	OIB English Literature OR	5 (H)	OIB English Literature OR	5 (H)
	English Literature OR	5	English Literature OR	5	English Literature OR	5
	English Language Development (ELD)	5	English Language Development (ELD)	5	English Language Development (ELD)	5
					French Literature & Culture	4 (H)
MATHEMATICS	Integrated Mathematics: Pre-Calculus	4 (H)	Integrated Mathematics: Pre-Calculus	4	Integrated Mathematics: Pre-Calculus	4
LABORATORY SCIENCES	Biology-Geology	3 (H)	Biology-Geology	3	Biology-Geology	3
	Physics-Chemistry	3 (H)	Physics-Chemistry	3	Physics-Chemistry	3
SOCIAL SCIENCES	OIB History-Geography OR	4 (H)	OIB History-Geography OR	4 (H)	OIB History-Geography OR	4 (H)
	History-Geography	4	History-Geography	4	History-Geography	4
	Civics	0.5	Civics	0.5	Civics	0.5
	U.S. History from 1851 (US High School Diploma requirement)	2	U.S. History from 1851 (US High School Diploma requirement)	2	U.S. History from 1851 (US High School Diploma requirement)	2
			Economics & Social Sciences	4 (H)		
WORLD LANGUAGES	German OR	2	German OR	2	German OR	2
	Spanish OR	2	Spanish OR	2	Spanish OR	2
	Mandarin	2	Mandarin	2	Mandarin	2
	Latin*	2	Latin*	2	Latin*	2
ARTS ELECTIVE	Theatre OR	2	Theatre OR	2	Theatre OR	2
	Studio Art OR	2	Studio Art OR	2	Studio Art OR	2
	Cinema/ Audiovisual	2	Cinema/ Audiovisual	2	Cinema/ Audiovisual	2
RESEARCH PROJECT	Group Research Project (T.P.E.)	2	Group Research Project (T.P.E.)	2	Group Research Project (T.P.E.)	2
PHYSICAL EDUCATION	Physical Education	3	Physical Education	3	Physical Education	3
PERSONALIZED STUDY	Academic Support & Guidance	2	Academic Support & Guidance	2	Academic Support & Guidance	2
	College Counseling	2	College Counseling	2	College Counseling	2

* elective

PROGRAM OVERVIEW | GRADE 12 - TERMINALE

Specialization Courses:

In Grade 12, students take one additional course that further deepens the study of their chosen track. All specialization courses are considered to be Honors level.

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Track	S	ES	L
Specialization	Advanced Math Topics	Advanced Math Topics Advanced Political Science Topics	Advanced Math Topics
	Advanced Biology-Geology Topics		Advanced Literature Topics
	Advanced Physics-Chemistry Topics		
	Advance Computer Science Topics		

FRENCH BACCALAUREATE EXAMS

Each of the three tracks leads to a comprehensive set of BAC exams that includes topics common to all tracks as well as those specific to each.

The BAC is graded on a 20-point scale. A 10/20 or higher is a passing grade. 3 levels of honors are given:

- 12 to 13.99 qualifies as "Mention Assez Bien" ("Honors")
- 14 to 15.99 qualifies as "Mention Bien" ("High Honors")
- 16 or higher qualifies as "Mention Très Bien" ("Highest Honors")

Class	Total # of candidates	Pass Rate	With Honors	With High Honors	With Highest Honors
2015	41	100%	13	12	8
2014	39	100%	12	10	8
2013	37	100%	9	10	17

In Grades 11 and 12, students take all of the year-long courses listed in their respective tracks:

Grade 12						
	Science Track S: Math, Physics, Chemistry, Biology		Social Science Track ES: Economics, Math, History, Languages		Humanities Track L: Literature, Languages, Philosophy	
Discipline	Courses	Hrs/Wk	Courses	Hrs/Wk	Courses	Hrs/Wk
LANGUAGE ARTS					French Literature	4 (H)
	OIB English Literature OR	5 (H)	OIB English Literature OR	5 (H)	OIB English Literature OR	5 (H)
	English Literature OR	5	English Literature OR	5	English Literature OR	5
	English Language Development (ELD)	5	English Language Development (ELD)	5	English Language Development (ELD)	5
					French Literature & Culture	4 (H)
MATHEMATICS	Integrated Mathematics: Calculus	4 (H)	Integrated Mathematics: Calculus	4	Integrated Mathematics: Calculus	4
LABORATORY SCIENCES	Biology-Geology	3 (H)				
	Physics-Chemistry	3 (H)				
SOCIAL SCIENCES	OIB History-Geography OR	4 (H)	OIB History-Geography OR	4 (H)	OIB History-Geography OR	4 (H)
	History-Geography	4	History-Geography	4	History-Geography	4
	Civics	0.5	Civics	0.5	Civics	0.5
			Economics & Social Sciences	4 (H)		
WORLD LANGUAGES	German OR	2	German OR	2	German OR	2
	Spanish OR	2	Spanish OR	2	Spanish OR	2
	Mandarin	2	Mandarin	2	Mandarin	2
	Latin*	2	Latin*	2	Latin*	2
SPECIALIZATION	Advanced Math Topics OR	1.5 (H)	Advanced Math Topics OR	1.5 (H)	Advanced Math Topics OR	1.5 (H)
	Advanced Biology-Geology Topics OR	1.5 (H)	Advanced Political Science Topics	1.5 (H)	Advanced Literature Topics	1.5 (H)
	Advanced Computer Science Topics OR	1.5 (H)				
	Advanced Physics-Chemistry Topics	1.5 (H)				
ARTS ELECTIVE	Theatre OR	2	Theatre OR	2	Theatre OR	2
	Studio Art OR	2	Studio Art OR	2	Studio Art OR	2
	Cinema/Audiovisual	2	Cinema/Audiovisual	2	Cinema/Audiovisual	2
PHYSICAL EDUCATION	Physical Education	3	Physical Education	3	Physical Education	3
PERSONALIZED STUDY	Academic Support & Guidance	2	Academic Support & Guidance	2	Academic Support & Guidance	2
	College Counseling	2	College Counseling	2	College Counseling	2

* elective

U.S. HIGH SCHOOL DIPLOMA

The California Education Code (EC), establishes minimum requirements for graduation from California high schools. These requirements should be seen as minimums only. Most colleges require or prefer that students challenge themselves with college preparatory courses that are beyond the minimum requirements.



LFSF requirements meet and exceed ALL requirements set by the California Education Code, University of California, and the most selective colleges and universities around the world.



REQUIREMENTS

To receive a U.S. High School Diploma from LFSF, students must:

- Meet LFSF graduation requirements as stated in the TABLE on the next page;
- Be in good academic standing in ALL courses taken from grades 9-12. Any D or F grades REQUIRE that courses be re-taken. Below 8/20 in Grade 9 or under 7/20 in Grades 10-12 for any course is considered a FAIL.

The requirements for graduation from LFSF with a U.S. High School Diploma are summarized in the table.

High School Subject Areas	State Mandated Requirements (EC 51225.3) for High School Graduation	LFSF USHSD Graduation Requirements	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	3 years	4 years (no more than 1 year can be ELD)	4 years of approved courses (no more than 1 year can be ELD)	4 years of approved courses (no more than 1 year can be ELD)
Mathematics	2 years, including Algebra I	3 years; 4 years recommended	3 years, including algebra, geometry, and intermediate algebra; 4 years recommended	3 years, including algebra, geometry, and intermediate algebra; 4 years recommended
Social Science	3 years, including one year of U.S. history & geography; 1 year of world history, culture, and geography; and 1 semester each of American government and economics	4 years (including 1 year of U.S. History – taught over two years)	2 years, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography	2 years, including one year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government and 1 year of other approved social science
Science	2 years, including biological and physical sciences	3 years; 4 years recommended	2 years with lab required, chosen from biology, chemistry, and physics; 3 years recommended	2 years with lab required, including 1 year of biological and 1 year of physical science
World Language	1 year of either visual and performing arts or world language	3 years French and 4 years of another world language	2 years in same language required; 3 years recommended	2 years in same language
Visual and Performing Arts		Not required; 1 year recommended	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art
Physical Education	2 years	4 years		
College Preparatory Electives			1 year	1 year
TOTAL	13	25 - 28	15 – 18 (11 out of 15 completed by end of Grade 11)	15 - 16

UC | CSU ELIGIBILITY

The University of California (UC) and the California State University (CSU) have established a uniform minimum set of courses required for freshman admission, called “a-g requirements”.

The UC has created a Doorways (High School Articulation Site) that provides complete information about LFSF courses that are approved for UC/CSU admission.

To be eligible for admission to UC or CSU colleges, students must meet the following additional graduation requirements:

- 1) English: 4 years of approved courses (no more than 1 year can be ELD)
- 2) U.S. History: 1 year of U.S. history (at LFSF, this course is a 2-part course with part 1 in Grade 10 and part 2 in Grade 11.
- 3) Arts: 1 year of visual and performing arts chosen from the following - dance, drama/theater, music, or visual art
- 4) International Students (students with a visa) are required to take the TOEFL

GRADING

Grades in the French and U.S. systems differ both in philosophy and in form. In the French system, grades are determined on a numerical scale of 1 to 20. There is no grade inflation and the entire scale is used.

On students' U.S. transcripts, these grades are converted to a 4.0 scale GPA. Honors courses are weighted an additional 1.0 point for GPA calculations.

AP courses are not offered in our curriculum; however, because of the accelerated level of Grade 10 through 12 courses, most students elect to prepare for and take at least one AP exam.

U.S. TRANSCRIPT

A transcript is an official record of a student's academic standing, i.e. grades and classes from Grades 9-12. Also included on the transcript is a grade point average (G.P.A.) calculated from 10th and 11th grades only, including Honors courses.

The transcript is a legal document that must report the exact history of a student's academic records. This means that courses that a student has taken cannot be deleted, altered, or edited from the academic record. The transcript is a document that will be sent to U.S. colleges as part of the admissions process.

GRADING EQUIVALENCIES

LFSF follows the **grade equivalents** below as proposed by the Franco-American Fulbright Commission for the Exchange of Scholars:

At the end of each year, French “bulletins” grades are converted to U.S. grades A-B-C-D-F using the grading equivalency table below. A pass is a C- (8/20 in Grade 9; 7/20 in Grades 10-12). If you receive a course grade under 8/20 in Grade 9 or under 7/20 in Grades 10-12, you are failing the course and will be required to re-take the course at the end of the year in order to fulfill requirements for the U.S. High School Diploma.

U.S. Grade	French Grade Equivalent	
	(6th - 9th)	(10th - 12th)
A+	16-20	15-20
A	15	14
A-	14	13
B+	13	12
B	12	11
B-	11	10
C+	10	09
C	09	08
C-	08	07
D+	07	06
D	06	05
D-	05	04
F	04	03

ACADEMIC SUPPORT & WELL-BEING

LFSF cares about educating the WHOLE student. We want students to be successful learners, have healthy relationships with themselves and others, and feel supported in their development.

We offer programs that support the whole development of our students.

PERSONALIZED ACADEMIC SUPPORT - ACCOMPAGNEMENT PERSONALISE (AP)

In Grade 10-12, additional hours are set aside in the school day to support students' academic success and autonomy.

LEARNING & PSYCHOLOGICAL SUPPORT

Our Speech Therapist provides initial screening and follow up with student who need language re-mediation in French.

Our Learning Specialist conducts classroom observations, administers screenings/assessments and remediation for students who need academic support.

Our Psychologist consults with parents and/or faculty regarding questions about the psychological needs and well-being of the students.




WELLNESS – MINDFULNESS PROGRAM

Students attend a mindfulness class in Grade 10, and continued learning about brain development, self-regulation, and resilience is provided in Grades 11 and 12.



PARENT PROGRAM

Parents are integral to students' success. Parents contribute by:

- Becoming Class Delegates
- Attending member events organized by the San Francisco Parents Education Network (PEN)
- Being members of the Parents Coalition of Bay Area High Schools and organizing and attending workshops by memi 
- Attending events organized by the LFSF Parent Education Program (P.E.P.)



course descriptions

SOCIAL SCIENCES



HISTORY-GEOGRAPHY 9

This is the fourth year in a 7-year program for grades 6-12. Students learn about the world since 1914, the world wars, totalitarian regimes, and the global geopolitical framework after 1945, in particular the political history of France. We consider close territories and their inhabitants, France as a production space open to Europe and the world, and the European Union (EU), including the global role of France and the EU.

HISTORY-GEOGRAPHY 10

This is the fifth year in a 7-year program for grades 6-12. We explore the history of Europeans in the world, from antiquity to the mid-nineteenth century. Students investigate themes focused on sustainable development issues. Case studies address organization, planning, and development of territories by comparing and contrasting their social, economic, and environmental circumstances.

HISTORY-GEOGRAPHY 11

This is the sixth year in a 7-year program for grades 6-12. The curriculum covers issues essential to the understanding of world history in the twentieth century, relating to economic growth, globalization, corporate changes, wars, totalitarianism, colonization and decolonization, and the French Republic. Geography centers on France and Europe, focusing on the developmental dynamics of the territories in the context of globalization.

HISTORY-GEOGRAPHY 12

This is the final year in a 7-year program for grades 6-12. Students identify what differentiates the history of different countries, using heritage and memorial reports highlighting the critical approach of the historian and its tools. Key themes are (1) ideologies, opinions and beliefs in Europe and the United States in the late nineteenth century to today; (2) powers and tensions in the world from the world wars to today; and the scales of government worldwide from the end of the Second World War to the present. Globalization studies continue, articulating the geo-economic, geopolitical, geo-environmental and geo-cultural.

OIB HISTORY-GEOGRAPHY 11 - HONORS

The curriculum covers world, U.S. and European history and geography (with emphasis on France) from the middle of the 19th century to 1945. The goal of the OIB (Option Internationale du Baccalaureat Francais) is to further the international dimensions of education by exposing bilingual and bicultural students to international cultural, scientific and commercial perspectives.

OIB HISTORY-GEOGRAPHY 12 - HONORS

The course is organized around broad topics seen through case-studies at different geographical scales (global, regional, and local). Topics include (1) Historical Perspectives on Today's World; and (2) Globalization in Territorial Dynamics.

UNITED STATES HISTORY 10 - TO 1877

Students trace the evolution of the American nation from inception through the American Civil War and Reconstruction. Through specific Supreme Court cases, students gain personal understanding of the complexities of American politics. Through the study of primary source material, journal writing, and supplemental readings, students gain the necessary historical perspective to develop an understanding of current world issues and the ability to relate them to their historical, geographic, political, economic, and cultural contexts.

UNITED STATES HISTORY 11 - FROM 1851

The curriculum covers the evolution of events in the American nation from Reconstruction through to the conclusion of the George W. Bush presidency in 2008. Domestic issues studied in detail will include the Roosevelt, Eisenhower, Kennedy, and Johnson legacies as well as the environmental, social, and political movements of the 1960s and their impacts on today's issues. The class will emphasize major events within the United States, but will also pay attention to how these events connected to the rest of the world.

CIVICS 9

This is the fourth year in a 7-year program for grades 6-12. Students consider the ethical and civic foundations of democracy in the French Republic, and are introduced to the complexity of social and political life. From practical situations such as the election of class representatives, they address the key concepts and vocabulary of citizenship: (1) community life; (2) founding principles such as secularism; and (3) diversity, equality, security, freedom, law, and justice.

CIVICS 10

This is the fifth year in a 7-year program for grades 6-12. This course embraces the four dimensions of what should be a moral and civic culture: the formation of a moral conscience; the role of the rule of law; the exercise of critical judgment; and a sense of commitment. Students will reflect on the principles of freedom, equality, and justice, and how to reconcile the public interest and human rights with the contradictions that may arise.

CIVICS 11

This is the sixth year in a 7-year program for grades 6-12. Students develop four types of skills: (1) to identify and clarify ethical values and civic principles; (2) to utilize working knowledge; (3) to develop personal expression, argumentation and critical thinking; and (4) to get involved in teamwork. Students will reflect on the link between democratic society and the information society.

CIVICS 12

This is the last year in a 7-year program for grades 6-12. Moral and civic education focuses on a fundamental pillar of a democratic society: the recognition of the pluralism of beliefs, and considers how to organize, in the democratic space, great debates on the ethical questions raised by biology and medicine.

ECONOMICS & SOCIAL SCIENCES (SES) 10

This course gives each student a solid background in economics and sociology, both necessary a citizen's understanding of the world in which we live. Students use critical reasoning in discovering new concepts of consumption, market, production, culture, and social action in order to pursue studies in high school and college.

ECONOMICS & SOCIAL SCIENCES 11 (TRACK ES) - HONORS

This course studies in-depth topics in microeconomics such as production in a company and market coordination, as well as additional topics including money, finance and macroeconomic regulation. It also emphasizes sociological topics such as socialization, social networks, deviance and social control, providing students with methods to collect, analyze and explain contemporary events.

ECONOMICS & SOCIAL SCIENCES 12 (TRACK ES) - HONORS

This course extends the field of knowledge in macroeconomics about economic growth, globalization, sustainable development and European Union policy while raising questions in sociology questions of social justice, social conflicts and social mobility. It also allows students to acquire solid know-how for writing, discussing and summarizing statements about topics and questions in today's world.

PHILOSOPHY 12

The curriculum promotes the exercise of thoughtful judgment within a philosophical culture. The course develops analytical skills and a sense of intellectual responsibility, contributing to the formation of autonomous minds, warned of the complexity of reality, and able to implement a critical awareness of the contemporary world.

PHILOSOPHY 12 (TRACK L) - HONORS

This course addresses broad themes of justice, equality, virtue, security, rights, and liberty. It is taught from original source documents with full texted (or near full text) readings of great philosophical works.

ADVANCED POLITICAL SCIENCE SEMINAR 12 (TRACK ES) - HONORS

The Political Science Specialized Seminar for Track ES students concentrates on (1) the democratic political system; (2) political participation; and (3) the European political order.

LANGUAGE ARTS | FRENCH

**FRENCH GRAMMAR AND COMPOSITION 9 - HONORS**

This is the fourth year in a 6-year program for grades 6-11. This course advances language acquisition and cultural knowledge through the texts of the twentieth and twenty-first centuries. Genres and themes are explored: the narrative forms of autobiography and autobiographical novels; poetry emphasizing context in the world, lyricism, and commitment; and continuity and renewal in classical tragedy of contemporary theater.

FRENCH LITERATURE 10 - HONORS

This is the fifth year in a 6-year program for grades 6-11. Students discover four areas of study: the novel and the new in nineteenth century realism and naturalism; tragedy and comedy in seventeenth century classicism; the poetry of the nineteenth to twentieth centuries from romanticism to surrealism; and genres and forms of argumentation in the seventeenth and eighteenth centuries. Texts include: *Colonel Chabert* (Balzac); *L'Ecole Des Femmes* (Moliere); *Madame Bovary* (Flaubert); *Lettres Persanes* (Montesquieu); *Candide* (Voltaire); *Le Cid* (Corneille); and *Les Rayons et les Ombres* (Hugo).

FRENCH LITERATURE 11 - HONORS

This is the last year in a 6-year program for grades 6-11. This course is organized around four areas of study: dominant literary, historical, artistic, and cultural. The curriculum incorporates seventeenth century theatre, character in the seventeenth century novel, writings in sixteenth century humanism, poetry of the Middle Ages, and understanding literature as the “art of language.”

FRENCH LITERATURE AND CULTURE 11 (TRACK L) - HONORS

This course addresses two key areas of study: (1) inspiring students to reflect on the ancient sources of European culture and to discover the common roots of representations and values that transcend the diversity of languages and states; and (2) approaching creative writing from the perspective of comparing relationships through time and cultural change to the works and forms of seventeenth century tradition.

FRENCH LITERATURE AND CULTURE 12 (TRACK L) - HONORS

This course covers the fifteenth to twentieth century in French theatre, novels and poetry. Each area of study begins with the play, novel or poem in the context of its times, cultural setting, and biographical study of the author. Topics include: tragi-comedy, satirical philosophy, alienation, and surrealism and theatre of the absurd.

ADVANCED FRENCH LITERATURE SEMINAR 12 (TRACK L) - HONORS

The French Literature Specialized Seminar for Track L concentrates on poetry from the middle ages to the early 20th century, beginning with the political, social and cultural background for each poem and poet.

LANGUAGE ARTS | ENGLISH



ENGLISH 9

This is the fourth year in a 7-year program for grades 6-12. Students examine the ways in which free choice and fate are treated in poetry, plays, stories, nonfiction, and novels from the sixteenth century through modernity. We ask and try to answer two essential questions: how do individuals achieve and exercise freedom of expression, and to what extent are individual freedoms limited or determined by setting, character, or fate? Students travel to the Oregon Shakespeare Festival.

ENGLISH LITERATURE 10

This is the fifth year in a 7-year program for grades 6-12. Students explore the complex and oppressive relationship between society and the “other.” By examining plays, novels, short stories, poetry, and nonfiction resources through psychological and philosophical lenses, we strive to determine how power structures and isolation influence individual behavior. Creative writing assignments, argumentative essays, oral presentations, and in-class debates provide students with a strong foundation in the English language.

ENGLISH LITERATURE 11

This is the sixth year in a 7-year program for grades 6-12. The course of study entails close reading of novels, poems, plays, essays, articles, and speeches to explore the complex relationship between individuals and the cultures that surround them. Students are asked to reflect upon the way the communities they inhabit shape (both positively and negatively) their own developing identities. Oral skills are honed through informal and formal discussions, oral presentations, poem recitations, and speeches.

ENGLISH LITERATURE 12

This is the last year in a 7-year program for grades 6-12. Texts are examined in light of four broad themes: power, progress, spaces and exchanges, and myths and heroes. Works include *Death of a Salesman*, *Metamorphosis*, *Frankenstein*, and *Pride and Prejudice*. Written assignments include analytical essays, personal narratives, creative writing pieces, and literary commentaries. Oral skills are enhanced in exercises such as Socratic Seminars and debates.

OIB ENGLISH LITERATURE 11 - HONORS

This course studies novels, plays and poetry from several genres, cultures and periods. Students continue to develop their analytical skills through structured essays and creative writing. The core curriculum is thematic and includes authors such as Toni Morrison, Oscar Wilde and Tennessee Williams.

OIB ENGLISH LITERATURE 12 - HONORS

This curriculum includes a challenging workload comprised of expository writing, oral presentations, creative writing, and comparative literature analysis. Students draw connections between literature and the human experience through the integration of nonfiction resources and case studies of social issues.

ENGLISH LANGUAGE DEVELOPMENT – INTERMEDIATE LEVEL

This course provides intermediate level non-native speakers of English with discussion opportunities, language acquisition skills, group exercises, oral presentations, and written work to improve their fluency in both oral and written communication skills. To ensure a smooth and prompt transition before integrating into regular English classes with native speakers, emphasis is placed on oral, reading, and writing skills, all of which continue to be honed and perfected through oral presentations, readings, and writing structured essays. Recent novels have included *A Lesson Before Dying* and *The Kite Runner*. Recent short stories have included *By the Waters of Babylon*, *War*, and *Home*.

ENGLISH LANGUAGE DEVELOPMENT – ADVANCED LEVEL

This course provides advanced level non-native speakers of English with discussion opportunities, language acquisition skills, group exercises, oral presentations, and written work to improve their fluency in both oral and written communication skills. Recent novels have included *All the Pretty Horses* and *Snow Falling on Cedars*. Recent plays have included *Death of a Salesman* and *The Glass Menagerie*.

MATHEMATICS



INTEGRATED MATHEMATICS 9

This is the fourth year in a 7-year program for grades 6-12. Course material covers: Algebra I, Geometry, Probability, Numbers, Thales Theorem and its converse, Literal calculation, Square roots, Functions, Linear and affine functions, Regular Polygons, Space, and Data Management.

INTEGRATED MATHEMATICS 10

This is the fifth year in a 7-year program for grades 6-12. The curriculum includes: Trigonometry, Linear and affine functions, Algebraic expressions and equations, Resolution of inequations, Statistics, Probabilities, Plane geometry, Geometry in space, Lines in the plane, and Vectors.

INTEGRATED MATHEMATICS 11:(TRACK L/ES)

This is the sixth year in a 7-year program for grades 6-12. The class studies: Pre-Calculus, Polynomials, Algorithms, Function Sequences, Statistics, and Probabilities.

INTEGRATED MATHEMATICS 11: (TRACK S) - HONORS

This course material includes: Pre-Calculus, Polynomials, Algorithms, Function Sequences, Statistics, Probabilities, Plane Geometry, and Logic.

INTEGRATED MATHEMATICS 12: (TRACK L/ES)

This is the final year in a 7-year program for grades 6-12. Course material includes Probabilities, Exponential Functions, and Logarithms.

INTEGRATED MATHEMATICS 12: (TRACK S) - HONORS

This course material includes Calculus, Probabilities, Exponential Functions, Logarithms, Estimation, and Solid geometry

ADVANCED MATHEMATICS SEMINAR 12 (TRACK L/ES) - HONORS

The Math Specialized Seminar for Track ES and L concentrates on matrices, application of graphs, optimization of graphs, and probabilistic graphs.

ADVANCED MATHEMATICS SEMINAR 12 (TRACK S) - HONORS

The Math Specialized Seminar for Track S concentrates on Arithmetic coding problems, Matrix calculus, Probability models, Matricel computing, and deterministic models.

TECHNOLOGY & COMPUTER SCIENCE



TECHNOLOGY 9

Students discover technology through project-based pedagogy. Hands-on learning is augmented by visiting experts from Silicon Valley.

COMPUTER SCIENCE SEMINAR 10

This is an exploratory study seminar of the professional field of computer science. Students conduct trimester group projects as they explore careers in computer science.

ADVANCED COMPUTER SCIENCE SEMINAR 12 (TRACK S) - HONORS

The Advanced Computer Science Honors Seminar concentrates on Object-Oriented Program Design, Program Implementation, Program Analysis, Standard Data Structures, Standard Operations and Algorithms, and Computing in Context.

INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES

This course introduces the basic concepts of computer science and computer programming. Students delve into algorithms and problem solving.



LABORATORY SCIENCES



BIOLOGY-GEOLOGY 9

This is the fourth year in a 6-year program for grades 6-11. Course material covers: (1) Unity and diversity of human beings; (2) Evolution of living organisms and earth history; (3) Risk of infection and body protection; and (4) Responsibility in human health and environment matters.

BIOLOGY-GEOLOGY 10

This is the fifth year in a 6-year program for grades 6-11. Students explore life science and earth science aspects of: (1) Physical activity and the nervous system; (2) Preserving personal health; (3) Conditions of life on earth; (4) The origin and nature of life; (5) Biodiversity; and (6) The sun as an energy source essential to evolution.

BIOLOGY-GEOLOGY 11 (TRACK L/ES)

This is the last year in a 6-year program for grades 6-11. Students investigate the life science and earth science aspects of Visual Representation, Feeding Humanity, and the Feminine and the Masculine.

BIOLOGY-GEOLOGY 11 (TRACK S) - HONORS

This course addresses plate tectonics and the earth in the universe, life and the evolution of the living including genetic heritage, contemporary planetary issues, and health and the human body.

BIOLOGY-GEOLOGY 12 (TRACK S) - HONORS

This course explores: (1) The continental domain and dynamic; (2) Contemporary global issues; (2) Genetics and evolution; (3) The diversity of living things; (4) A look at the evolution of man; (5) The relationship between organization and lifestyle; (6) The domesticated plant; (7) Neuron and muscle fiber; and (8) Maintaining the integrity of the body.

ADVANCED BIOLOGY SEMINAR 12 (TRACK S) - HONORS

The Biology Specialized Seminar for Track S concentrates on: (1) Blood sugar and diabetes; (2) Energy and living cells; and (3) Atmosphere, hydrosphere, and climates from the past to the future.

PHYSICS-CHEMISTRY 9

This is the third year in a 5-year program for grades 7-11. Course material covers: (1) Chemistry, the science of transformation of matter; (2) Electrical Energy and alternating current circuits; and (3) Gravity and mechanical energy.

PHYSICS-CHEMISTRY 10

This is the fourth year in a 5-year program for grades 7-11. The course explores scientific principles influencing our universe: electromagnetic waves, light emitted by stars, observation of the universe, health in sports, gravity, chemical elements in the universe, formulation and synthesis of drugs, and chemical and molecular elements in medical diagnosis.

PHYSICS-CHEMISTRY 11 (TRACK L/ES)

This is the fifth year in a 5-year program for grades 7-11. Students investigate the physical science and chemical science aspects of Visual Representation, Feeding Humanity, and Energy needs for human activities.

PHYSICS-CHEMISTRY 11 (TRACK S) - HONORS

In this course students study: Chemical reactions in Colors, Vision and Image; Source of colored light - colored organic molecules; Cohesion of matter and radiation - Solid Dissolution; Energy nuclear reactions - Physical properties; Fields and strengths - Batteries and accumulators; Forms and principles of energy conservation - Oxidation; The energy challenge of the twenty-first century - Combustion alcohols and alkanes; and Electricity - carboxylic acids and synthetic chemistry.

PHYSICS-CHEMISTRY 12 (TRACK S) - HONORS

In this course students study Waves and materials, Spectroscopy, Kinetics and stereochemistry, Time Kinematic and dynamic Newtonian, Chemical reaction by proton exchange, Amortization and time, transformation In organic chemistry, matter and radiation, and Organic Synthesis.

ADVANCED PHYSICS SEMINAR 12 (TRACK S) - HONORS

The Physics Specialized Seminar for Track S concentrates on sound and music, water, and materials.

SCIENTIFIC METHODS & PRACTICES SEMINAR 10

This is an exploratory study seminar of the scientific method and an introduction to careers in science. Students conduct trimester group projects to fully understand scientific method as a way to ask and answer scientific questions, by making observations and doing experiments. Scientific method consists of three steps: (1) ask the question; (2) conduct the research; and (3) develop the hypothesis.

WORLD LANGUAGES



SPANISH 9

This is the fourth year in a 7 year language acquisition program for students in grades 6-12. Students improve their grammar and vocabulary through various cultural themes. Students aim to understand phrases and the common vocabulary and to read and understand short texts. They must also be able to exchange simple information orally and to speak continuously to describe different aspects of their lives, and know how to write simple notes and messages.

SPANISH 10

This is the fifth year in a 7-year program for grades 6-12. This curriculum revolves around three concepts: memory, sense of belonging, and visions for the future. Through various thematic units, students discover the best of the Hispanic world of the present through original materials including current texts, newspaper extracts, novels, plays, poems, songs, and films, and through historical, artistic, geographical, and cultural content.

SPANISH 11

This is the sixth year in a 7-year program for grades 6-12. This course increases student autonomy in the practice of the language through understanding and oral and written expression. Students speak Spanish at all times. The study of language is dictated by a cultural input structured around four concepts: myths and heroes, spaces and exchanges, places and forms of power, and the idea of progress.

SPANISH 12

This is the final year in a 7-year program for grades 6-12. The course of study continues to revolve around four concepts: myths and heroes, spaces and exchanges, places and forms of power, and the idea of progress. The work is organized around the five language activities of the European Framework of Reference for Languages (oral comprehension, writing, speaking continuously interacting, and writing) to explore the best of the Hispanic world today.



LATIN 9

This is the third year of instruction in a 6-year language program for students in grades 7-12. The course consists of two parts: (1) the study of the Latin language (morphology, syntax and vocabulary), and (2) the study of ancient culture. In epochs of different genres and sensitivity, the texts are chosen for their literary interest, educational value, and cultural wealth.

LATIN 10

This is the fourth year in a 6-year program for grades 7-12. The course of study addresses: (1) the Roman man - citizen, slave, and freedman; (2) the Roman world of Mare Nostrum emphasizing the major stages of the conquest and the great queens of the Mediterranean; and (3) heroic and mythological figures.



LATIN 11

This is the fifth year in a 6-year program for grades 7-12. The curriculum covers: (1) stories and testimonials; (2) rhetoric including the speaker and the power of the word, speech and freedom, and great speakers; (3) the theater; and (4) poetry of love, desire, seduction, passion, torment, and harmony.

LATIN 12

This is the final year in a 6-year program for grades 7-12. This program studies: (1) philosophical questions and life choices; (2) scientific queries; (3) ideals and political realities; and (4) intensive study of *Phaedra* by Seneca.



GERMAN 9

This is the fourth year in a 7 year language acquisition program for students in grades 6-12. Students improve their grammar and vocabulary through various cultural themes. Students aim to understand phrases and the common vocabulary and to read and understand short texts. They must also be able to exchange simple information orally and to speak continuously to describe different aspects of their lives, and know how to write simple notes and messages.

GERMAN 10

This is the fifth year in a 7-year program for grades 6-12. This curriculum revolves around three concepts: memory, sense of belonging, and visions for the future. Through various thematic units, students discover the best of the German world of the present through original materials including current texts, newspaper extracts, novels, plays, poems, songs, and films, and through historical, artistic, geographical, and cultural content.

GERMAN 11

This is the sixth year in a 7-year program for grades 6-12. This course increases student autonomy in the practice of the language through understanding and oral and written expression. Students speak German at all times. The study of language is dictated by a cultural input structured around four concepts: myths and heroes, spaces and exchanges, places and forms of power, and the idea of progress.

GERMAN 12

This is the final year in a 7-year program for grades 6-12. The course of study continues to revolve around four concepts: myths and heroes, spaces and exchanges, places and forms of power, and the idea of progress. The work is organized around the five language activities of the European Framework of Reference for Languages (oral comprehension, writing, speaking continuously interacting, and writing) to explore the best of the German world today.



MANDARIN 9

This is the fourth year of instruction in a 7-year language program for students in grades 6-12.

Spoken Mandarin will use a combination of tones and syllables. Instruction in written Chinese will use simplified characters. Students will increase their cultural awareness of China through song, cooking, storytelling, and film.

MANDARIN 10

This is the fifth year in a 7-year program for grades 6-12. This curriculum raises student abilities in the six language competencies of the Common European Framework of Reference for Languages (oral expression, written expression, reading comprehension, listening skills, oral interaction, and competency of sinograms).

MANDARIN 11

This is the sixth year in a 7-year program for grades 6-12. Students broaden the range of grammatical structures they can effectively use in day-to-day communication, focusing on listening and reading comprehension skills, and developing students' oral and written skills in the language. This course includes a closer look at the classic and modern Chinese culture, enriching the student's vocabulary and deepening his or her awareness of the Mandarin-speaking world. Cultural Content will incorporate study of different texts on four main topics: myths and heroes, spaces and exchanges, places and forms of power, and the idea of progress.

MANDARIN 12

This is the final year in a 7-year program for grades 6-12. The course of study continues to revolve around four concepts: myths and heroes, spaces and exchanges, places and forms of power, and the idea of progress. The work is organized around the five language activities of the European Framework of Reference for Languages (oral comprehension, writing, speaking continuously interacting, and writing) to explore the best of the Chinese world today. Students will show mastery of 700 characters.

VISUAL AND PERFORMING ARTS



MIXED MEDIA ARTS 9

This is the final year of instruction in a 4-year exploratory arts program for students in grades 6-9. Students spend one trimester each in Music, Visual Arts, and Technology Arts.

CINEMA-AUDIOVISUAL I

Goals of the program are to familiarize the students with film production, film analysis, film theory, screenplays, and film history.

CINEMA-AUDIOVISUAL II

This curriculum increases student understanding of film production, film analysis, film theory, screenplays, and film history. Students end the year with a portfolio of work.

CINEMA-AUDIOVISUAL III - HONORS

Students continue to refine their skills in film analysis, film theory, and film production skills. Students complete their portfolio of work.

VISUAL ARTS I

Goals of the program are to familiarize the students with techniques of drawing, painting, sculpture, and three dimensional artistic construction. Students visit and participate in art exhibits three times a year.

VISUAL ARTS II

This curriculum increases student skill with techniques of drawing, painting, sculpture, and three dimensional artistic construction. Students end the year with a portfolio of work.

VISUAL ARTS III - HONORS

Students continue to refine their skills in drawing, painting, sculpture, and 3-D artistic construction. Students complete their portfolio of work, visit and participate in art exhibits.

THEATER I

Theatre study begins with improvisational exercises and builds knowledge of the performer, the logistics behind the performance, and the audience. Students attend between 6 and 8 productions, preferably in French. These shows are the subject of criticism by the class.

THEATER II

The curriculum is structured around three objectives: the theoretical contribution, stage practice, and audience awareness. Visiting instructors include professionals from the theater world (actors, technicians, and directors). Stage practice occurs in our 330-seat theater. The course focus is understanding the play.

THEATER III - HONORS

Students continue to learn about the theater in its diverse forms, including its modes of creation and distribution. As students advance in their stage practice, they delve into different genres of the play and are encouraged to make proposals and engage in critique. The course focus is staging the play.





INTERDISCIPLINARY COURSES

HISTORY OF ART RESEARCH PROJECT 9

Students will develop research skills and improve collaboration techniques while investigating and reporting on an instructor guided and approved topic in the History of Art.

LITERATURE AND SOCIETY SEMINAR 10

This is an exploratory study Humanities seminar. Students conduct trimester group projects to stimulate their creativity and enable them to discover professional fields related to literary studies. Field trips reinforce seminar learning. Recent themes have included: (1) Write to change the world: the writer and the great debates of society; (2) Clay tablets to digital screen: the adventure of books and writing; (3) Images and languages: to see and to be heard; (4) Media, information and communication: challenges and prospects; (5) Public Talks: the agora forum on the web; and (6) Glance and the other on the elsewhere.

SCIENTIFIC METHODS & PRACTICES SEMINAR 10

This is an exploratory study seminar of the scientific method and an introduction to careers in science. Students conduct trimester group projects to fully understand scientific method as a way to ask and answer scientific questions, by making observations and doing experiments. Scientific method consists of three steps: (1) ask the question; (2) conduct the research; and (3) develop the hypothesis.

TPE JUNIOR RESEARCH PROJECT 11

TPE stands for “Travaux Personnels Encadrés” which means Supervised Personal Work, a collaborative independent research project. The course involves six months of original research in a topic relevant to the student’s track and approved by the instructor. Two themes are common to all tracks: (1) man and nature; and (2) constraints and liberties. Track S topics have included models and modeling; scholars and science of yesterday and today; environment and progress; and scientific progress and technical realizations. Track ES topics have included: companies and territorial strategies; power in society; family; and consumption. Track L topics have included: image; realities and representations; masterpieces and techniques; and forms and representations of power.

PERSONALIZED ACADEMIC SUPPORT

All students in Grades 10-12 benefit from personalized support each week with their section of students. This contributes to a successful year and students better adapt to the rhythm of high school and high school goals. Teaching time and monitoring provides academic support and aid to orientation.

PHYSICAL EDUCATION



PHYSICAL EDUCATION 9

Physical education and sports has the purpose of providing school practice of physical activities and sports in order to produce a fully educated citizen, lucid, autonomous, physically and socially adept. Students will develop and mobilize their resources to enrich their motor skills; manage their physical and personal lives; and access the heritage of sports and physical culture.

PHYSICAL EDUCATION 10

Students are faced with a new context of education and new forms of sports and fitness related school work. For purposes of diversification and balance, at least three specific skills are offered in depth.

PHYSICAL EDUCATION 11

This course of study is an essential step in the balanced physical training program of high school. Students develop measurable improvements in five different athletic skills.

PHYSICAL EDUCATION 12

Students increase their proficiency in three different skills. Course outcomes include: (1) Achieve maximum motor performance measurable in a given technique such as distance running, pentabond, and swimming speed and distance; (2) Conduct and master an individual or group competition such as basketball, football, volleyball, badminton, or judo; and (3) Perform and direct physical activity for development and self-maintenance, such as weight management, distance of running, or swimming duration.



COLLEGE COUNSELING



college counseling

GUIDANCE TEAM

The LFSF College Counseling & Guidance team works collaboratively to provide a highly personalized and individualized program to each of our students.



Natalie Bitton
Director of College
Counseling & Guidance



Guillaume Lorget
Première S | Grade 11 S
Professeur Principal



Andrea Feeney,
College Counseling
Assistant



Razik Ikhlef
Terminale S | Grade 12 S
Professeur Principal



Sophie Nayler
Seconde A | Grade 10-A
Professeur Principale



Nicolas Legatelois
Terminale ES/L | Grade 12 ES/L
Professeur Principal



Olivier Combeau
Première ES | Grade 11 ES
Professeur Principal



Gilles Portaz
Seconde B/PRIO | Grade 10 B
Professeur Principal

COLLEGE COUNSELING & GUIDANCE PROGRAM

PRINCIPLES

The LFSF college counseling & guidance program is based on 4 principles:

1) Comprehensive

The program runs for 4-years and each year builds upon the next.

Grade 9	Getting To Know Each Other End of Year Retreat
Grade 10	Acquiring Knowledge of Self and Other Self Knowledge (Mindfulness Program) Knowledge of World University Systems
Grade 11	Preparing & Applying Knowledge Preparation & Testing Interests & Motivation
Grade 12	Expressing Self & Other Knowledge Applying Choosing

2) Developmental

Students have experiences and challenges in developmental and sequential changes. Each stage addresses different needs and assessments. For example, the social-emotional component focuses on building resilience and self-regulation.

3) Values-Driven

Students explore and define what is of value to them in their education. We build from these values and provide opportunities for students to flourish.

4) Holistic

The motto of college counseling & guidance is: “it’s not where you apply to college, it’s HOW you apply to college.

STANDARDIZED TEST PREPARATION

LFSF offers students unique 3-year test preparation opportunities.

Grade 10:

- PSAT Test Preparation Workshop
- P-ACT Test Preparation Workshop
- TOEFL Preparation Classes

Grade11:

- PSAT Test Preparation Workshop
- P-ACT Test Preparation Workshop
- SAT Week-Long Intensive
- SAT Mock Exam Days
- SAT Subject Test – Math II Test Preparation Class
- SAT Subject Test – Physics Test Preparation Class
- TOEFL Preparation Classes

Grade 12:

- TOEFL Preparation Classes

SAT SCORES – NATIONAL AND STATE COMPARISON CHARTS

MEAN SAT SCORES BY GEOGRAPHICAL LOCATION				
	TOTAL	Critical Reading	Math	Writing
National Mean	1480	490	510	480
California Mean	1498	496	514	488
LFSF (2015)	1903	642	620	641

MEAN SAT SCORES BY TYPE OF SCHOOL				
Type of school	TOTAL	Critical Reading	Math	Writing
National Public	1474	491	503	480
California Public	1489	492	508	489
National Independent	1662	536	545	545
California Independent	1773	585	598	590
LFSF (2015)	1903	642	620	641

Source:



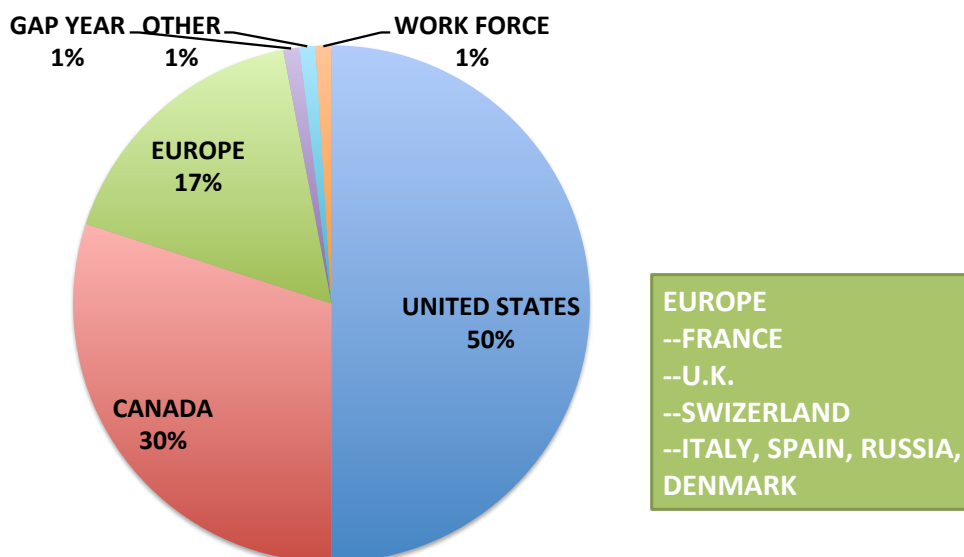
LFSF students receive test scores that outperform BOTH the National and State test scores of students in public AND independent schools.

WHERE IN THE **WORLD** DO OUR STUDENTS GO TO COLLEGE?

LFSF students look globally for their post-bac choices.

The French Baccalaureate Diploma affords them a world of opportunities, as it is recognized worldwide.

COLLEGE DESTINATIONS



COLLEGE AND UNIVERSITY ADMISSION WORLDWIDE – CLASSES 2013, 2014, 2015

NORTH AMERICA		EUROPE & MIDDLE EAST	
UNITED STATES American University [2] Amherst College Arizona State University [2] Babson College* [2] Bard College Barnard College Berklee College of Music Boston College* [4] Boston University* [12] Bowdoin College Brown University [3] Bryn Mawr College Bucknell University University of California: UC Berkeley**[8] UC Davis* [21] UC Irvine [9] UCLA* [6] UC Merced [3] UC Riverside [9] UC San Diego****[18] UC Santa Barbara [26] UC Santa Cruz [20] California College of the Arts California State University: California Maritime Academy Cal Poly, Pomona* [4] Cal Poly, San Luis Obispo* [3] Humboldt State University CSU Los Angeles* [2] CSU Long Beach* [3] San Diego State University [4] San Francisco State University [7] San Jose State University [2] Sonoma State University Chapman University [3] University of Chicago [2] The Citadel Military College Claremont McKenna College University of Colorado at Boulder [2] Colorado College Colorado School of Mines Columbia University Cornell University University of Denver [2] Drexel University [4] Emerson College FIDM, Los Angeles Fordham University George Mason University George Washington University* [3] Georgetown University [3] Harvard College Harvey Mudd College Haverford College Hawaii Pacific University Johnson & Wales University [2] Kenyon College Lehigh University Loyola University Maryland Loyola University New Orleans [3] University of Miami* [4] University of Michigan Mills College University of Nevada, Las Vegas	University of New Haven New York University [2] Northeastern University [5] Northern Arizona University University of Notre Dame* [2] Oberlin College University of Oregon Pennsylvania State, University Park Portland State University Princeton University University of Redlands Rensselaer Polytechnic University [2] Rochester Institute of Technology [2] University of Rochester University of San Diego University of San Francisco [2] Santa Clara University [4] Sarah Lawrence College Savannah College of Art & Design (SCAD) [2] School of the Art Institute of Chicago* Scripps College Simmons College Skidmore College Smith College University of South Florida, Tampa University of Southern California [5] Stanford University* [3] Syracuse University University of Texas-Austin The New School – Eugene Lang College Tufts University [4] Tulane University [6] United States Air Force Academy* United States Military Academy University of Utah University of Vermont [2] Washington State University University of Washington* [9] Wellesley College Whittier College College of Wooster	FRANCE PREPA: Lycee Chaptal Lycée Janson de Sailly Lycee Louis le Grand* Lycee Marcelin Berthelot Lycee Naval – Brest* Lycee Saliege* Lycee Aux Lazaristes Lycee de Kerichen* ARTS: Ecole Axe Sud* Ecole Emile Cohl* [2] Ecole de Communication Visuelle Ecole Nationale Supérieure d'architecture de Paris-Malaquais* BUSINESS: Ecole de Management de Normandie ESGM [3] EDHEC [2] ESCE Paris ESDES Lyon ESPEME Nice ESSCA Paris/Lyon [2] ESSEC [2] EBS, Paris [2] IESEG* [4] La Rochelle [2] Reims Management School INSA, Strasbourg IPSA Ivry Toulouse Sciences Po – Reims UNIVERSITES : Universite Bordeaux* [3] Universite Catholique de Lille* Universite Lyon Universite de Nantes Universite de Nice, Sophia-Antipolis* Universite Toulouse [4] Paris I : Pantheon Sorbonne* Paris III: Nouvelle Sorbonne Paris VI: Pierre et Marie Curie [3] Paris IX: Dauphine	UNITED KINGDOM Bristol University Brunel University University of Cambridge University of Edinburgh European Business School, London King's College London [2] University College London* [2] University of Portsmouth Ravensbourne College of Design & Comm. University of Sheffield University of the Arts London University of Warwick University of St. Andrews [2] SWITZERLAND Cesar Ritz College Ecole Hotelliere de Lausanne Ecole Polytechnique Federale de Lausanne H.E.C. Lausanne Les Roches School of Hotel Management Universitat St. Gallen DENMARK Copenhagen Business School SPAIN Escuela Superior de Adminsitración y Dirección de Empresas [ESADE] FINLAND Haaga-Helia University RUSSIA Lomonosov Moscow State University ITALY Universita Bocconi LEBANON American University of Beirut
	CANADA Quebec: Bishop's University [2] Concordia University* [25] Ecole Polytechnique Montreal H.E.C. Montreal [3] McGill University* [3] [28] Université de Montréal* [10] Université de Québec à Montréal Université de Sherbrooke Université Laval Ontario: University of Ottawa York University British Columbia: University of British Columbia [3]	MULTINATIONAL DEGREE PROGRAMS Columbia University / Sciences Po Dual BA (France, US) University College London (UCL) / Paris I : Pantheon Sorbonne (France, UK) STUDENTS TAKING A GAP YEAR Class of 2013 Sailing across Asia, Environmental Stewardship in South America Boston College Class of 2013 China Princeton University Class of 2014 Employment McGill University Class of 2015 Employment College Class of 2015 South America with Gap Force McGill University	

*indicates matriculation for the Class of 2015; [#] indicates number admitted for Classes of 2013-2015

CO- CURRICULARS



co-curriculars

A unique feature of the LFSF academic program is its emphasis on experiential learning, and enrichment opportunities to deepen learning and promote the mission of global citizenship.

A sample of the opportunities available to our high school students have been:

CLASS TRIPS:

- Grade 9 - Humanities Trip to Oregon Shakespeare Festival
- Grade 10 – Service Learning rebuilding houses in New Orleans, Louisiana
- Grade 11 – Volcano Studies on the Big Island of Hawaii
- Grade 12 – Yosemite Retreat
- Latin Students – Immersion Trip to Rome
- Theatre Students – Festival “Premiere Scene” in New York City

LOCAL FIELD TRIPS HAVE BEEN TO:

- Computer History Museum
- SFSU Engineering Department for Engineering Week
- Google Headquarters
- Museums, Operas, Theatres of San Francisco

OTHER:

- Visiting Authors
- Workshop Presentations
- Philanthropy - Free The Children
- International Relations – Model UN
- Debate – Ambassadeurs en Herbe
- Technology – Google Technovation Challenge for Girls
- Citizenship – Congressional Award Program

COMMUNITY CELEBRATIONS:

- Prom
- Halloween Dance
- Talent Show
- Lapathon
- Graduation

**The
San Francisco
Bay Area
is our
classroom.**

ATHLETICS

LFSF offers an adapted and diversified athletics program that is tailored weekly and is anchored into French contemporary culture. We base and promote our program on shared efforts and values, wellbeing, both physical and mental, and good citizenship. We aim to provide a safe environment where students can participate and strive to achieve their goals.

Fencing, Futsal, Volleyball, Running and Judo are among our most popular athletic activities.

FENCING - Our Master-fencing instructor who originally hails from France is also the President of the San Francisco Fencing Club the “Grand Cercle” and well recognized in the French Fencing Federation with whom the LFSF has a unique partnership. LFSF fencing program is conducted with a blend of French military traditions combined with innovating pedagogical teachings in collective lessons. The program is fortunate to have renowned French worldwide masters available to coach and visit our students every year.

FUTSAL OR VOLLEYBALL - LFSF participates in an adult co-ed Futsal league with practice once a week. Games are played on Sunday evenings at UCSF Parnassus. This gives our students a fantastic introduction into adult competitive competition and a chance to play with friends. The team is co-ed and is mixed with LFSF staff members.

RUNNING - Each Saturday morning, the LFSF running group takes in the fantastic views and sights of San Francisco while keeping up their fitness. Students are introduced to the benefits of leading a healthy and active lifestyle for life-long wellbeing while exploring the outdoors. Students participate in many local races in the SF Bay Area.

JUDO - A Master Judo instructor with over 20 years of experience leads the program. Students participate in local and international Judo events. The program involves student mentoring, learning how to referee and leading warm ups and specific exercises to our judokas.

FITNESS / WORKOUT - Every week, students experiment new workout exercises and routines. They inquire and learn about conditioning techniques, aerobic steps in music and discover how to build their own program adapted to their personal objectives. This is a class for everybody ranging from rookies to seasoned athletes! During the early stages of the course program, participants have the opportunity to become members at the YMCA fitness center.





Yes we compete and perform. We also deliver unique social activities and participate in events that provide valuable life experiences for our students.



INTERNATIONAL ATHLETICS

Our international sports trips are unique and unparalleled.

More than just a tourist trip we aim at gathering students from all over the world to create a warm friendly atmosphere. Each year, we regularly attend international sporting events, as we believe in culture, education, friendship, networking and fun. The Lycée Français schools of the world come together with two common interests: Sports and the French language. We guarantee that these AEFÉ and UNSS events will remain an unforgettable experience, full of fantastic memories.

UNSS - The LFSF is a member of the Union National du Sport Scolaire (UNSS). This is a global organization with over 100 sports available. Up to 1 million student members are registered across the French-speaking world. This network focuses on student responsibilities and leadership such as becoming a young official and being involved in the running of the athletics departments operations. Students are able to represent our school by participating in UNSS annual events.

JIJ YOUTH INTERNATIONAL GAMES - The International Youth Games bring together three hundred 10th grade students with 5 continents represented and four days of original team sports, cultural challenges and evenings. Students discover the host country (its sports, food specialties and cultural traditions), other participating countries and above all, a tremendous solidarity and spirit of openness among the participants. Countries that students have visited in the last 3 years include France, Morocco and Singapore.

CHAMPIONNAT DE FRANCE UNSS - As an affiliated member of the French network UNSS, our school participates in the French finals amongst the best French student competitors. The event is held over one week, which includes two days of high quality competition along with school exchanges, cultural, historic and gastronomic discoveries. Last year the LFSF team traveled to Normandy.

WORLD CUP - When the AEFÉ organizes a World Cup, LFSF answers the call! These events are very well organized and gather all the Lycée Français of the world. Events have included a Woman's soccer world cup, Euro soccer cup, and a Rugby tournament. To date, we have traveled to Canada and South Africa to participate.





Our international competition experiences are rich and powerful. We achieve amazing results not only to represent our school but also to honor ourselves.



AES- EXTRACURRICULAR ACTIVITIES PROGRAM



Class offerings specific to high school students in the AES program are:

CREATIVE WRITING IN ENGLISH – For students who like to play with words and phrases, seek to refine stories and work on effectiveness for a book, a song, a play or a film.

JOURNALISM - For creative talented and active high school students, the journalism program offers students the opportunity to write for the school e-zine. Students are able to develop their ideas, run a column and to exercise their critical thinking, design and writing skills. During the year, interviews are conducted outside school with artists, and economic and political figures.

STANDARDIZED TEST PREPARATION CLASSES

- TOEFL
- SAT Subject Test Physics

COMPUTER PROGRAMMING – This introductory course to programming is dedicated to learning the basic features of Python as a programming language (variables, functions, control flow tools, data structures and modules). Students are introduced to understanding “object oriented programming” through the coding of words, arcade games and modeling “real world” applications.

CAMPS AND WORKSHOPS DURING SCHOOL BREAKS

Previous offerings have included

- Master class workshop with Emmanuel Lepage, French Cartoonist
- Master class workshop with Carte Blanche, dance company
- Vacation Ski Camp in Lake Tahoe
- Vacation Kite Surfing Camp in Mexico



10 reasons

why the French Baccalaureate (FB) Diploma offers

A World of Opportunities

1

GLOBAL CITIZENS

Graduates identify with being part of an emerging world community and whose actions contribute to building on the values and practices of citizenship, tolerance, and diversity.

2

CULTURE & COMMUNICATION

The FB prepares students for a world and for career paths that increasingly demand a working knowledge of other languages and cultures.

3

THE 4 C'S OF 21ST CENTURY EDUCATION

The FB program draws out the best in students' creativity, critical thinking, collaboration, and communication

4

INTERDISCIPLINARY STUDIES

Courses are taught across academic disciplines. Students think across boundaries and create new ideas.

5

BREADTH & DEPTH OF STUDIES

The FB curriculum is spiral instead of linear. Subjects build on each other, year after year for a profound knowledge base

6

UNIQUE COLLEGE APPLICANT

Colleges seek applicants who have studied languages, who have perspective on the world and its issues

7

TIME

The FB is an advanced curriculum. Colleges give up to one full year of credit for a FB diploma so students can graduate in 3 instead of 4 years.

8

MONEY

FB college credit saves up to one year of tuition. That's a potential savings of \$65,000

9

EMPLOYMENT ADVANTAGE

Employers seek applicants with language and culture skill sets, global perspectives, and the 4 C's

10

AN INTERNATIONAL QUALIFICATION

graduates can apply to college anywhere in the world



LYCÉE FRANÇAIS
DE SAN FRANCISCO

notes



choose LFSF

lelycee.org



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à l'étranger



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