

## Back to School Meeting in Collège: Classes 5è, 4è and 3è

### School Year 2020-2021

#### **Management**

Headmistress: - Dorothee Lebaillif

Head of Studies for the College and Lycée: -Stéphane Mazel

Head of the Language Department: - Helen Thirtle-Léotard

#### **Admin Staff**

Administrative Director: - Jean-Marc Lebaillif (Accounting, contracts...)

Secretary EPBI1: - Caroline Vivancos

Secretary EPBI2: - Laura Barbu

Educational Supervisor and Assistant Secretary:- Malika Azoug

#### **The Teaching Staff**

French: Brigitte Vidal (5è Year Head Teacher)

Maths, Physics/Chemistry, Technology: Daniel Guy (3è Year Head Teacher)

English: Helen Thirtle-Léotard (5è), Jean-Michel Renard (4è and 3è EURO),  
Novadene Miller (4è and 3è Bilingual),

Spanish: Sabrina Palamara

German : Carla Minchella

Chinese: Jun Bernard

History-Geography :

-Ange Schneider (5è and 4è European section)

-Ronnie Smith (5è and 4è Bilingual groups)

-Martin Lynch (3è Bilingual)

-Karl Suir (3è EURO)

SVT:

-Stéphanie Badaroux (5è, 4è, 3è European section and 3è Bilingual) (4è Year Head Teacher)

-Dany Muller (5è and 4è Bilingual)

Sport: Baptiste Duhau-Marmon

Personalised Accompanied Studies: Ange Schneider

#### **EXAM RESULTS**

100% in Brevet without the skills analysis.

100% success in the Baccalaureate and (100% in Bac S). All our students succeeded in obtaining a place at university or Higher Education institution.

#### **Cambridge Preparation courses**

The preparation courses are online on [www.cleebi.online](http://www.cleebi.online) in the options section.

All students (Bilingual and European) are strongly advised to study a Cambridge prep course in order to validate their English studies with an internationally recognised Cambridge diploma or in order to boost their English level further.

The weekly timetable and organisation for Cambridge preparation classes is online on CLEEBI.

## COVID-19

**A health and safety protocol** has been set up for the new school year which could be modified at any time. Both parents and students are asked to follow the rules scrupulously.

Two hypotheses are envisaged for continuous educational support.

The scenario for the next school year is therefore that of face-to-face classroom teaching for all students, at all levels and throughout the school day. However, it is our responsibility to prepare ourselves in the event of an active circulation of the virus over all or part of the country at the start of the school year or during the 2020 school year.

The major challenge for this new school year, in the event that health and safety conditions would lead to the implementation of a protocol restricting the number of pupils per class at school, is to allow face-to-face classroom teaching for all pupils and for full-time, while ensuring their safety and that of all staff.

In view of recent medical and scientific research on the potential contagiousness of children, different measures are likely to apply between primary and secondary education.

However, in any case, the following principles apply to all pupils:

- as of 1st September, **school attendance is compulsory**. Your child's attendance in class at primary, secondary and sixth form school is imperative and cannot be left to the parent's individual judgment;

- EPBI will guarantee continuous educational support in any situation.

*This continuity plan does not deal with the arrangements for organizing the start of the new school year in **normal health and safety conditions** or does not justify restricting of the number of pupils per class in primary, secondary and sixth form schools.*

*Thus, the health and safety protocol defined at this stage for the start of the 2020 school year, which introduces new, more relaxed rules relating to social distancing and the limitation of mixing between classes / groups, does not impact student numbers. Therefore this continuity plan is not necessary for the start of the new school year.*

***This plan, however, is part of the hypothesis of active circulation of the virus over all or part of the territory at the start of the 2020 school year.***

*Two hypothetical situations are envisaged:*

***Hypothesis 1:*** stricter health and safety rules requiring a limited number of students per class and strict social distancing regulations **in case of active circulation of the virus.**




***Hypothesis 2:*** in case of the highly active circulation of the virus locally, which would require all primary, secondary and sixth form schools in the specific geographical area to close.

***For hypothesis 1,*** in case of a health and safety protocol impacting on the number of students per class and reducing group interaction which would **not allow full class / full-time face to face teaching for all students simultaneously**, the following two key principles must be implied:

- All students must have access to some face-to-face teaching every week, **even if this teaching period does not correspond to their usual timetable.**
- **The students' attendance to face-to-face classes is compulsory and cannot be left to the family's personal judgment.**

***For hypothesis 2:*** the highly active circulation of the virus locally, which would require all primary, secondary and sixth form schools in the specific geographical area to close. In this hypothetical situation, all primary, secondary and sixth form schools within the "cluster" would be closed. **All educational support will be guaranteed through distance learning.** Everyone's individual action must cater for maintaining both the general educational level of the students and paying particular attention to students in difficulty or those who risk dropping out.

At the beginning of September 2020, all parents will be given access to the following web-based resources:

-  Pronote: noteebi.net with **an ID and password per parent,**
-  G Suite for Education with a range of tools designed to support teachers and students learning and innovating together: Docs, Sheets & Slides, Forms, **Google Meet** and **Classroom** with **a class code.**
-  Each student will be given a personal email address linked to the school's email.

Each parent will receive the following by email:

- ❖ ID and password for noteebi.fr.
- ❖ A parental authorisation request (to be signed and returned by parents) for G

Suite Education.



In case of lockdown for less than 1 week (also includes red weather warning):  
Online “classrooms” will be activated with documents used in class (lesson content and summaries, links, images, etc. ...). Each subject will have its own “classroom” with a specific code.

Lesson content will be noted every day on “noteebi” and publish before 10am.  
Lessons, classwork and homework must also be publish on “noteebi”.

### **In case of lockdown for more than 1 week:**

EPBI’s continuous educational support protocol will be the following:

#### **1- *Written work:***

Teachers will publish all documents used in class (lesson summaries, links, images etc. ...) on “classroom”. Each subject will have its own “classroom” and specific code.

**All written work must be handed in on the subject “classroom”.**

Written work will be marked and graded every two (DS, homework, oral test...). Continuous assessment tests or DS will carry a coefficient weighting of 1 and homework of DM, a coefficient of 0.25.

All tests and homework needs to be handed in on the specific subject “classroom”.

Tests (Devoir Surveillé) will take place **on the day and time** stipulated on the students’ original timetable.

Homework (Devoir Maison) will have a final deadline indicated on “classroom”.

**All tests and homework are compulsory**, and in case the work is not handed in on time, **absent** will be publish on noteebi instead of the grade. .

If **no reasonable justification from parents** is given to the Manager (Stéphane Mazel) or to the School Director, **the grade of “zero” will be given.**

#### **2- *Videoconferences:***

Videoconferences via the G-Suite application meet will be given to groups of 12 students maximum. Classes with more than 12 students will be divided into 2 groups.

### **National Secondary and Sixth Form Schools:**

- **Classes in 5è, 4è and 3è (13 videoconferences/week):**

Maths, French, History-Geography, LV1, LV2: 2 video classes a week/per subject.

Biology and Earth Sciences, Chemistry-Physics-Technology, Personalised Accompaniment: 1 video class every two weeks/per subject.

Sport: 1 video class/week.

**All video conference classes are compulsory.** The register will be taken and published on “noteebi” at the end of each video class.

This protocol is published in the “communications” tab on “noteebi”.

### **AFTER SCHOOL STUDY PERIOD – two types**

- Directed study period until 6pm with a qualified teacher.
- Supervised study period with Malika. Students can leave any time between 4.45-5.30pm.

### **THE CANTEEN**

The only drink allowed at mealtimes in the canteen is water. Each student should bring their own drinking bottle to school.

Apart from the students that have a packed lunch, no food from outside may be eaten in the canteen.

Students that have a packed lunch must place their lunch boxes inside the lockers near the staffroom and leave them there again after lunch.

All lunch boxes and any other boxes containing food must be labelled with the student’s full name.

For health and safety reasons, there will be 4 lunch sittings between 11.30am and 1.30pm.

### **ARRIVING AND LEAVING SCHOOL**

Students must come in through the gate at EPBI2 between 7.45 a.m. and 8.30 a.m. The students should go out through the gate at EPBI2 between 4.30 p.m. and 4.45 p.m. and after 5.30 p.m. The students will be handed over directly to their parents at the gate.

Any students who leave the school at 11.35am or 12.35pm after their final morning class, should use the EPBI2 gate to leave and return at 12.30pm or 1.30 pm for their first afternoon class.

For health and safety reasons, students must not hang around outside the school gate or in the drop-off carpark zone (EPBI 1 and EPBI 2), and they are under the responsibility of their parents during this time.

No student in 6ème may leave for lunch without the presence of their parents who will personally pick them up at 11.35am or 12.35 pm and drop them off at 12.30pm or 1.30 pm.

It is important to send an email to the school secretary should you require your child to leave at any other time of the day.

## **LATENESS**

The school gate closes at 8.30am and is locked by the school secretary.

A student who arrives within 10 minutes of the start of a lesson should go directly to the school office for a late arrival slip before then going to class. Parents have to contact the school in writing to inform us of a late arrival – (a note or an email).

A student who arrives more than 10 minutes after the start of class will have to wait until the following lesson.

## **PARENTS ON THE SCHOOL PREMISES**

It is a question of security imposed on all schools by the local authorities.

Any parent wishing to enter the school either EPBI1 or EPBI2 must go to the secretary's office or reception. Here one of the secretaries will give the parent a visitor's badge. In all cases, adults must wear a face mask as soon as they enter the school premises.

## **ABSENCES**

Pre-planned absences should be reported to the secretary's office ahead of time in writing (a note or an email).

Unexpected absences must be reported to the secretary by telephone before 9.30 a.m.

When the student returns to school, before returning to the classroom, the secretary should be informed by a note or an email.

## **MEDICAL ISSUES**

In the case of an accident, one of the doctors from the local surgery will be consulted. If necessary the child will be taken to the Lapeyronie Hospital or a private Clinic if that has been indicated on the child's medical form.

In all cases, the parents will be immediately informed of the accident.

We do not have the authorisation to give medicine to sick children.

If a child has to have some medicine, ask the doctor to prescribe something that can be taken in the morning and evening. If this is impossible, then give the secretary the prescription, made out in the child's name, and the medicine to the secretary.

No sick children or those with a temperature can be accepted at the school.  
No medicine should be put in school bags.

**IMPORTANT** With the following illnesses, your child cannot come to school.  
Please inform the school if any of the below are diagnosed:

Diphtheria, Meningitis, Polio, Hepatitis A, Tuberculosis, Whooping Cough, German Measles, Mumps, Streptococci (all of them) and Gastro Enteritis.

COVID-19: No student can come to school with a body temperature equal to or higher than 37.8°C. Should a student suddenly have similar COVID-19 symptoms during the school day, your child will be isolated from the other students and parents will be contacted and asked to pick up their child immediately. Any confirmed cases of COVID-19 must be communicated as soon as possible to the school director ([delebaillif@epbi.net](mailto:delebaillif@epbi.net)).

## **CLEEBI**

This is the electronic diary for the school.

General information can be found on this site: [www.cleebi.online](http://www.cleebi.online)

Consider consulting it regularly.

Personal mail should be addressed to the secretary's office: [accueil@epbi.net](mailto:accueil@epbi.net)

Those parents who have not handed in an email address or those who have changed their address should inform the secretary.

## **MARKS AND RESULTS**

School results for your child can be consulted on the website [www.noteebi.fr](http://www.noteebi.fr)

We will send each parent and student an ID and a personal password.

You will find the lesson content, follow-up of absences or late arrival and you will be able to sign up for end of term parent-teacher meetings.

## **ASSESSMENT**

The supervised tests (DS) timetable is available online on CLEEBI and a paper version is handed out to students. Each week, students will be tested on two subjects.

The coefficient for the mark for a DS is 2.

Each teacher can also test the students orally or with a written test, mark homework, or mark a presentation done in class, these all have an appropriate coefficient.

For the 3<sup>e</sup> students, they will have end of term exams (Brevet mock exams) which will be graded with a weighting of 3 points (coefficient of 3).

On the school report, the coefficients are applied according to the subject: Maths, French, English, History and Geography coefficient 2, for other subjects the coefficient is 1.

## **IMPORTANT DATES:**

### **School holidays**

- From Friday 16<sup>th</sup> October 2020 evening to Monday 2<sup>nd</sup> November 2020 morning
- From Friday 18<sup>th</sup> December 2020 evening to Monday 4<sup>th</sup> January 2021 morning
- From Friday 12<sup>th</sup> February 2021 evening to Monday 1<sup>st</sup> March 2021 morning
- From Friday 16<sup>th</sup> April 2021 evening to Monday 3<sup>rd</sup> May 2021 morning
- Summer Holidays from Tuesday 2<sup>nd</sup> July 2021 evening

### **Public holidays and long week-ends**

- **Wednesday 11<sup>th</sup> November 2020**
- Monday 5<sup>th</sup> April 2021
- Thursday 13<sup>th</sup> and Friday 14<sup>th</sup> May 2021 (Ascension long weekend)
- Monday 24<sup>th</sup> May 2021 (Pentecost)

**Summer fête:** Saturday 26<sup>th</sup> June 2021

### **Parents – Teachers Meetings**

Term 1: Thursday 3<sup>rd</sup> Dec 2020 from 4.45pm for 5<sup>ème</sup> and 4<sup>ème</sup>  
Term 1: Thursday 10<sup>th</sup> Dec 2020 from 4.45pm for 3<sup>ème</sup>  
Term 2: Thursday 11<sup>th</sup> March 2021 from 4.45pm for 5<sup>ème</sup> and 4<sup>ème</sup>  
Term 2: Thursday 18<sup>th</sup> March 2021 from 4.45pm for 3<sup>ème</sup>  
Term 3: Friday 18<sup>th</sup> June 2021 from 4.30pm for 5<sup>ème</sup>  
Term 3: Tuesday 22<sup>nd</sup> June 2021 from 4.30pm for 4<sup>ème</sup> and 3<sup>ème</sup>

Teachers will have meetings of 5 minutes per parent.

## **SCHOOL RULES**

School Rules are necessary in order to live and work together.

Each parent should sign a copy of the school rules.

Each sanction that is given is accompanied by a meeting with the teacher and the head of the teaching staff.

The parents need to commit to respecting the decisions taken.



## **MOBILE TELEPHONES AND AUDIO AND ELECTRONIC EQUIPMENT**

If the students have to bring these items to school, they should not be visible and they should be turned off.

If this is not respected, the objects will be confiscated for one week including the weekends and longer if it is not the first offense. No exceptions will be made.

It is important that the parents talk to their children about this.

## **DRESS CODE**

The students must wear suitable clothing to school.

No undergarments should be visible.

Shorts, dresses and skirts should at the most be 10 centimeters above the knee.

Outrageous hair colours, body-piercings and tattoos are forbidden.

## **TERRORIST ATTACK PROCEDURE (PPMS safety procedure)**

This procedure (PPMS) has been set up following the strict regulations imposed by the French National Education Ministry. A Terrorist Attack Procedure practice (adapted to each age group) will take place before the October half-term holidays.

CCTV or video surveillance has been set up in both school buildings.

The coming and going of everyone, excluding staff and pupils, must be highly regulated and controlled and requires the daily vigilance of the whole school community.

Parents are not allowed to congregate within the school campus or outside the school gates.

## **PARENTS ON THE SCHOOL PREMISES**

Parents coming onto the school premises to bring their child(-ren) to school must do so as quickly as possible and go out of the gate immediately afterwards.

The school gates are open and controlled by staff between 7:45 and 8:30am and then from 4:30 to 4:45pm and 5:30 to 6:00pm for Secondary School students (Collège / Lycée).

Outside these hours and for whatever the reason (late, medical appointment ...) parents must use the intercom at the school gate, give their name and go immediately to the school secretary's office.

When a pupil is late, an authorisation paper will be given to your child by the secretary, allowing them to go and join their class.

## **SCHOOL OPENING TIMES**

From 7.45-8.30am

From 4.30-4.45pm

From 5.35-6pm

## **WEATHER WARNING PROTOCOL**

Due to frequent heavy rains in the past, the school has set up a simple protocol for extreme weather conditions.

**ORANGE** weather warnings: Lessons will carry on as normal but parents can come to collect their child if they want. In this case, the school requires a written statement saying that the parents are collecting their child early.

**RED** weather warnings: If the red weather warning starts before the beginning of the school day, **DO NOT bring your child to school**. The school will be closed until further notice.

If the red weather warning kicks in during the school day, lessons will be officially stopped and parents must come to the school to pick up their child as soon as possible. No student can return home alone. If you can't pick up your child yourself, please send an email or text message with the name of the parent who is collecting your child instead. The weather warning will be published on CLEEBI so you should be able to receive the message directly via email.

## **FIRE ALARM**

A fire alarm practice will take place before the October half-term holidays.

All information concerning weather warning issues is published on [www.cleebi.online](http://www.cleebi.online). We advise you to subscribe to CLEEBI for email updates or upload the application on your phone.

## **THE INTERNATIONAL BILINGUAL SCHOOL CONTACT DETAILS**

Ecole Privée Bilingue Internationale, Domaine de Massane, 34670 BAILLARGUES  
Phone : 04.67.70.78.44 Fax : 04.67.70.78.46 Dorothee's mobile phone :  
06.71.38.38.85

Email secretary's office: [accueil@epbi.net](mailto:accueil@epbi.net)

Email Dorothee Lebaillif (Headmistress): [dlebaillif@epbi.net](mailto:dlebaillif@epbi.net)

Email Jean-Marc Lebaillif (Accounting Department): [comptabilite@epbi.net](mailto:comptabilite@epbi.net)

Email Helen Thirtle Léotard (Head of the Language Department): [hthirtle@epbi.net](mailto:hthirtle@epbi.net)

Email Stéphane Mazel (Head of Secondary and Sixth Form Schools):  
[smazel@epbi.net](mailto:smazel@epbi.net)

**French by Brigitte Vidal**

## **5eme**

The objectives of this course are twofold:

1- Consolidating grammar and the grammatical structures previously learnt. Grammar structure is the foundation to any language. We'll start with exercises and then develop by learning the rules and then applying the rules. .

Spelling is important too. We'll do this through dictations

Language is the object of observation and reflexion. You need to understand the text before trying to solve any problems. This will be applied to speaking, reading and writing of the language

2- Discovering literature. This should be cultural and fun. Individual curiosity and critical analysis of literature will be developed. Through literature we'll discover the world, its diversities, myths and legends... We'll read passages together and discuss them in class.

Personal reading is required too with written book reports to hand in. These will also be done as presentations in class. We will also do creative writing in class. This will try to give each pupil the passion to read and write in general.

We use Classroom as a tool to improve the students' learning experience, while establishing a connection between them and the teacher.

A tab entitled "Travaux et devoirs" can be used by the students to visualize the assignments given by the teacher with their deadline.

All the tasks and assignments are classified according to themes for the students to refer to.

Furthermore, to enrich the class content, the teacher can provide additional documents and videos that each student can access directly on Classroom.

## **4eme**

The objectives of this course are to consolidate the previous years' work.

Grammar and spelling are dealt with through practice exercises, tests and dictations. Language is the object of observation and reflexion. You need to understand the text before trying to solve any problems.

Literature will deal with the world, other people and oneself. Will look at different texts and passages from various time periods and genres. We'll learn to do critical analysis and interpretation of texts.

These short studies will overlap with works of art in other fields.

They will have to do written book reports on a literary work, identifying the main characters and giving a point of view about the book.

Written work can tackle the form of a letter, article for the press, putting forward an argument, description etc.

Oral work is important too as they need to develop their reasoning and debate skills as well as being able to structure their thoughts and ideas.

Personal reading is required too with written book reports to hand in. These will also be done as presentations in class.

We use Classroom as a tool to improve the students' learning experience, while establishing a connection between them and the teacher.

A tab entitled "Travaux et devoirs" can be used by the students to visualize the assignments given by the teacher with their deadline.

All the tasks and assignments are classified according to themes for the students to refer to.

Furthermore, to enrich the class content, the teacher can provide additional documents and videos that each student can access directly on Classroom.

### **3eme**

The objectives of this course are twofold: studying grammar through literature in order to prepare for the Brevet.

#### Work Method

Grammar revision and exercises in class. Lessons are to be learnt for the following week. In class tests will verify the students' comprehension and assimilation of lessons.

Spelling is important too so regular dictations are done in class to check spelling conjugations and information given in class).

A lot of time will be spent on writing skills and making sure that pupils master then necessary tools and methodology.

Literature in 3eme is all about discovering the world and making analyses.

5 subject areas are studied:

- Telling a story (diary or autobiography)
- Writing about the negative side of society
- Poetic vision of the world
- Individuals and power

- Progress and scientific dreams

The book studies overlap in order to discover new cultural fields. It's about discovering artistic language and codes.

Personal reading is required too with written book reports to hand in. These will also be done as presentations.

We use Classroom as a tool to improve the students' learning experience, while establishing a connection between them and the teacher.

A tab entitled "Travaux et devoirs" can be used by the students to visualize the assignments given by the teacher with their deadline.

All the tasks and assignments are classified according to themes for the students to refer to.

Furthermore, to enrich the class content, the teacher can provide additional documents and videos that each student can access directly on Classroom.

## **Mathematics by Daniel Guy**

### 5<sup>ème</sup>

The programme in 5<sup>ème</sup> continues from where we finished at the end of the 6<sup>ème</sup> school year. We'll discover calculations with negative numbers for example.

In the 20 years of teaching mathematics and mental arithmetic, I have established a work methodology along with a set of rules. The main points are:

#### Work methodology

The lesson is delivered a PowerPoint format on the interactive digital board and must be learned for the following class period so that we may proceed without having to go over previous lessons. Rest assured, there will never be 10 pages to learn for the following day.

We then put the lesson in practice through several exercises that we correct in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

#### Calculators

All students must have their calculators with them at all times (the model suggested by the school) even if we will rarely use them -the point is for students to know how to count and not punch keys.

#### School Supplies

Geometry tools are indispensable: ruler, protractor, compass, set-square and of course pencils and eraser. Students without their instruments will not be allowed in class.

#### Assessments

Students are required to take standardized exams Devoirs Surveillés, but there will

also be tests in class whether scheduled or not. To make sure no one is left at a disadvantage, exam questions will be based on algebra and geometry. Revisions –based on the two previous units - for the exam are given at least a week prior to the exam and posted on Pronote.

#### Kangourou Competition

Pupils will participate in the Kangourou competition, a fine way to discover Maths differently!

#### Web site

I have my own website where students can find the different lessons studied in class along with interesting links to other sites.

<https://site.google.com/site/mathphysiqueebi/>

### 4 ème

The programme in 4ème continues from where we finished at the end of the 5ème school year. We'll continue calculations with negative numbers, look at fractions and powers.

In the 20 years of teaching mathematics and mental arithmetic, I have established a work methodology along with a set of rules. The main points are:

#### Work methodology

The lesson is delivered a PowerPoint format on the interactive digital board and must be learned for the following class period so that we may proceed without having to go over previous lessons. Rest assured, there will never be 10 pages to learn for the following day.

We then put the lesson in practice through several exercises that we correct in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

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Web site I have my own website where students can find the different lessons studied in class along with interesting links to other sites.

<https://site.google.com/site/mathphysiqueebi/>

### **3eme**

During this school year there will be two main objectives: preparing for the Brevet exam and then for lycée or sixth form studies.

In the 20 years of teaching mathematics and mental arithmetic, I have established a work methodology along with a set of rules. The main points are:

#### Work methodology

The lesson is delivered a PowerPoint format on the interactive digital board and must be learned for the following class period so that we may proceed without having to go over previous lessons. Rest assured, there will never be 10 pages to learn for the following day.

We then put the lesson in practice through several exercises that we correct in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

#### Calculators

All students must have their calculators with them at all times (the model suggested by the school) as they will b using quite a lot of the time in this school year.

#### School Supplies

Geometry tools are indispensable: ruler, protractor, compass, set-square and of course pencils and eraser. Students without their instruments will not be allowed in class.

#### Assessments

Students are required to take standardized exams Devoirs Surveillés, but there will also be tests in class whether scheduled or not. Example Brevet questions will be given. Revisions for the exam is given at least a week prior to the exam and posted on Pronote.

#### Syllabus

The 3eme course is divided in to 5 units: numbers and calculations, data and functions, lengths and measurements, geometry in space and IT initiation.

#### Kangourou Competition

Pupils will participate in the Kangourou competition, a fin way to discover Maths differently!

#### Web site

I have my own website where students can find the different lessons studied in class along with interesting links to other sites.

<https://site.google.com/site/mathphysiqueebi/>

## **English in 5e by Helen Thirtle-Léotard**

I am pleased to announce that I will be the English teacher for this academic year 2020-2021 with the 5ème Bilingual students. I am the Head of the Languages Department and have over 26 years of language teaching, examining and management experience. I will have 3 hours in week in general English and we will be building on the basics and foundations of English language previously taught in the bilingual CM2 class and in 6ème at EPBI.

The programme will address all key skill sets of English including reading, writing, speaking and listening at a Pre-intermediate/Intermediate (B1+ level). We will be using English File Intermediate student book and workbook as the main resources for these lessons which involve interactive teaching and learning through the “I-Tools” module. Each lesson will be planned around these skills using a range of different activities to support growth. Pupils will learn grammar (Grammar Bank), vocabulary (Vocabulary Bank), key expressions, formal/polite language, more informal language, talk about their everyday life and routines, talk about a situation, describe and explain it. Any extra grammar support material will be given when necessary to the 5ème Bilingual students to boost their level.

Material covered in class in the student book will also be reinforced at home with weekly homework in the workbook. It is important that all homework is completed and handed in promptly. Not only because this work will go towards student grades but more importantly because it is a time of consolidation where students have the opportunity to confirm and retain lessons learnt during class time. In order to make regular checks of lesson assimilation, there will be short spelling tests on new vocabulary and grammar tests done in class each week. Homework will be graded too with a coefficient of 0.5. This will give regular weekly grades and will help boost the student’s average.

Every term there will be approximately 3 continuous tests (or Devoirs Surveillés) to check that lessons have been learnt and understood correctly. This feedback will be used to assist me in lesson planning and identifying students who require further support. The tests will be about the grammar and vocabulary areas covered recently in class and pupils will be carefully prepared for each test. Revision notes and explanations for the test will be given to pupils about one week before the assessment.

So I welcome your children to the English lessons in 5ème Bilingual class with me. I hope it will be a productive academic year for them and for their English.

Helen THIRTLE-LEOTARD  
Head of the Languages Department

## **English, 4<sup>e</sup> euro group by Jean-Michel Renard**

The objectives of the course :

- encouraging students to use the language as a means of communication
- understanding written and spoken language
- scanning and skimming for information in documents
- talking about a large range of topics
- participating in a conversation



- writing out a coherent text

Course outline and tools used by the students:

The students will have three lessons per week:

- three lessons to develop their language skills and to develop their five skills i.e. speaking and interacting, writing, listening and reading (they will work mainly on the textbook during those lessons)

- every three weeks practicing on their speaking and writing skills (they will need a laptop for this lesson)

a) The students will use the following tools:

- a textbook: English File, Pre-Intermediate, the study of which will allow students to reach the A2+ level of the European framework.

- The textbook website that will allow them to consolidate their skills at home and during the lessons. That's why they will sometimes need a laptop to work in class on the extra material provided by English file fourth edition.

- a copy book with two parts, the first one where the lessons will be copied and they will glue the photocopies, the second one will be dedicated to the exercises done during the lesson

- The Classe 4 ème et 3 ème euro Collège, created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM).

Assessment:

The five language based activities, reading, writing, speaking, listening and interacting will be assessed regularly:

- tests on the lessons (vocabulary, new grammar points...)

- DS, supervised tests, (based on the units we will have studied)

- tasks to develop their writing and speaking skills (oral presentations, written assignments...)

In accordance with the new syllabus, at the end of the year the students are required to reach the A2 level to prepare them for the 'brevet des collèges'.

<b>English 3<sup>e</sup> euro group by Jean Michel Renard</b>
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- encouraging students to use the language as a means of communication

- understanding written and spoken language

- scanning and skimming for information in documents

- talking about a large range of topics

- participating in a conversation

- writing out a coherent text

Course outline and tools used by the students:

The students will have three lessons per week:

- three lessons to develop their language skills and to develop their four skills i.e. speaking, writing, listening and reading (they will work mainly on the textbook during those lessons)

- every three weeks practicing for 'the brevet des collèges' (methodology, past papers...)

The students will use the following 'tools':

- a textbook: English File, Pre-Intermediate, the study of which will allow students to reach the A2+ level of the European framework.

- The textbook website that will allow them to consolidate their skills at home and

during the lessons. That's why they will sometimes need a laptop to work in class on the extra material provided by English file fourth edition.

- a copy book with two parts, the first one where the lessons will be copied and they will glue the photocopies, the second one will be dedicated to the exercises done during the lesson
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Assessment:

The five language based activities, reading, writing, speaking, listening and interacting will be assessed regularly:

- tests on the lessons (vocabulary, new grammar points...)
- DS, supervised tests, (based on the units we will have studied)
- end of term test (CT), based on Brevet past papers
- tasks to develop their writing and speaking skills (oral presentations, written assignments...)

In accordance with the new syllabus, at the end of the year the students are required to reach the A2 level for the 'brevet des collèges' and A2+ to meet the requirements for highschool.

### **English for 4<sup>e</sup> (bilingual group) by Novadene Miller**

Welcome to the European English class program. I will be teaching the 4eme Bilingual English class program. I have a PHD focused on sustainable development using a socio – geographic approach. My graduate research was focused on a forest space in Jamaica, my country of origin.

Students will have 3 hours per week to cover the program. This class will cover the important fundamentals of the English language.

As a teacher I am a firm believer in active learning and participation which fits the unique needs of student's challenges. The curriculum will focus on key skills: Speaking, Reading, Listening, Grammar, Writing, Vocabulary for different situations at an intermediate level. The program will be covered using the English File series. Students will learn to communicate for day to day use such as talking about themselves, things they like, travelling, speaking about the past and describing events and consequences. A google classroom exists for this class.

I am looking forward to this journey together, may the adventure begin.

### **English 3e (bilingual group) by Novadene Miller**

Welcome to the 3eme Bilingual English class program. I will be teaching the 3eme Bilingual English class program. I have a PHD focused on sustainable development using a socio – geographic approach. My graduate research was focused on a forest space in Jamaica, my country of origin.

Students will have 3 hours per week to cover the program. This class will cover the important fundamentals of the English language.

As a teacher I am a firm believer in active learning and participation which fits the unique needs of student's challenges. The curriculum will focus on key skills: Speaking, Reading, Listening, Grammar, Writing, Vocabulary for different situations at an intermediate plus level. The program will be covered using the English File series. Students will learn to communicate for day to day use such as asking questions, being able to speak in different situations, traveling and activities they are interested in.

Students will also be prepared for BREVET exam. This will include supervised practice tests and past paper tests done in class along with homework assignments and graded "DS. These activities will provide the skills needed for the BREVET exam that will be held in June 2021.

Students will be evaluated by activities adapted to their level approved by the Head of the Language Department featuring material covered in class.

Evaluations will allow the teacher to see how students grasp the concepts.

The evaluations will also help me as the teacher to understand the areas of difficulty and how can I help them to better grasp concepts and areas of difficulty to be improved as they continue to other levels in the program.

Guidelines will be given on evaluations one week before tests.

A google classroom exists for this class.

I am looking forward to this journey together, may the adventure begin.

## **GERMAN by Carla Minchella**

### **Class: 5ème**

The aim of the course is to consolidate the basics learnt in 6ème and learn more complex structures.

Each class will start with some news or current affairs:

Examples: life at school, the weekend, holidays, weather, etc.

This helps with reformulation of sentences and grammar/vocab.

Life of young Germans today

We'll look at:

- Home and school life
- Leisure time
- Where they live
- The links to other European countries

The authentic language is found in the texts we study.

• Firstly we'll understand the text, the grammar, vocab and pronunciation.

• This is followed by written and oral work. Each pupil will explain his or her ideas.

• Various activities (crosswords, gapfill exercises etc.) to help pupils memorise new vocab.

- We use classroom.
  - This platform organizes regular contact between me, the teacher and the students.
  - Students are provided with additional documents, such as excerpts from books, songs, texts, videos and photos that enrich and complete the lesson.
  - Good is the agenda. It announces events of the class and reminds of data for homework and controls.
- Students' personal work

After each course, students are required to do their homework: learn the day's lesson, complete grammar exercises or learn vocabulary.

#### Assessments

Homework is graded with a 0.5 coefficient

Summative Exams (coef 2)

Quizzes in class (coef 0.5)

Monthly oral class participation (coef 1)

Notebooks will be picked up for grading every trimester (coef 1)

#### Additional Information

Students who take German as a third language (LV3) have 2 hours of classes per week. There will be a summative assessment (coef 2) once a month during class time. Feel free to contact me should you need any further information.

### **Class: 4/3ème**

The aim of this school year in 4/3ème is to be able to communicate in a variety of real life situations.

There are three hours of German teaching classes per week: Wednesdays from 10:30am and to 12:30pm and Thursdays from 4:30pm to 5:30pm.

This year we'll be working on written documents and listening. We'll also work on vocabulary and gaining in autonomy. Pupils should be able to extract important information from various sources and answer questions. Grammar revision will be done too. We'll also learn about daily life in Germany, the geography and history of German speaking countries. These projects can be done individually or in groups and presented to the class. The aim is to:

1. Gain confidence
2. Improve pronunciation
3. Acquire correct sentence structure

We use classroom.

This platform organizes regular contact between me, the teacher and the students.

Students are provided with additional documents, such as excerpts from books, songs, texts, videos and photos that enrich and complete the lesson.

The agenda function is great. It announces class events and reminds everyone of data for homework and tests.

#### Assessments

Homework is graded with a 0.5 coefficient

Assessment tests (coef 2)

Quizzes in class (coef 0.5)

Monthly oral class participation (coef 1)

Presentations (coef 1)

### Additional Information

Students who take German as a third language (LV3) have 2 hours of classes per week. There will be an assessment test (coef 2) once a month during class time. Feel free to contact me should you need any further information.

## Spanish by Sabrina Palamara

### Class: 5<sup>eme</sup>

The 5eme language learning aims revolve around:

- Learning familiar words and expressions.
- Communicating with simple questions,
- Describing the environment,
- Filling in a form.
- Consolidating grammar

In order to achieve this, we will use a textbook with lessons and suggested activities.

Students will be assessed in three different ways:

Quizzes: to gauge students' progress after a unit and assess the knowledge base.

Standardized Exams (Devoirs Surveillés)

Written and oral assignments

In compliance with European standards, at the end of the year the 5eme should reach the A2 level.

### Class: 4<sup>eme</sup>

The 4eme language learning aims revolve around:

- Communicating with simple questions,
- Describing the environment,
- Filling in a form.
- Consolidating grammar

In order to achieve this, we will use a textbook with lessons and suggested activities.

Students will be assessed in three different ways:

Quizzes: to gauge students' progress after a unit and assess the knowledge base.

Standardized Exams (Devoirs Surveillés)

Written and oral assignments

In compliance with European standards, at the end of the year the 4eme should reach the A2/A2+ level.

### Class: 3<sup>eme</sup>

The objectives of this course in 3ème are:

The comprehension of familiar words in everyday language as well as more complex Expressions Communication and information in documents, talking about various subjects, conversation, participation, text writing.

Language acquisition and grammar and vocabulary revision.

In order to do this we shall use:

A text book to discover and learn the above as well as hands-on practice sessions.

Finally to evaluate students' progress there will be:

Regular tests in lessons

Written and speaking tests

Regular assessments (DS)

Brevet practice tests

End of term tests

The target level for the 3ème is A2+/B1 on the European Language Scale.

## **Chinese by Jun Bernard**

Targeted levels

Expected at the end of 4 th cycle : Level A2 (HSK2) of CECRL in at least 2 language activities.

Exemple: Students should be capable of understanding very common words and phrases about themselves, understand without interruption an oral message that is a few minutes long. Understand and extract essential information from a short oral message.

How classes are organized:

3 hours of class for LV2 per week and 2 hours for LV3, students must work frequently at home after class.

Websites; links for videos and chinese movies; documents will be accessible via Google Classroom, it will allow students to give their homework, and they will be able to improve and solidify their knowdge of the language.

A notebook can help the students to copy the content of the course and review their lessons at home also to write homework as well.

The objectives of classes:

- Strengthen the fours skills : listening, speaking, reading, writing.
- Discover Chinese culture to acquire knowledge of the language.
- Deepen and solidify linguistic knowledge.

Evaluation:

- Test on lessons learned
- Guarded duty
- Termly tests
- Tests at home (written and oral)

## **History-Geography**

## **Class: 5e (euro group) by Ange Schneider**

### HISTORY

In the continuity of the 6<sup>o</sup> class, the history-geography and civic and moral education program covers a vast period (from the Middle Ages to the modern age) that allows students to think, see and to travel the world in a new way.

A new cycle that addresses a broad program, rich, ambitious but very varied.

Three main themes will be treated:

- Christianity and Islam
- Society, the Church and political power

- The transformation of Europe and its openness to the world.

Students will continue to learn about different types of historical sources.

They will learn to situate them in time and in a given context.

In connection with the desired progressions in French, they must be able to construct, both orally and in writing, organized and more developed narratives.

These two capacities (document analysis and proficiency in written and oral expression) concern all parts of the program.

The place of the history of the arts remains important in each part of the program.

### GEOGRAPHY

Humanity and sustainable development

A first approach to sustainable development was made in geography and science lessons in primary school as well as in sixth grade.

This new cycle aims to raise students' awareness of human space issues through global change, the need to master our critical resources and to emphasize our ability to find solutions for sustainable development.

These three dimensions of sustainable development are included in the program:

- The demographic question and unequal development.
- Limited resources to manage and renew.
- Prevent risks, adapt to global change.

At the end of the 5th year students are able, faced with the study of a territory, to mobilize the three dimensions of sustainable development.

Once again, document analysis and mastery of written and oral expression will be favored.

## In civic and moral education

Diversity and equality are at the heart of the program.

Based on the achievements of primary school, the fifth class aims to bring the student to

confront the human diversity and recognize the otherness.

Value built in time, the republican equality is decisive to compensate and correct the inequalities.

Laws protect people and property and set the framework for life in society.

Security in the face of major risks is presented in connection with the geography program.

Students use the notions of diversity, equality, security and are made to perceive their articulation.

Four major themes are explored:

- Sensitivity: self and others.
  
- The judgment: to think for oneself and with others.
- The law and the rule: principles to live with others.
- Commitment: act individually and collectively.

At the end of the fifth, each student is able to identify the essential values that allow life in society.

The lesson

- Each course begins with an opening on the chapter thanks to documents to be analyzed.
- Then by a specific work step on a thematic file.
- A complex task will require the student to reason.
- A history of art history will complete each chapter in history. In the same way a file "At the scale of the world" will complete those of geography.
- Only finally will be the lesson properly speaking.
- A revision and training sequence in class will make it possible to take stock of the pupils' achievements before any evaluation thanks to an activity entitled "I make the balance sheet".
- Viewing a documentary will give a global point of view at the end of each theme studied.

## **Class 4e (euro group) by Ange Schneider**

This year of the fourth year leads us to understand the great historical periods of the 18th and 19th centuries as presented below. In geography, globalization is at the heart of learning. Moral and civic education should enable students to develop their place in society as an individual integrated into the community.

History: These periods are marked by profound changes and evolutions. Thus political (Enlightenment, American and French Revolutions), economic (Industrial



Revolutions), social (emergence of the bourgeoisie and the working class) and cultural upheavals mark out these two pivotal centuries that are shaping the contemporary world. The building of colonial empires and the fate of the indigenous populations ("slave trade") will oppose the current of thought of the "Age of Enlightenment". The Industrial Revolution marked profound changes in rhythms and places. It is based on strong economic growth and gives rise to two antagonistic ideological currents that are recomposing society.

Geography: Globalization emerges as the central theme of the year, we will study how it works, its actors and the debates it generates. So we will start with urbanization, the origin of which dates back to the 15th and 16th centuries but has been accelerating since the years 1945, but this metropolitan archipelago does not affect all the cities of our planet in the same way. Then we will study the different transnational mobilities, migrants, tourists with multiple consequences. Then we will set off to discover seas and oceans more than ever in the heart of a "maritime" world. Finally, we will conclude with a study of two territories that do not participate equitably in globalization: the United States and West Africa.

EMC: Respect for diversity, secularism, freedoms, justice... This is a summary of the learning expected in order to get to know each other better and to understand "living together better". We will insist on the duty to respect others in their diversity and respect for secularism. Then we will wonder about the fact that our freedoms have limits that the law frames. Finally we will see the different commitments specific to any citizen within the framework of democracy. Thus we will work on the basis of documents of all kinds (text, image, caricature, report, film, etc.), individually or collectively (work in small groups) in order to develop understanding and critical thinking.

Finally, each chapter will be the subject of a course to refine knowledge. Exercises noted in class, DS to verify the acquisition of knowledge and the method.

### **History-Geography (5e bilingual group) by Ronnie Smith**

In the coming session I will teach the following classes at EPBI.

5ème Bil – History and Geography

4ème Bil – History and Geography.

I am originally from Scotland and am a graduate of the University of Strathclyde in Politics (with Honours) and Modern History. During my professional career I have accumulated a great deal of international experience, having been a Manager and Commercial Director in the international financial training business for many years.

I started teaching 8 years ago when I designed and taught a final year course at the University of Bucharest Faculty of Political Studies and then International History on the IBDP programme at a private High School in Bucharest. This is my second year of teaching in France.

History

The 5ème History course is entitled 'Islam to Absolute Monarchy' and takes the students from the founding of Islamic society, in what is now Saudi Arabia, to the establishment of powerful European absolute monarchies in the 17th century. The course is designed to show students the basics of political power and stability and the beginning of what we now call 'globalisation' through early exploration, discovery and the creation of trading colonies during this period.

#### Geography

At this point, the Geography course takes a slightly different direction to History in that it looks more at some of the wider consequences of the growth of European trading colonies in different parts of the world. In 'A Sustainable World', students focus more on issues of poverty, the exploitation of the world's resources and its consequences for the environment and people in many countries and regions.

### **History-Geography (4e bilingual group) by Ronnie Smith**

#### History

The 4ème History course looks at the challenges to absolute monarchy created by the revolutionary principles and ideas of the Enlightenment in Europe during the 18th century. Students study the influence of notions of Liberty and Equality in North America and, more particularly, France. Then, at the end of the course, we look at how the circumstances surrounding the First World War and the carnage it created make us wonder if the Enlightenment ever took place. The wider background to all of this is the growth of global trading competition between the powerful industrialising European powers.

#### Geography

The 4ème Geography course, entitled 'Going Global', allows students to more closely study the reasons for and consequences of modern globalization. The course includes a basic introduction to macro-economics because, of course, globalisation is very much about trade, business and international investment. It is also about migration, the growth of cities, economic development, international aid programmes and a wide range of environmental issues. We look at all of these major issues during the year.

### **History-Géographie in 3e by Karl Suir (Euro group) et Martin Lynch (bilingual group)**

#### Presentation of the History-Geography and EMC program

Your children will be starting 3ème, which constitutes a completion of knowledge and know-how obtained since the beginning of their time in college. The reform of the college has brought some changes that affected us in terms of the exercises, methods and the lessons. The DS exams and trimestrial exams help students to

more effectively prepare for the final exam. In this same spirit, we begin each chapter with an opening which allows us to define the key questions. Case studies allow us to work on these questions in documents which demand organized analysis, and which incorporate exam questions into everyday lessons.

#### In History

We are going to work through the modern era from the 1st World War to recent events which have made history. The two World Wars (total, and of annihilation) and the emergence of authoritarian regimes between the wars which weakened democracy makes up the first period of the school year. The world after 1945 is marked by the Cold War and movements for independence which bring about decolonization. The stakes and conflicts since 1989 bring to a close our studies of the world. As France constitutes an important part of the current program, we will study the different social, economic and political evolutions experienced during this period through the events which have shaped its history.

#### In Geography

The study of France makes up the most significant part of the program. We will draw up a table of France in putting first the importance of cities in the integration to globalization and the social-spatial differences which characterize them. The three large productive areas will be explored with all of their diversity. The development inequalities bring to a close the specific studies on France. Next we will broaden our scope of studies in treating the European Union (from its construction to its expansion) which fluctuates between success and failure. Finally we will close the program in presenting the rôle and the place of France and the EU in the world.

#### In Moral and Civic Education (EMC).

The titles of the themes has changed but the content has stayed the same. Citizenship, fundamental rights, democracy (functioning), individual and collective engagement are at the heart of the different exercises and lessons. Pluralism, secularity, freedom, the pillars of our democracy are at the heart of this year. The role of the citizen is equally vital in respect to their personal or collective engagement, be it associative, political or even military. Students should be capable of showing a citizen engagement through diversity and the respect of republican values. Reasoning, thinking for oneself and living together make up the goals to strive towards to create a communal culture of citizens that they will be tomorrow.

<b>Earth and Life Sciences by Stéphanie Badaroux and Dany Muller</b>
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#### **Class: 5ème EURO by Stéphanie Badaroux**

##### **Introduction**

Once in their 5ème, pupils begin a novel academic cycle, the 4<sup>th</sup> key stage in learning (Cycle 4 in the French Educational system), and are expected to tackle biology (or SVT) in a deeper way than during the previous years. Accordingly, all topics are studied at a higher level than during the 6ème and this

is done by improving the pupil's personal skills in data observation, data analysis, modelling, and experimentation. All of this aims at helping the pupil to become an open-minded individual and, of course, the main objectives are to enhance her/his level of knowledge and competences in biology while developing new scientific and technical skills in parallel. It is a matter of teaching 5ème pupils how scientific facts and beliefs can be distinguished so that they can develop a higher level of logic in science and improve their critical thinking skills.

### **Approach to learning:**

In a continuum with the teaching programme that is covered during "Cycle 3", 5ème pupils continue their scientific education in biology and Earth sciences by learning new concepts and terminology but also by strengthening all important notions that were acquired during the 6ème.

During the new 4<sup>th</sup> academic cycle or key stage, it is expected that 5ème pupils understand how to:

distinguish between scientific facts and beliefs so that they can distance themselves from an anthropo-centered point of view and can better apprehend the relationships that exist between all living organisms, nature, human-made technologies and natural phenomenon. Accordingly, the academic teaching programme taught at this level of study is, once again, divided in 6 main domains as follow:

- Establishment of scientific approaches
- Reflection and communication
- Use of tools and methods to study and analyse scientific data
- Conception, design and development of scientific projects
- Ethics and responsible behaviour
- Space and time

The main objective is to provide pupils with the right tools, competences and skills to enable them to perform and practise biological sciences at a greatest possible level. That's the reason why all pupils are at the centre of the educational process and that several approaches to learning are applied all year long. This includes the use of modern technologies including videos and "powerpoint" presentations, the use of study cases during which working hypotheses are established before being (in)validated using scientific tools and logic, the use of worksheets to analyse scientific documents and solve problems, and the realisation of poster and/or oral presentations to improve pupils' communication skills. Moreover, series of practical studies are intended to be performed in the laboratory once every two weeks to better understand life sciences and to enable pupils to look at this domain of sciences in a logical and dynamic manner.

Finally, because it is easier to learn life sciences by being involved in a dynamic manner, it is expected that all pupils actively participate to class discussions and get involved in their own learning. This must be made through sustained work done at home before and after class.

The programme:

Three main themes are studied all year long at this level and are:

- Planet Earth, environment and the human footprint
- Evolution and variation of the living organisms
- The human body, health and disease

These three groups of topics make it possible to examine, analyze and study a series

of topics related to the place of the Earth in the solar system and Universe, the climate and forecast, the exploitation of the natural resources, the impact of the human activity on all types of ecosystem, the importance of a balanced diet in our life, the relationship between the digestive and respiratory systems, the functioning of the body during muscular efforts, biodiversity and species evolution, reproduction and population dynamics.

During this academic year, 7<sup>th</sup> grade pupils are also getting involved in a programme of Interdisciplinary Practical Teachings (IPTs). During these IPTs, pupils are expected to set up a project that has been discussed in class and that must connect their knowledge from several disciplines. Among other things, these Interdisciplinary Practical Teachings allow pupils to improve all their skills and competences and enable them to better apprehend and understand how much related all the topics are.

### **Assessment:**

Three types of assessment are carried out all year long:

- A formative type of assessment which is based on exercises and quizzes in order to evaluate and gather information on each pupil's progresses. It also enables the teacher to evaluate what has been learnt or what must be improved.
- A summative type of assessment with coefficients that lie between 0.5 and 1. The purpose of this type of assessment is to evaluate the pupils' level of commitment during and after class. It is done through the evaluation of posters or oral presentations, of the pupil's level of participation in class and of the quality of their notebook.
- A second type of summative assessment aims at evaluating the level of knowledge, understanding and competences which have been acquired within a month. This type of summative assessment is performed through the realisation of a 1h test and the coefficient which is applied is of 2.

### **Class: 4<sup>ème</sup> EURO by Stéphanie Badaroux**

#### **Introduction**

At this level of study, scientific explorations and investigations are obviously led at a higher level than during the previous academic years which main objectives were to homogenize pupils' level of knowledge, to acquire new methods of work and to develop the pupils' logical and critical thinking skills.

A successful completion in life sciences at this level of study is essential to get well prepared for the "Diplôme National du Brevet" which is due at the end of the 9<sup>th</sup> grade.

#### **Approach to learning:**

Life sciences highly participate in the citizenship education of all pupils by providing them with competences in risk management, development of sustainable resources and important knowledge connecting Human health and society with the environment. At this level of the middle year programme, it is important that all pupils watch TV news and read newspapers so that class discussions can be led on factual information and real cases to study. Indeed, even if targeted lectures are still provided in class to further improve pupils' knowledge and competences; overall, this year approach to learning is highly based on class discussion, data analysis, problem solving and practical activities. Accordingly, pupils are expected to spend a great part

of their time to investigate various aspects of life sciences by themselves. At this level of study, they are starting to become independent learners and are expected to actively participate in their own learning process.

As usual, the teaching programme is divided in six main domains from which numerous competences and skills must be acquired by the end of the 4<sup>th</sup> academic cycle. These topics are:

- Establishment of scientific approaches
- Reflection and communication
- Acquisition of tools and methods for the study of scientific data
- Conception, creation and realization of scientific studies and projects
- Ethics and responsible behaviour
- Space and time

The final objective is to provide all students a high quality teaching in life sciences so that they can achieve at high standard levels in this field of study. That's the reason

why all pupils are, as usual, at the centre of the educational process and that several approaches to learning are applied all year long. This includes the use of modern technologies including videos and "powerpoint" presentations, the use of study cases during which working hypotheses are established before being (in)validated using scientific tools and logic, the use of worksheets to analyse scientific documents and solve problems, and the realisation of poster and/or oral presentations to improve pupils' communication skills. In addition, series of practical studies in the laboratory are carried out once every two weeks and this is notably done to enable pupils to better understand life sciences and to look at this domain of sciences in a logical and dynamic manner.

Finally, because it is easier to learn life sciences by being involved in a dynamic manner, it is also expected that all pupils actively participate to class discussions and get involved in their own learning as previously stated. This must be made through sustained work done at home before and after class.

### **The programme:**

Since the teaching programme for 8<sup>th</sup> grade pupils is part of the 4<sup>th</sup> cycle of the french

education system, topics that are studied in class are based around the same three main axes as the ones that have been developed the year before. These three axes are:

- Planet Earth, environment and the human footprint
- Evolution and variation of the living organisms
- The human body, health and disease

These three domains of work enable us to explore and study a numerous interdisciplinary topics. The first component of the programme aims at studying several geological events from the current global geodynamic context; at analysing weather and climate episodes over time; and at establishing connections between our scientific knowledge and the natural or human-induced hazards. The second component objectives are to link the needs of animal cells and their function within organic systems; to differentiate between sexual and asexual reproduction, to understand what is the influence of the environment on survival of living organism and its impact on the populations dynamic, to be able to explain what are the principle of diversity, variation and genetic stability, and finally to understand how

phenotypes and genotypes are linked together and how it can be modified by our environment and behaviour. The last component of the programme aims at characterizing the connections that exist between the cardiovascular and nervous systems at rest and during muscular efforts and at the capacities and limits of the organism during stress situations. This component also aims at characterizing the fate of food in the digestive system, at understanding the importance and function of the microbiota, at investigating the physiological mechanisms of the immune system, and at adopting a responsible sexual behaviour in society.

### **Assessment:**

Three types of assessment are carried out all year long:

- A formative type of assessment which is based on exercises and quizzes in order to evaluate and gather information on each pupil's progresses. It also enables the teacher to evaluate what has been learnt or what must be improved.
- A summative type of assessment with coefficients that lie between 0.5 and 1. The purpose of this type of assessment is to evaluate the pupils' level of commitment during and after class. It is done through the evaluation of posters or oral presentations, of the pupil's level of participation in class and of the quality of their notebook.

A second type of summative assessment aiming at evaluating the level of knowledge, understanding and competences which have been acquired within a month. This type of summative assessment is performed through the realisation of a 1h test and the coefficient which is applied is of 2.

### **Classes: 3eme bilingual group and 3ème EURO**

Goal : the acquisition of the spirit of science and good working method and skills.

The Teaching approach:

4 objectives: these objectives encourage independent learning and research skills

- By using various tools different problems will be formulated together in class
- Different hypotheses arise from inference or deductions based on logical reasoning
- The rest of the lesson allows us to validate (or not) these hypotheses by selected exercises and experiments using various educational materials.
- All this is brought together and summarised in their note book in the lesson part (the key words will give the students access to vocabulary for the topics).

The Programme for 3eme is divided into 4 parts:

Part 1: Diversity and unity of living things.

Part 2: The risk of infection and protection of the organism.

Part 3: The evolution of living organisms and the history of the earth.

Part 4: Human responsibility in matters of health and the environment.

The aim of the course is to learn and above all understand what is necessary for them to succeed in their tests and DSs. It allows the evaluation of the goals.

Assessment: it provides many opportunities to apply their knowledge they have learned.

The 3ème students will validate their learning at the end of the year by the national Brevet exam and to best prepare for this they will sit 3 mock brevets under exam

conditions during CT.

## SVT (Class: 5e et 4e bilingual group) by Dany Muller

### **Class: 5e bilingual group**

#### **Introduction**

Once in their 5ème class, pupils begin a novel academic cycle, key stage 4, and are expected to tackle biology (or SVT) in a deeper way than during the previous years. Accordingly, all topics are studied at a higher level than during the 6ème grade and this is done by improving the pupil's personal skills in data observation, data analysis, modelling, and experimentation. All of this aims at helping the pupil to become an open-minded individual and, of course, the main objectives are to enhance her/his level of knowledge and competences in biology while developing new scientific and technical skills in parallel. In, fine, it is a matter of teaching 5 th grade pupils how scientific facts and beliefs can be distinguished so that they can develop a higher level of logic in science and improve their critical thinking skills.

#### Approaches to learning:

In a continuum with the teaching programme that is covered during the 3rd academic cycle, 5ème grade pupils continue their scientific education in Biology and Earth Sciences by learning new concepts and terminology but also by strengthening all important notions that were acquired during the 6ème grade.

During the 4th academic cycle, it is expected that 5ème grade pupils understand how to distinguish between scientific facts and beliefs so that they can distance themselves from an anthropo-centered point of view and can better apprehend the relationships that exist between all living organisms, nature, human-made technologies and natural phenomenon. Accordingly, the academic teaching programme taught at this level of study is, once again, divided in 6 main domains as follow:

- Establishment of scientific approaches
- Reflection and communication
- Use of tools and methods to study and analyse scientific data
- Conception, design and development of scientific projects
- Ethics and responsible behaviour
- Space and time

The main objective is to provide pupils with the right tools, competences and skills to enable them to perform and practice biological sciences at a greatest possible level. The reason why all pupils are at the centre of the educational process and that several approaches to learning are applied all year long. This includes the use of modern technologies including videos and "powerpoint" presentations, the use of study cases during which working hypotheses are established before being (in)validated using scientific tools and logic, the use of worksheets to analyse scientific documents and solve problems, and the realisation of poster and/or oral presentations to improve pupils' communication skills. Moreover, series of practical studies are intended to be performed in the laboratory once every two weeks to better understand life sciences and to enable pupils to look at this domain of sciences in a logical and dynamic manner.

Finally, because it is easier to learn life sciences by being involved in a dynamic



manner, it is expected that all pupils actively participate to class discussions and get involved in their own learning. This must be made through sustained work done at home before and after class.

The programme:

Three main themes are studied all year long at this level and are:

- Planet Earth, environment and the human footprint
- Evolution and variation of the living organisms
- The human body, health and disease

These three groups of topics make it possible to examine, analyze and study a series of topics related to the place of the Earth in the solar system and Universe, the climate and forecast, the exploitation of the natural resources, the impact of the human activity on all types of ecosystem, the importance of a balanced diet in our life, the relationship between the digestive and respiratory systems, the functioning of the body during muscular efforts, biodiversity and species evolution, reproduction and population dynamics.

During this academic year, 5ème grade pupils are also getting involved in a programme of Interdisciplinary Practical Teachings (IPTs). During these IPTs, pupils are expected to set up a project that has been discussed in class and that must connect their knowledge from several disciplines. Among other things, these Interdisciplinary Practical Teachings allow pupils to improve all their skills and competences and enable them to better apprehend and understand how much related all the topics are.

Assessment:

Three types of assessment are carried out all year long:

- A formative type of assessment which is based on exercises and quizzes in order to evaluate and gather information on each pupil's progresses. It also enables the teacher to evaluate what has been learnt or what must be improved.
- A summative type of assessment with coefficients that lie between 0.5 and 1. The purpose of this type of assessment is to evaluate the pupils' level of commitment during and after class. It is done through the evaluation of posters or oral presentations, of the pupil's level of participation in class and of the quality of their notebook.
- A second type of summative assessment aims at evaluating the level of knowledge, understanding and competences which have been acquired within a month. This type of summative assessment is performed through the realisation of a 1h test and the coefficient which is applied is of 2.

## **Class: 4e bilingual group**

### **Introduction**

At this level of study, scientific explorations and investigations are obviously led at a higher level than during the previous academic years which main objectives were to homogenise pupils' level of knowledge, to acquire new methods of work and to develop the pupils' logical and critical thinking skills.

A successful completion in life sciences at this level of study is essential to get well

prepared for the “brevet des collèges” which is due at the end of the 3ème grade.

### **Approach to learning:**

Life sciences highly participate in the citizenship education of all pupils by providing them with competences in risk management, development of sustainable resources and important knowledge connecting Human health and society with the environment. At this level of the middle year programme, it is important that all pupils watch TV news and read newspapers so that class discussions can be led on factual information and real cases to study. Indeed, even if targeted lectures are still provided in class to further improve pupils’ knowledge and competences; overall, this year approach to learning is highly based on class discussion, data analysis, problem solving and practical activities. Accordingly, pupils are expected to spend a great part of their time to investigate various aspects of life sciences by themselves. At this level of study, they are starting to become independent learners and are expected to actively participate in their own learning process.

As usual, the teaching programme is divided in six main domains from which numerous competences and skills must be acquired by the end of the 4th academic cycle. These topics are:

- Establishment of scientific approaches
- Reflection and communication
- Acquisition of tools and methods for the study of scientific data
- Conception, creation and realization of scientific studies and projects
- Ethics and responsible behaviour
- Space and time

The final objective is to provide all students a high quality teaching in life sciences so that they can achieve at high standard levels in this field of study. That is the reason why all pupils are, as usual, at the centre of the educational process and that several approaches to learning are applied all year long. This includes the use of modern technologies including videos and “PowerPoint” presentations, the use of study cases during which working hypotheses are established before being (in)validated using scientific tools and logic, the use of worksheets to analyse scientific documents and solve problems, and the realisation of poster and/or oral presentations to improve pupils’ communication skills. In addition, series of practical studies in the laboratory are carried out once every two weeks and this is notably done to enable pupils to better understand life sciences and to look at this domain of sciences in a logical and dynamic manner.

Finally, because it is easier to learn life sciences by being involved in a dynamic manner, it is also expected that all pupils actively participate to class discussions and get involved in their own learning as previously stated. This must be made through sustained work done at home before and after class.

The programme:

Since the teaching programme for 4ème grade pupils is part of the 4th cycle of the French education system, topics that are studied in class are based around the same three main axes as the ones that have been developed the year before. These three axes are:

- Planet Earth, environment and the human footprint
- Evolution and variation of the living organisms

- The human body, health and disease

These three domains of work enable us to explore and study a numerous interdisciplinary topics. The first component of the programme aims at studying several geological events from the current global geodynamic context; at analysing weather and climate episodes over time; and at establishing connections between our scientific knowledge and the natural or human-induced hazards. The second component objectives are to link the needs of animal cells and their function within organic systems; to differentiate between sexual and asexual reproduction, to understand what is the influence of the environment on survival of living organism and its impact on the populations dynamic, to be able to explain what are the principle of diversity, variation and genetic stability, and finally to understand how phenotypes and genotypes are linked together and how it can be modified by our environment and behaviour. The last component of the programme aims at characterizing the connections that exist between the cardiovascular and nervous systems at rest and during muscular efforts and at the capacities and limits of the organism during stress situations. This component also aims at characterizing the fate of food in the digestive system, at understanding the importance and function of the microbiote, at investigating the physiological mechanisms of the immune system, and at adopting a responsible sexual behaviour in society.

#### **Assessment:**

Three types of assessment are carried out all year long:

- A formative type of assessment which is based on exercises and quizzes in order to evaluate and gather information on each pupil's progresses. It also enables the teacher to evaluate what has been learnt or what must be improved.
- A summative type of assessment with coefficients that lie between 0.5 and 1. The purpose of this type of assessment is to evaluate the pupils' level of commitment during and after class. It is done through the evaluation of posters or oral presentations, of the pupil's level of participation in class and of the quality of their notebook.
- A second type of summative assessment aiming at evaluating the level of knowledge, understanding and competences which have been acquired within a month. This type of summative assessment is performed through the realisation of a 1h test and the coefficient which is applied is of 2.

## **PHYSICAL EDUCATION by Baptiste DUHAU MARMON**

### **5ème Class**

Physical education prepares children to be physically and mentally active. It not only improves their health and self-esteem, but also builds strong interpersonal skills, and actually helps improve a child's academic performance.

During the school year, students will have 1 hour of PE. During the classes, students

are required to have their gym outfits (including shoes) as well as a hat and a bottle of water.

Each student will be graded with a coefficient of 3 according to various criteria (technique, movement, performance...) on the activity they are currently practicing. An additional grade (coef 1) will be given for participation.

This year a supervised paper (DS) will take place every term to check their theoretical knowledge on the activity we have worked on (rules, expected behaviour...)

If your child is exempt from PE, you must submit a medical certificate either to the admissions office or contact me directly if a medical visit was not conducted.

During the course of the year we will be practicing the following activities:

Term 1: Athletics

Term 2: Gymnastic

Term 3: Table tennis

At the end of the year after the school I'll organise a sports week either a week in June 2018 in the Pyrenees or as day outings more locally (canoeing, accrobranche, orienteering).

### **4ème Class**

Physical education prepares children to be physically and mentally active. It not only improves their health and self-esteem, but also builds strong interpersonal skills, and actually helps improve a child's academic performance.

During the school year, students will have 2 hours of PE. During the classes, students are required to have their gym outfits (including shoes) as well as a hat and a bottle of water.

Each student will be graded with a coefficient of 3 according to various criteria (technique, movement, performance...) on the activity they are currently practicing. An additional grade (coef 1) will be given for participation.

This year a supervised paper (DS) will take place every term to check their theoretical knowledge on the activity we have worked on (rules, expected behaviour...).

If your child is exempt from PE, you must submit a medical certificate either to the admissions office or contact me directly if a medical visit was not conducted.

During the course of the year we will be practicing the following activities:

Term 1: Athletics

Term 2: Gymnastic / Hand ball

Term 3: Rugby / table tennis

At the end of the year after the school I'll organise a sports week either a week in June 2018 in the Pyrenees or as day outings more locally (canoeing, accrobranche, orienteering).

### **3ème Class**

Physical education prepares children to be physically and mentally active. It not only improves their health and self-esteem, but also build strong interpersonal skills, and actually help improve a child's academic performance.

During the school year, students will have 2 hours of PE. During the classes, students are required to have their gym outfits (including shoes) as well as a hat and a bottle of water in warm weather.

Each student will be graded with a coefficient of 3 according to various criteria (technique, movement, performance...) on the activity they are currently practicing. An additional grade (coef 1) will be given for participation.

This year a supervised paper (DS) will take place every term to check their theoretical knowledge on the activity we have worked on (rules, expected behaviour...).

If your child is exempt from PE, you must submit a medical certificate either to the admissions office or contact me directly if a medical visit was not conducted.

During the course of the year we will be practising the following activities:

Trimester 1: Athletics

Trimester 2: Rugby/Gymnastics

Trimester 3: Table tennis/Hand Ball

### **PERSONALISED ACCOMPANIMENT by Ange Schneider**

This is when I will help pupils to analyse their skills and needs in each subject in both the secondary school and the sixth form.

The class will be 1 hour every week helping to guide pupils to fulfil their educational needs.

By observing and analysing what the pupils have already accomplished in different subject areas, I can then begin to personally help each one of them through various group activities (practical) and discussions (theory).

These weekly sessions will help develop intellectual independence and personal fulfilment to enforce new learning methods and general knowledge.

It takes place through 4 stages:

- Diagnosis: through a needs analysis.
- Solutions: these vary according to each student.
- Assessment: to check the benefits of this learning
- Continuation: to reinforce learning acquisition and use of knowledge.

#### **Educational Activities**

Beyond interdisciplinarity, it is also the desire to promote exchanges between classes that the personalized support course wants to work.

Every year, the Personalized Support section organizes an annual project that brings together all the classes of the college or high school and is presented at the school party.

This project is part of and develops around one or more previously selected themes. Each year sees then the different creations of the students.

Each of these projects involves multidisciplinary research and stimulates students' creative and artistic skills.

For the year 2019-2020, several themes will be proposed again, but will remain at the discretion of students to make the surprise at the school party.