MIDDLE SCHOOL
INTERNATIONAL SECTION ELECTIVE

GENERAL INFORMATION

Since the beginning of the 2019-2020 academic year, Rochambeau French International School has offered middle school students the opportunity to follow part of their schooling in the American international section. The schedule for the implementation of the American International Section at the college is planned as follows:

SIXTH GRADE - 2019-2020
SEVENTH GRADE - 2020-2021
EIGHTH GRADE - 2021-2022
NINTH GRADE - 2022-2023

The international sections have three objectives:

- Facilitate the entry and integration of English-speaking students into the French school system;
- Allow French students to practice a foreign language in depth;
- Encourage the transmission of the cultural heritage of France and the United States.

Organization of curriculum
Students receive six hours of instruction in English and history/geography instruction is partially taught in French (2 hours) and partially taught in English (2 hours). This constitutes an additional 2 hours of overtime in the students' weekly schedule:

<table>
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<tr>
<th>ENGLISH LANGUAGE AND LITERATURE</th>
<th>6 HOURS/WEEK</th>
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<tr>
<td>HISTORY AND GEOGRAPHY</td>
<td>2 HOURS A WEEK IN ENGLISH / 2 HOURS A WEEK IN FRENCH</td>
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**Diplome National du Brevet and in the American International Section**

Students in the ninth grade class of the International Section (2022-2023) may apply for the "series collège, option internationale". Consequently, the diploma includes two specific tests: history-geography and English as a foreign language.

**ADMISSION**

**General Conditions of Admission**

In order to take full advantage of this bilingual education, families must closely follow their children's schooling, have a sound knowledge of the functioning of the section, and students must show high motivation and solid academic results. This is by no means an opt-in feature. It’s important to note that students can enter the program at any time during middle school, providing they follow the admission criteria below.

**Specific criteria for admission to the International Section**

To enter the International Section, each candidate must meet the following requirements:

- A successful transition to the upper class;
- An ability to handle more course hours and an additional workload.
- A very good level of English and French.
Successful completion of the English language entrance tests: (1) A written test based on reading and understanding a text. (2) The drafting of a paragraph of at least 150 words. (3)

For students outside Rochambeau and not residing in the Washington area, these tests may be held at a distance, after agreement between the candidate's school and Rochambeau French International. The results of the tests and the study of the academic records of non-resident students are examined by the school. The dates and locations of the tests will be communicated to families in due course. Families are informed of the results by the school's education department.

Admission to the International Section
After studying the file and the students' tests and according to the available places (24 students maximum), on the proposal of the evaluation committees, a letter/email is sent to the families to inform them of the acceptance of their child in the International Section. The International Section Admissions Committee is composed of the Secondary and/or Primary School Directors, the Director of English Programs and the Academic Director.

AMERICAN LANGUAGE AND LITERATURE - INTERNATIONAL SECTION

The language and literature curriculum of the Middle School American international section focuses on developing the language of students of English natives and allows non-English-speaking students to practice English in depth and to target a mother tongue level. The pedagogical approach and the cultural and linguistic content are based on the appropriate French or American reference texts.

From sixth to ninth grade, the programme aims to develop a keen understanding of, and sensitivity to, documentary texts and literary works (novels, short stories, tales, poetry and plays, including a complete work by Shakespeare). The development of written and
oral expression is worked on by writing invention, argumentation or analysis texts in an appropriate form. The progression corresponds to the Common Core Standards.

Sixth grade
Students are introduced to creative writing based on literary excerpts, as well as writing personal essays and creating multimedia materials. The link between writing and lexical and syntactic acquisition is strengthened. A variety of literary genres are covered (novels, essays, speeches, stories, letters, poetry, theatre, etc.); students are made aware of literary analysis. Students are exposed to a variety of media, trained to react and comment through short presentations.

Seventh and eighth grades
Students deepen their practice of literary analysis, including making connections between different genres. They produce different genres of writing, explanatory, informative, argumentative, demonstrative. They deal with more complex texts and writing in different genres. They learn to select readings based on research work. Students are provided with a variety of materials and develop critical listening skills. Students build longer and more elaborate presentations and more structured responses. The emphasis is on the art of persuasion.

Ninth grade
Students are introduced to written production integrating references to different literary genres, movements and personal reflection, as well as text commentary and comparative analysis. They practice specific exercises such as argumentative writing and writing structured five paragraph essays. Work on critical listening, using a variety of media, is ongoing. Longer texts are written on different themes and in different styles. Students learn to identify and discuss essential ideas. The emphasis is on the art of public speaking and convincing an audience through individual and group presentations. The oral commentary is introduced.

List of possible authors to be studied:

Essays: James Agee, Woody Allen, Rachel Carson, Annie Dillard, Frederick Douglass, Dave Eggers, Ralph Waldo Emerson, Margaret Fuller, Ben Franklin, Malcolm Gladwell, Harriet Jacobs, Abraham Lincoln, Barack Obama, David Sedaris, Art Spigelman, Henry David Thoreau, Booker T. Washington, E.B. White, etc.


Theatre: Margaret Edson, Lorraine Hansberry, Lillian Hellman, Arthur Miller, Eugene O'Neill, William Shakespeare, Neil Simon, Tennessee Williams, Wendy Wasserstein, August Wilson, etc.

HISTORY AND GEOGRAPHY

History and Geography form ONE mandatory subject taught through grades 6 to 12 in the French educational system. In the international section, and in order for students to develop fluency, make connections and increase their understanding of the complex phenomena societies encounter through time and space, the two curricula are designed as one bilingual and bicultural integrated course (4 hours/week including two hours taught in English by an English-speaking teacher).
In middle school, the History-Geography curriculum aims to help students with:
- the acquisition of the first elements of a general historical and geographical knowledge that will be the basis for the in-depth work conducted in high school
- the development of autonomy, critical thinking, literacy, reasoning, and argumentation

The History/Geography curriculum follows the French Official curriculum with some modifications, where appropriate, to establish links to the history and geography of the United States of America and introduce students to a bicultural approach of History and Geography.

**Sixth Grade (6ème)**

**6ème HISTORY** explores Prehistory and ancient worlds and civilizations from the Paleolithic era to the 4th century A.D.

Theme 1-- The beginnings of human society: Paleolithic; Neolithic; first writing systems and first States in Ancient Orient.

Theme 2 -- Ancient Mediterranean civilizations: founding myths, beliefs, and citizenship, 1st millennium B.C.: Ancient Greece; Rome; Judaism.

Theme 3 -- The Roman Empire: Conquests, Pax Romana, and romanization; Beginning of Christianity; Rome and China in the Han Dynasty.

**6ème GEOGRAPHY** focuses on basic key geographical concepts and issues, such as location, scales of analysis, and demographics, and introduce students to various geographic environments.

Theme 1 -- Living in a city -- Introduction to urban geography: cities, metropolises, urban environments; Designing tomorrow’s city.

Theme 2 -- Living in a sparsely populated area -- Rethinking the notion of constraint in Geography: Living in extreme environments; Living in a rural area.

Theme 3 -- Living in coastal environments
Theme 4 -- The world population: Distribution and evolution; Variety of human habitats.

**Seventh Grade (5ème)**

5ème HISTORY explores medieval and modern world history from the 6th-11th century to the age of absolutism.

Theme 1 -- Christianity and Islam, 6th-13th century: Byzantine and Carolingian Empires; Islam, 7th-13th century: power, society, and culture; Christianity and Islam: contacts and encounters.

Theme 2 -- Medieval Europe (11th-15th century): Feudalism; The emergence of a new urban society; The affirmation of the monarchy (10th-15th century).

Theme 3 -- Transformation of Europe, 16th-17th century: The world in the time of Charles Quint and Suleiman the Magnificent; Humanism, Reformation, and the wars of Religion; The birth of absolutism, 16th-17th centuries.

5ème GEOGRAPHY focuses on key geographical issues, such as demographics, development, resource management, and sustainability.

Theme 1 -- Demographic challenges and development inequalities in the world: The challenges of population growth -- Two case studies (one emerging country - China or India - and one developing country in Africa) and comparison with Europe and the US; Disparities in wealth and development

Theme 2 -- Sustainability of natural resources: energy, water, and food.

Theme 3 -- Hazards, disasters, and global change: Global change and its regional effects; Technological hazards.

**Eighth Grade (4ème)**

4ème HISTORY explores modern history between the 17th and 19th century with a focus on the revolutions and political, economic and social changes that were critical in the making of the contemporary era.

Theme 1 -- The 18th century: International trade, and slave trade in the 18th century; The age of Enlightenment; The age of revolutions.

Theme 2 -- Europe and the world in the 19th century: Industrialization; Colonial imperialism.

Theme 3 -- 19th-century political, cultural, and social changes.
4ème GEOGRAPHY introduces students to globalization and some major global issues such as trade, migrations, and emergence.
Theme 1 -- An urbanized world: Characteristics of urban spaces and landscapes; Roles and functions of major cities in the world.

Theme 2 -- International human mobilities: International migrations; International tourism.

Theme 3 -- Territorial impact of globalization: The impact of globalization on maritime spaces; The impact of globalization on countries (example: the territory of the US); The impact of globalization on regions (example: one region of the African continent).

Ninth Grade (3ème)
3ème HISTORY explores contemporary world history in depth with a focus on geopolitics and political and social issues.
Theme 1 -- The era of total wars, 1914-1945: Civilians and soldiers in World War I; Democracies and totalitarian regimes in the 1930s; World War II, a war of annihilation; Occupied France (Vichy regime, collaboration, and Resistance).

Theme 2 -- The world since 1945: Decolonization; Cold War; Europe and the making of the EU since the 1950s; The world since 1989.

Theme 3 -- 20th-century political, cultural, and social changes.

3ème GEOGRAPHY focuses on French, American, and European geography through themes such as urbanization, territorial planning, and spatial organization.
Theme 1 -- Contemporary territorial dynamics: Characteristics and evolutions of cities and urban areas; Areas of agricultural, industrial, and tertiary services production; Assets and challenges of sparsely populated spaces.

Theme 2 -- Territorial planning: What, who, why, where, and how? + An example of territorial planning challenge: the specific case of overseas territories.

Theme 3 -- France and the EU.