

Cadets Curriculum Guide

The *Cadets'* academic programme is tailored to the needs of pupils of this age: demanding, but without excessive homework and class work. The core of skills and knowledge which for the most part can be followed in either English or French, make up a week of 36-39 periods per week distributed as follows:

- 5 periods of **French, English, Mathematics and Sciences**
- 3 periods of **Mother tongue** (if not French or English)
- 4 periods of 3rd or 4th **Language and Arts** (visual arts, drama and music)
- 6 periods of Humanities: **History and Geography**
- 1 period of **Health Studies**
- 1 period of **Technology**

Bilingualism is all areas of school life: at least one subject followed in French and English; for French or English beginners, a special human science class in French or English is available.

The innovatory education incorporates the demands of our epoch through tackling a different theme each term, using the different lenses provided by each subject. The “Entry and Exit Points” are enlivened by **special days with visits, presentations and events** which involve all the Cadets and their teachers.

In the third term, education and action come together to create a **Service Learning programme**. Through preparing and participating in a project with a humanitarian or ecological dimension, the Cadets learn in real-life contexts, they become aware of environmental problems and they are engaged in helping others.

Before leaving the *Cadet* section each student must make a team project presentation (with material from at least two subjects) to an audience made up of students, teachers and members of the direction. Particular attention is paid to acquiring good study habits and intellectual independence.

The in-depth study of one subject is chosen by the student; in this “major” the student will have different homework or projects requiring extra thought as well as extra material and individual discussion with the teacher of the subject concerned.

A support system sensitive to academic progress and results is able to respond to a wide variety of individual learning needs. This is carried out by the tutor, and the doyenne in collaboration with boarding house directors. They keep parents informed and suggest approaches that seem valuable.

