

Back to School Meeting in Collège: Class of 6ème

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

Maths, Physics/Chemistry, Technology: Daniel Guy

English : Helen Thirtle-Léotard

Spanish: Sabrina Palamara (professeur Principal 6^e)

German : Carla Minchella

Chinese: Jun Bernard

History-Geography :

-Ange Schneider (6^e European section)

-Ronnie Smith (6^e bilingual)

SVT:

-Stéphanie Badaroux (6^e European section)

-Nasrine Barakat(6^e 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 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 6è (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).

CLEEBI

This is the electronic diary for the school.

General information can be found on this site: www.cleebi.online

Consider consulting it regularly.

Personal mail should be addressed to the secretary's office: 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

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.

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

Public holidays and long week-ends

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

Summer fête: Saturday 26th June 2021

Parents – Teachers Meetings

Term 1: Thursday 3rd Dec 2020 from 4.45pm for 6^{ème}

Term 2: Thursday 11th March 2021 from 4.45pm for 6^{ème}

Term 3: Wednesday 18th June 2021 from 1.30pm for 6^{ème}

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. 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

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

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

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

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

<h3>French by Brigitte Vidal</h3>
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Language must be a source of observation and reflection. You need to learn in order to be able to solve problems. The purpose is to master the language in three domains: speaking, writing and reading.

The objectives of this course are twofold.

First, to consolidate the grammatical acquisitions of the previous years. Effective grammar instruction helps students use this knowledge as they write, and read. By connecting their knowledge of written texts to the oral language, students will speak with greater competence and confidence.

To achieve this, mastery of grammar is essential. Each course is designed so that students understand and practice grammatical rules through written activities. Once everyone has fully understood the process, the lesson is copied in the grammar notebooks to be learned for the following week. Written tests are based both on previous lessons and exercises similar to the ones done in class.

Spelling is also a key component of the course: it needs to be taught progressively, hence the importance of dictations. Proper spelling is a fundamental part of language skills.

By combining grammar, spelling, conjugation and vocabulary, learners will get a better grasp of the meaning of the texts and help them improve their oral skills.

The second aim of the course is to have students discover the world of literature. Teaching techniques used here are designed to promote the joy of reading and help readers connect through literature. While reading, students travel through space and time: the world around them as well as the past with its myths, legends and tales... Class work (comprehension and analysis) on selected texts and complete works will result in both written and oral tasks.

A certain amount of reading will be mandatory in order for students to produce the 3 mandatory book reports throughout the year. Guidance and instructions will be provided at the beginning of the year which students will copy in their notebooks. Each student will select one novel which he will present to the class.

The aim of this literature-based instruction is to cultivate a love of reading and writing, and help raise a cultural awareness through the books students read.

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's content, the teacher can provide additional documents and videos that each student can access directly on Classroom.

MATHEMATICS by Daniel Guy

The 6ème is a continuation of Cycle 3 (CM1/CM2/6ème) in the French Education System. Nothing new will be presented this year, just revision of addition, subtraction, multiplication and division as well as geometry.

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 learnt 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.

Problems encountered

Students often have difficulties adapting to the 6ème class in terms of lesson learning and homework management. Feel to ask the staff for guidance or help. However most of the students will have prior knowledge of the basic concepts we will work on. Minimum Course Requirement for passage in 6ème
All students must know their times tables.

<p style="text-align: center;">6ème Bilingual Group Helen THIRTLE-LEOTARD, Head of the Languages Department</p>

I am pleased to announce that I will be the English teacher for this academic year 2020-2021 with the 6ème 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 at EPBI.

The program will address all key skill sets of English including reading, writing, speaking and listening at a Pre-intermediate (A2/B1 level). We will be using English File Pre-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 6ème 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 6ème 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

GERMAN by Carla Minchella

The aim of the course is to gain a rapid understanding of the grammatical and vocabulary basics in order to be able to attain the A1 level at the end of the year.

The five skills which we will develop include:

Listening and understanding

Reading and understanding

Being able to engage in a continuous conversation

Writing

Reacting and communicating

We use « classroom ».

This platform organizes regular contact between me, the teacher and the students. Students are provided with additional documents that enrich and complete the lesson.

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

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.

Have a good school year.

SPANISH by Sabrina Palamara

The 6eme language learning aims revolve around the acquisition of basic, simple everyday use vocabulary and expressions. This includes communicative practices such as answering or asking a question, writing a short text or knowing how to fill out a form.

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
- Written and oral assignments

In compliance with European standards, at the end of the year the 6eme should reach the A1+/A2 level.

As the 6emes' Year Head Teacher, my role is to create a climate of trust and confidence in order to be able to break communication barriers. This will help make it easier to deal with daily issues or frustrations. I can be made available to all those

parents wishing to discuss their child's welfare in an effort to make this school year as pleasant and smooth as possible for all.

Chinese by Jun Bernard

Targeted levels

Expected at the end of 3 rd cycle : Level A1

Students should be capable of understanding common words and phrases about themselves, their family , and their immediate environment (especially school).

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)

Physics/Chemistry Daniel Guy

Physics was reintroduced into the 6ème program in September 2016 where pupils just get an introduction to the subject. The text books are the same for all the sciences allowing interdisciplinary studies. In the 20 years of teaching physics and chemistry in the school I have established a work methodology along with a set of rules. The main points are:

What's new?

Teaching physics in 6eme is this year's novelty. Introduction to physics consists in showing students how physics can be applied to their daily lives. The same textbook will be used in both Physics and Biology giving learners scaffolding support in the study of sciences.

Work methodology

The physics 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.

Summative Assessments

Students are required to take standardized exams *Devoirs Surveillés*, but there will also be tests in class whether scheduled or not.

Topics covered

Matter

Movement

Energy

Signs

There will also be a more technological approach to materials, technical objects and computer systems and networks.

Activities

Students will be able to do experiments in order to put into practice what they have learnt in the classroom.

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/>

Science de la vie et de la Terre (Bilingual group) by Nasrin Haddad

Introduction

The 6th grade (classe de sixième) in the French National Education System, is a crucial year for the students after primary school. It gives them the opportunity to determine which academic pathway they need to follow later on. This is the reason why students are expected to work twice as hard during this pivotal academic year. The aim is to enable the students to resolve various types of problems, adapt their working time as necessary and work independently. It is essential to understand that this period of transition for the students is extremely intimidating and they need to work very hard to adapt to its methodology and rhythm.

Objectives and teaching

This subject shall allow the student to learn and understand the functioning and interdependence of our environment, planet, and body. The main objective is to develop understanding of main concepts and notions using the scientific method which consists of acquiring the knowledge and then applying the ideas to solve problems, sharing and communicating with peers, analysing and evaluating

information. Successful acquisition of these concepts and notions shall be continually assessed throughout the course. All students are expected to participate actively by taking notes, participating in discussions, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade.

It may be requested that the student bring their personal computers to class for research work and to access work in the virtual classroom platform (Google Classroom). SVT is an active subject that comes further to life via experimentation and lab work.

Topics

This course is revolving mainly around our environment and interactions with it.

- What is life made of?
- Why life exists on our planet? (Solar System, Earth's Landscape)
- What are the relationships established between living things, what they are made of, and their habitat?
- What is the role of human beings and what are the effects of their actions?
- How to put order, classify and create links between different living organisms?

Assessment and Student engagement

Four types of assessment will be used to evaluate the skills, and knowledge acquired by each student:

- Regular written tests
- Term Exams
- Formative written assessments
- Lab Reports

Technology in college by Daniel GUY
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For the past three years, we have launched technology for all college classes. It seemed appropriate to show students what to do with what they learn in class. I will teach this subject in a very playful way. There will still be a course giving rise to regular evaluation. But I'm going to focus on the practice.

I have some ideas of work to start: making a model of the school on the computer and in wood, manufacturing a wind turbine, a Bluetooth speaker or a little robot explorer which is computer-controlled...

I will also take this moment to perfect the students in the use of the computer tool for the initiation to programming.

HISTORY-GEOGRAPHY CIVIC EDUCATION (euro group) by Ange Schneider

The History-Geography/Civic Education courses are a continuum of the CM1/CM2 curricula while furthering and enriching previous acquisitions.

The objectives of the syllabus are to consolidate and develop the common base made up of knowledge, competence and culture. The 5 main fields of study are: languages, learning methods and tools, teaching of the citizens of tomorrow, representations and recognition of the world and human activities.

Scaffolding teaching techniques include learning to:

Acknowledge a sense of time and space, e.g. model-building either in a time (historical) or a spatial (geographical) sense.

Reason with arguments using document-based support.

Use of various languages in history and geography by cooperating in group work.

Syllabus

Each lesson will begin with the analysis of documents. Students will be given a specific theme-based task to work with. This will be followed by more complex work requiring further reasoning skills.

At the end of each history class students will study a special section on “The History of Arts” and in geography a theme entitled “On the World Scale.”

At the end of this process we will begin the lesson.

There will be a revision and practice time in class to monitor the students’ acquisitions.

Individual support will help take stock of ongoing acquisitions. Students engage in an activity labelled “What I know”.

All of the above will be summarized in the lesson part of the notebook.

Students are encouraged to engage in class debates and discussions. The emphasis on conversation and exchanges improve students’ critical listening skills, reflective capacity, and ability to incorporate other viewpoints into their own opinions.

In order to voice an opinion, the speaker will need to prepare, organize and deliver his talk in a coherent manner.

Some of the themes we will discuss are:

Sensitivity (in one’s self and to others);

Judgment (ability to think alone and with others);

Law and Rules (knowing to live with others) and

Commitment (collective and individual actions).

While we will cover certain parts of the textbook, a wide range of other themes will be open for discussion throughout the year and submitted to the students.

Have a good school year!

History-Geography (bilingual group) by Ronnie Smith
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I will teach the following classes at EPBI:

6ème Bil – History and Geography.

5ème Bil – History and Geography.

4ème Bil – History and Geography.

IBDP – History Standard and Higher Levels

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.

History in 6ème

The title of this course is 'Rise of Civilisations' and, during the year, we will study how human beings began to organize themselves into economically and politically viable societies. We'll start with the Mesopotamians, pay visits to the ancient Egyptians, Greeks and the Roman Empire along the way and discover how the Hebrews became the Israelites. It's quite a journey in which we use the school text book, classroom discussion, note-taking and visual presentations.

Geography in 6ème

Throughout their years in College, the students will be studying Human Geography, looking at how the relationship between earth and its human residents has developed over thousands of years. We start in 6ème with 'Our People, Our Planet', a basic introduction to the way people have chosen to live and thrive in the various locations and environments that are available, from the seaside to the heart of the desert.

You will note that the History and Geography courses are actually designed to complement each other, giving the students a broader perspective on the human experience.

PHYSICAL EDUCATION by Baptiste DUHAU MARMON
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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 (1 hour of P.E. and 1 hour of either tennis or golf). 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 practising.

An additional grade (coef 1) will be given for participation.

This year a supervised test 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: Gymnastics

Trimester 3: Table tennis

At the end of the year after the school I'll organise a sports week either a week in June 2021 in the Pyrenees or as day outings more locally (canoeing, accrobranche, orienteering).

PERSONALISED ACCOMPANIMENT by Mr. 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.

Secondary school:

Level check: revision and needs analysis in all subject areas.

Autonomy: to work independently not only at school but also in their extracurricular activities or at home. This is mainly done through research and project work.

Work Methodology: Work and learning methods will be practised in class according to different subject areas and the needs of pupils.

General Knowledge: through interdisciplinary work and research.

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.