

## **Back to School Meeting in Lycée**

### **School Year 2020-2021**

#### **Management**

Headmistress: - Dorothée 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 (2nde ) et Ugoline Tibéri (1ère)

Philosophie : Ange Schneider (Terminale)

Maths: Nasrine Barakat (2<sup>nde</sup>) et Stéphane Mazel (1<sup>ère</sup> et Terminale)

Physics/Chemistry: Daniel Guy (2nde, 1ère, Terminale)

English: Martin Lynch (2<sup>nde</sup> and 1<sup>ère</sup> Bilingual), Jean-Michel Renard (2nde and 1ère EURO, Terminale),

Spanish: Sabrina Palamara

German : Carla Minchella

Chinese: Jun Bernard

History-Geography: Karl Suir (2nde, 1ère, Terminale)

SVT: Stéphanie Badaroux (2nde, 1ère, Terminale)

Economy : Emilia Jones (Nour Wehbe until January)

Sport: Baptiste Duhau-Marmon

Personalised Educational Support and Orientation: Karl Suir (Head of Year teacher (2nde, 1ère, Terminale))

#### **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 every week.

### **Class 2<sup>nde</sup> :**

Maths, French, History-Geography, LVA, LVB: 2 video classes a week/per subject. Biology and Earth Sciences, Chemistry-Physics, Economics, Sport: 1 video class a week/per subject.

### **Class 1<sup>ère</sup> :**

3 x Speciality Option, French, History-Geography, LVA: 2 video classes a week/per subject.

LVB, General Sciences and Sport: 1 video class a week/subject.

### **Class Terminale**

2 x Speciality Option: 3 video classes a week/per subject.

Philosophy, History-Geography, LVA, LVB: 2 video classes a week/per subject.

Expert Maths (optional), General Sciences and Sport: 1 video class a week/subject.

**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.

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.

## **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 all the sixth form students, they will have end of term exams (Baccalaureate mock exams for the final year students in Terminale) which will be graded with a weighting of 3 points (coefficient of 3).

## **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 10<sup>th</sup> Dec 2020 from 4.45pm for 2nde, 1ère and Terminale  
Term 2: Thursday 18<sup>th</sup> March 2021 from 4.45pm for 2nde, 1ère and Terminale  
Term 3: Thursday 10<sup>th</sup> June 2021 from 4.30pm for 1ère and Terminale  
Term 3: Tuesday 22<sup>nd</sup> June 2021 from 4.30pm for 2nde

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 Dorothée's mobile phone : 06.71.38.38.85

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

Email Dorothée 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)

## **Teachers' presentations**

### **French in 2nde by Brigitte Vidal**

The key learning objectives are as per following:

- Improve students' expression and comprehension skills through the frequent and regular participation of varied reading, writing and speaking exercises.
- Have pupils read in order to build a literary culture open to other arts, different fields of knowledge and society.

This involves acquiring solid knowledge of the discipline in the areas of literary analysis, grammar, spelling and conjugation.

- To deepen and exercise the judgment and the critical mind of the pupils in order to make them able to develop a personal reflection and a convincing argumentation in the written as well as the oral one.

In 2nde, the aim is to strengthen and structure the knowledge acquired in middle school and to put it to use in both written and oral expression.

This year is also about learning to analyze literary texts in anticipation of the French exam in 1ère. The program includes four areas of study:

- The 19<sup>th</sup> century novel and short story (realism and naturalism)
- The 17<sup>th</sup> century tragedy and comedy (classicism)
- 19<sup>th</sup> and 20<sup>th</sup> century poetry (from romanticism to surrealism)
- Genres and forms of argumentation

To do this, we will use a very specific methodology that will lead to a whole series of exercises and work. This methodology is even the basis of work in French at the high school; it is essential that it be acquired completely. There will be, then, regular tests on this subject.

Looking ahead to this, we will learn to construct three types of work that will appear in the written part of exams: the composed commentary, the dissertation and creative writing. Throughout the year, we will do exercises and work with this in mind.

To prepare and also get familiar with the oral exam, students will learn to do summary sheets working off a text studied in class. Once this sheet is underway, a student will present the text to the class in exam conditions. Furthermore, each student will be asked to carry out personal reading outside of class in order to expand on his knowledge and culture. Some of this reading will be presented in class. In this case, the student in question will have to justify his choice in a convincing way and defending his point of view on the reading. This type of exercise leads into a group debate where everyone has the opportunity to express his ideas while learning to listen to and respect others. The goal of this exercise is to acquire a true oral facility while knowing to reason and argue by structuring one's thoughts.

Regarding the literature, the literary movements studied go from the 16<sup>th</sup> to the 21<sup>st</sup> centuries. The aim of this course is naturally to stimulate the students' curiosity and to make them want to read and be aware that books are conveyors of words, of ideas, of cultures, that every book has something to teach us. Like Stendhal emphasized: "A novel is a mirror carried along a high road." The goal is to make the students discover that literary works allow, under various forms, the organized expression of ideas, arguments and convictions and that they participate in a direct way in the lives of the time periods they were written in. They also permit us to better understand our time period.

For every area of study taken on, a connection will be made with the history of arts. Relating literature and the arts is intended to develop an aesthetic awareness, to analyze aroused emotions and to know to summarize them. The students are asked to know to establish links between different arts and to understand their connections. We will show that the arts in their diversity contribute to interpreting the world, take action in society and that they function in interaction with literary texts.

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

A tab titled "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.

## French in 1ère by Ugoline Tibéri

### I./ Presentation of the new program and its objectives

Students will take on a very important year in French. It's all about the crowning achievement of the work they are doing ever since 6ème. As they are used to it, they will study three great literary genres (poetry, theater and novels) through extracts of works but also integral works.

**The program is about four main areas : « Novel and story from the Middle-Ages to XXIst century » ; « Poetry from XIXth to XXIth century » ; Theater from XVIIIth to XXIst century » and « Thinking literature from XVIth to XVIIIth century ».**

**For each entry of the program, we will study a group of texts that we will analyze in class ; then we will study an integral work chosen among a list that is imposed by the Education Nationale.** This year, we will be studying: La Princesse de Clèves (character, moral and society) ; Les Fleurs du Mal (poetic alchemy : mud and gold) ; Les Lettres Persanes (foreign eye) ; Juste la fin du monde (personal crisis ; familial crisis).

**Students will have to read by themselves and for themselves. Among a list, they will have to choose to read several works that they will be able to choose to present to the examiner the day of the exam.** Up to them to play the game in order to be well prepared to answer possible questions about those books.

Big innovation for this program: **grammar is being reintroduced in high school.** In order to be prepared, I offered to buy a workbook so that students can be prepared for the exam.

This new program will lead students to a solid knowledge of French literature. The goal is to prepare students very carefully and rigorously in order to be as confident as possible the day of the exam. To do that, we will work on methods and we will train hard for the required level of this exam.

### II./ Exam presentation

For French, anticipated tests are organized in two parts :

- **Written paper (4h; coefficient 5)** : the subject gives two choices between two types of written works related to the program : **text commentary or composition.** The commentary is about a literary text related to one of the areas of the program. Composition is about leading a personal organized thought on one of the works that we studied during the year. This written paper is out of 20.
- **Oral test (30mn preparation + 20mn oral // coefficient 5)**: the test is based on the « descriptif des activités » which shows what students did during their 1ère in French. It summarizes texts and works we analyzed.

- **1st part of the test: presentation of one of the text of the « descriptif » (12mn // 12 points).** The examiner gives the student one of the text that we studied

and asks him/her a grammar question. The student has now 30mn to prepare him/herself.

- **2nd part of the test: presentation of a chosen work among those studied in class or read independently by the student and interview with the examiner (8 minutes // 8 points).** The examiner asks the student to talk about a work he/she chose: they have to show their understanding of the work and their ability to discuss their thoughts, etc.

### III./ Evaluation during 1ère year in French

Students will be evaluated in different ways:

- End of term tests (CT) during which students will be able to train on mock exams, oral and written.
- Supervised tests (DS) 3 tests by trimester during which students will practice mock exams (written).
- Various projets: homework most of the time
- Présentations in class, etc.

There will be no test on the reading of books. I think that in 1ère, students have to take their responsibilities seriously and should be able to be organized and independent in order to understand what we are talking about during class.

### IV./ Expectations in students and their personal work

It seems obvious that being an exam year, rhythm in French will be sustained. Students have to **organize their work and readings so that they can follow in class and understand what we are talking about.**

Homework will be regularly given, it can be exercises in their workbook, the reading of a text in preparation for class, writing an introduction, finding arguments, finding a plan for an analysis, read a book and be able to talk about it in front of the class, etc.

Students have to be aware of what's at stake this year. The goal is also to take advances points in order to go in Terminale as confident as possible.

## **Philosophy in Terminale by Ange Schneider**

In Philosophy, we will study the French National Education programme. I will work on the following areas:

- Open-mindedness about the topics we study.
- Critical analysis.
- The development of personal thought.
- The discovery and application of philosophical methodology.
- The use of knowledge to improve philosophical thinking.

The lessons are given and then students are encouraged to debate their ideas.

It revolves around three main themes:

- Human existence and culture

- Morality and politics
- Knowledge

The lesson content will be published on Classroom in order to help students complete their notes taken in class.

What we will do:

- An individual study (lesson study, research etc.)
- Group thinking and study
- Work on methodology to succeed in the baccalaureate
- Essay and text reports
- Reading

There will be regular assessments and end of term tests. Homework will also be set and graded.

A list of « philosophical landmarks » will be created as the year goes by to help students organise their knowledge and thoughts. Revision notes will also be given.

## **Maths in 2nde by Nasrin Barakat**

### **Introduction**

The 2nd grade (classe de seconde) in the French National Education System, is a crucial year for the students after middle school. It gives them the opportunity to determine which academic pathway they wish 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 maths 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**

The main objective is to develop understanding of main concepts and notions by 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 and all students are expected to participate actively by taking notes, participating in discussions to resolve difficulties, 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.

### **Topics**

These core concept are the following:

- Real Numbers
- Equations and inequalities

Geometry in a plane  
Functions  
Typical Graphs of general functions  
Linear representation and systems  
Vectors  
Statistics  
Probabilities  
Algorithms

### **Assessment and Student engagement**

Three types of assessment will be used to evaluate the skills, work and abilities acquired by each student:

Regular written tests (DS – coefficient 2)  
Trimestrial Exams (CT \_ coefficient 3)  
Formative written assessments (coefficient 0.5)

## **Maths Speciality Option (1ere and Terminale) by Stéphane Mazel**

### **Class: 1<sup>ère</sup>**

Maths in 1<sup>ère</sup> is taught as a speciality option. There are 4 hours a week (2 x 2 hours).

The curriculum is very heavy and very similar to that of 1<sup>ère</sup> S from the previous baccalaureate.

With that in mind, the number of lessons a week (4 hours) remains the same as in 2<sup>nde</sup> but the course programme increases in content and difficulty.

Mathematical knowledge acquisition from 2<sup>nde</sup> is critical, but regular hard-work at home is required too in order to stay on top of the programme and not to feel submerged. No revision is planned as each chapter introduces “new” mathematical concepts.

The textbook is used to learn the new concept and to structure the lesson. However varied exercises and practice will be introduced during each lesson (application, research, synthesis...).

Exercises will be set at the end of every lesson to complete at home before the next class. Continuous assessment will take place in the form of 2-hour tests or DS (Devoirs Surveillés), homework or DM (Devoir Maison) and short tests in class.

At the end of the school year, students can decide to drop this subject or specialise even further by choosing Maths Expert in their final year (option reserved for the best students in Maths).

### **Class: Terminale**

The final year programme or Terminale programme continues on from the 1<sup>ère</sup> and is very similar to that of Terminale S in the former baccalaureate. Students will need a good, solid level of Maths at the end of 1<sup>ère</sup> in order to do well in the final year of Terminale.

Please note that the number of lessons increases to 6 hours / week.

The final exams that count towards the speciality option will take place at the end of March / beginning of April. The curriculum will be taught in a period of 24 to 26 weeks.

Evaluations will be based on regular assessment tests (DS) and end of term tests (CT) which will be modelled on the baccalaureate exam format.

### **Maths Expert (option)**

This is an extension of the speciality option from the Terminale or final year.

The following concepts will be studied during an extra 2 hours/week:

- Complex numbers
- Arithmetics
- Graphs et matrices

## **Economics – 2nde, 1ère, Tle by Nour Wehbe and Emilia Jones**

### **Class: Seconde**

Economic and social sciences are part of the lessons common to all students in the second year of high school. The ESS is composed of three sciences: economics, sociology and political science and analyses the major contemporary economic, social and political phenomena. They enable students to better understand the world in which they live and participate in their training as citizens.

This teaching aims to:

- Enable students to master essential notions and reasoning in economics, sociology and political science;
- Allow students to discover new disciplinary fields that their previous studies have not allowed them to address, and thus to enlighten their choice of specialty teaching for their pursuit of studies in the final cycle of the high school;
- Contribute to the civic education of students through a better knowledge and understanding of the major economic, social and political issues.

In this perspective, the students are:

1/ Introduced to the main stages of a scientific approach in the social sciences: formulating hypotheses, carrying out surveys or building models, comparing facts, concluding.

2/ Familiarized with an approach that combines modelling and empirical investigations and allows them to take a rigorous look at the economic and social world.

3/ Sensitized to the specifics of the economics, sociology and political science disciplines as well as to the possibility of crossing the perspectives of these three disciplines on an identified theme.

The program defines what students must have acquired by the end of the year. Students must be able to define and illustrate the concepts it contains. They must also demonstrate the ability to use quantitative data and graphical representations appropriately to use statistical documents and to support the rigour of their reasoning.

As part of this program:

- A first introductory chapter is devoted to the questions that economists, sociologists and politicians ask themselves and we will see how they reason and work.
- Two chapters in Economics are focused on the study of the creation and measurement of wealth as well as markets and price formation.
- Two chapters in Sociology and Political Science are focused on the study of socialization and social actors as well as the organization of political life.
- A final chapter of Cross-References is focused on the study of the relationship between diploma, employment and salary.

Concerning the learning method, we will follow the programme set up by the national education system but with a personalised pedagogy. Indeed, three major axes will guide SES' courses in the coming year:

1/ First of all, we start by learning the definitions and explanations of the key concepts of the program from everyday life and concrete examples close to the students' lives. Understanding this environment will make it easier for them to assimilate more global key concepts later on.

2/ We use a variety of teaching methods, using a variety of media: survey reports, statistical tables, graphs, press articles, case studies, etc.

3/ We reinforce certain transversal skills in students: knowledge mobilization, analysis of various documents, argumentation construction, critical thinking, written and oral language skills...

Three types of assessments are used to assess the skills acquired by each student:

- Written Examination (DS - coefficient 2)
- Quarterly control (TC - coefficient 3) - Baccalaureate subject type
- Class evaluation (coefficient 0.5)

### **Class: 1ère**

The ESS is composed of three sciences, economics, sociology and political science, and analyses the major contemporary economic, social and political phenomena. They enable students to better understand the world in which they live and participate in their training as citizens.

Specialized teaching in economic and social sciences in the classes of 1ère of high school is intended for students who wish to continue the common teaching followed in 2nde class with a view to deepening and diversifying the themes covered.

The main objectives of this teaching are as follows:

- To participate in the intellectual training of students by strengthening their acquisition of the essential concepts, methods and problems of economics, sociology and political science;
- Contribute to the civic education of students through the mastery of knowledge that promotes participation in public debate on the major economic, social and political issues of contemporary societies.

□ Prepare students for post-baccalaureate studies and enable them to make informed choices about their orientation in the final year of high school and in higher education.

The curricula have been reviewed for the second and final year classes (1ère and Terminale) in line with disciplinary requirements and in preparation for higher education.

The terminal cycle program aims to gradually provide the necessary tools to understand social and economic phenomena at different scales (micro and macro). Students who have completed the specialization in economic and social sciences in the first grade will have covered fundamental elements of economics, sociology and political science: the final grade will allow them to be completed and extended. As part of this program we will study in class of 1ère:

□ Five chapters in Economic Science on: the functioning of competitive and imperfectly competitive markets, market failures, financing of economic agents, currency.

□ Five chapters in Sociology and Political Science are consecrated to the study of the socialization and behavior of individuals, social ties, deviance, public opinion, voting.

□ Two chapters of Cross- References on insurance and social protection and risk management in developed societies and on the organization and governance of companies.

Concerning the learning method, we will follow the program set up by the national education system but with a personalized pedagogy. Indeed, three major axes will guide SES' courses in the coming year:

1/ We begin by reviewing and deepening the key concepts of the program explored in class of 2nde

2/ We use a variety of teaching methods, using a variety of media: survey reports, statistical tables, graphs, press articles, case studies, etc.

3/ We strengthen certain transversal skills in students: knowledge mobilization, analysis of various documents, argumentation construction, critical thinking, written and oral language skills...

Three types of assessments are used to assess the skills acquired by each student:

- Written Examination (DS - coefficient 2) – Baccalaureate type subject if possible

- Quarterly control (TC - coefficient 3) - Baccalaureate subject type

- Class evaluation (coefficient 0.5)

### **Class: Terminale**

The ESS is composed of three sciences, economics, sociology and political science, and analyses the major contemporary economic, social and political phenomena.

They enable students to better understand the world in which they live and

participate in their training as citizens.

After an exploratory approach in the first year of high school (2<sup>nde</sup>) and an in-depth study in the second year of high school (1<sup>ere</sup>), the teaching of economic and social sciences in the final year has three essential objectives:

1/ To enable students to appropriate the essential concepts, methods and problems of three social sciences (economics, sociology and political science).

The aim here is therefore to contribute to the intellectual training of pupils by developing rigorous learning of disciplinary knowledge which is, for the most part, new to them;

2/ Prepare students for post-baccalaureate studies and enable them to make informed career choices in higher education. There is indeed a wide range of courses for which the mastery of knowledge in economic and social sciences is an indisputable asset (economic and commercial preparatory classes, preparatory classes in literature and social sciences, university courses in economics and management, law, political science, sociology, applied foreign languages (LEA), economic and social administration (AES), institutes of political studies, specialised schools: business and management schools, communication and journalism schools, etc.);

3/ Contribute to their civic education through the mastery of knowledge that promotes participation in public debate on major economic, social and political issues.

The scientific approach, the primacy given to conceptual and analytical tools, makes it possible to define the program and adopt a progressive and complex approach over the entire terminal cycle. These ambitious learning objectives can only be achieved through pedagogical and didactic approaches that engage students in authentic intellectual activity. This requires giving meaning to learning by showing how concepts and tools can be used to interpret concrete situations. It therefore seems desirable to proceed, for each question dealt with, in two stages:

- An awareness-raising time to stimulate students' curiosity;
- An analysis time to show how the mobilization of concepts, tools and modes of reasoning specific to the discipline concerned provides access to a better understanding of the phenomena studied and a rigorous response to the question.

To this end, the methodological training of students is very important: the collection and processing of information, the analysis of various data, the drafting of summaries, the formulation of problems, the construction of rigorous arguments, all constitute know-how and capacities to be acquired and put at the service of mastering the knowledge produced by the economic and social sciences. The use of information and communication technologies is particularly valuable in this context. The economic and social sciences program was designed within the framework of an overall perspective of the final cycle and with a view to gradually deepening from the second (1<sup>ere</sup>) to the final year (T1e): in the second year (1<sup>ere</sup>), the study of the concepts, tools, approaches and methods of each discipline was given priority; the common objects likely to mobilize the cross-views, already present in the second year (1<sup>ere</sup>), will take their full place in the final year (T1e).

As part of this program, we will study in the final year of high school:

- Five chapters in Economic Science on different themes: Economic growth; Globalization and international trade; Unemployment and anti-unemployment policies; Financial crises; European integration and economic policies.
  - Four chapters in Sociology Political Science on different themes: Classes and stratification; Action of the School and evolution of society; Social mobility; Labor and employment changes; Political engagement in democratic societies.
  - Three chapters of Crossed-References divided into two themes: Social Justice and Inequality; Public action for the environment.
- The BAC written test lasts four hours. It has a coefficient of 16. The student must choose one of the two proposed subjects:
- 1- The essay is based on a documentary file;
  - 2- The three-part test.

The scoring takes into account the clarity of the expression and the care taken in the presentation.

Three types of assessments are used to assess the skills acquired by each student.

- Written Examination (DS - coefficient 2) – Baccalaureate type subject if possible
- Quarterly control (TC - coefficient 3) - Baccalaureate subject type
- Class evaluation (coefficient 0.5)

<p><b>Biology and Geology 2nde</b> by <b>Stéphanie Badaroux</b></p>
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**Classe: 2nde**

There are three main themes to this programme:

Theme 1: The Earth and the Universe, life and evolution.

Theme 2: Modern day world challenges

Theme 3: The human body and health

Four general objectives:

They encourage independant learning and research skills

1. \*Knowledge acquisition
2. \*Following a scientific procedure
3. \*Mastering specific techniques: the students will use their laptop to do online research and work on their virtual classroom (Google Classroom)
4. \*Mastering scientific communication (the key words will give the students access to vocabulary for the topic)

In order to do this we will:

1. -Using different documents, look at the various problems of the unit. It provides the framework for the inquiry and the inquiry questions
2. -Formulate different hypotheses
3. -Validate (or not) these theories through the exploration
4. -Make conclusions

Assessment: students will learn how to acquire good scientific work methods and skills that will help them to succeed in regular assessment tests. They provide many opportunities to apply the knowledge they have learned.

Students will learn correct scientific work methods helping them to succeed in the different tasks. This will give them a better understanding of the issues facing scientists in the twenty-first century.

<p style="text-align: center;"><b>Spécialité SVT Première and Terminale</b> <b>by Stéphanie Badaroux</b></p>
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**Classes: 1ère and Terminale**

There are three main themes to this programme:

Theme 1: The Earth and the Universe, Life and Evolution.

Theme 2: Modern day world Challenges

Theme 3: The human body and Health

Four general objectives: they encourage independent learning and research skills

1. \*Knowledge acquisition
2. \*Following a scientific procedure
3. \*Mastering specific techniques : the students will use their laptop to do online research and work on their virtual classroom (Google Classroom)
4. \*Mastering scientific communication (the key words will give the students access to vocabulary for the topics)

In order to do this we will:

1. -Use different documents, look at various problems
2. -Formulate different hypotheses
3. -Validate (or not) these theories

#### 4. -Make conclusions

Assessment: students will learn how to acquire good scientific work methods and skills that will help them to succeed in regular assessment tests. They provide many opportunities to apply the knowledge they have learned.

Students will learn correct scientific work methods helping them to succeed in the different tasks. This gives them a better understanding of the issues facing scientists in the twenty-first century.

### Physics and Chemistry by Daniel Guy

#### Class: 2nde

I have been working as a Physics teacher at this school for 15 years. This is how we will work:

##### Work method :

The lesson taught in class is to be learnt for the following lesson.

Once the lesson has been assimilated, the practical exercises will begin.

All exercises will be corrected in class by the teacher or by the pupils.

You could also do extra exercises at home that could be corrected either by parents or the teacher.

The lesson taught in class is to be learnt for the following lesson.

Once the lesson has been assimilated, the practical exercises will begin.

##### Assessments :

Students are evaluated through regular assessment tests (DS) and in class.

##### Practical work :

Whenever possible, practicals will be conducted in class. They will work in groups of 2 or 3 students. After the practical session, students must complete their work. \*

#### Programme:

Le programme se répartit pour moitié en chimie et l'autre moitié en physique.

##### Orientation :

At the end of the year, students will have to make a choice. Physics is just 1 of the 3 science subjects in 1 ère S ; We ask for a minimum of 12/20 average in order to start the 1 ère S in good working conditions.

##### Internet Site : <https://sites.google.com/site/mathphysiqueebi/>

I have created a website where students can access all the course content and lessons covered. There are also links to other websites.

## **Class: 1ère**

I have been working as a Physics teacher at this school for 20 years. This is how we will work:

### Work method:

The lesson taught in class is to be learnt for the following lesson.

Once the lesson has been assimilated, the practical exercises will begin.

All exercises will be corrected in class by the teacher or by the pupils.

You could also do extra exercises at home that could be corrected either by parents or the teacher.

### Assessments:

Students are evaluated through regular assessment tests (DS) and in class.

### Practical work:

Whenever possible, practicals will be conducted in class. The students will receive the timetable for this. They will work in groups of 2 or 3 students. After the practical session, students must complete a written report for the teacher. This report will get marked and graded.

### Programme:

The programme is divided equally into Physics and Chemistry classes. There are 20 units to get through in total. Therefore regular attendance and study are required.

### Internet Site: <https://sites.google.com/site/mathphysiqueebi/>

I have created a website where students can access all the course content and lessons covered. There are also links to other websites.

## **Class: Terminale**

I have been working as a Physics teacher at this school for 20 years. This is how we will work:

### Work method :

The lesson taught in class is to be learnt for the following lesson.

Once the lesson has been assimilated, the practical exercises will begin.

All exercises will be corrected in class by the teacher or by the pupils.

You could also do extra exercises at home that could be corrected either by parents or the teacher.

### Assessments :

Students are evaluated through regular assessment tests (DS) and in class. Students will work on baccalaureate questions only in order to be best prepared the real exams. Three mock exams will be done during end of term assessments.

### Practical work :

Whenever possible, practicals will be conducted in class. They will work in groups of 2 or 3 students. After the practical session, students must complete a written report for the teacher. This report will get marked and graded.

### Program :

The program is divided equally into Physics and Chemistry classes. Therefore, regular attendance and study are required.

### Exam:

With the reform of the baccalaureate, the final exam takes place in March. That is, we

only have 24 weeks of classes before the deadline. So, work will be very intense.

□ Grand Oral:

Students will have to choose a work theme and present it at the end of the year. We will prepare for this test throughout the year and especially after the written test.

□ Internet Site : <https://sites.google.com/site/mathphysiqueebi/>

I have created a website where students can access all the course content and lessons covered. There are also links to other websites.

<p style="text-align: center;"><b>Scientific teaching in 1ere and Terminale</b> <b>Stéphanie BADAROUX and Daniel GUY</b></p>
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Why a science education?

The main purpose of science education is to provide general science education for all students, while providing basis for those who pursue and want to pursue scientific studies. It is not intended to build encyclopedic knowledge but rather seeks to achieve three interrelated goals:

- help to make each student a lucid person, aware of who he is, of what the world is and what his relationship is to the world;
- contribute to making each student a responsible citizen, who knows the consequences of his actions on the world and has the necessary tools to control them;
- to contribute to the development of a rational, autonomous and enlightened spirit in each pupil, capable of exercising a critical analysis in front of false information and rumors.

What are we going to study **in Première**?

We will begin by studying the History of matter from the microscopic level to the macroscopic level (atoms, crystals, cells).

We will then study our source of energy, the Sun. Then we will be interested in the Earth in the universe. And finally we will finish with the transmission of information by sound waves and music.

What are we going to study **in Terminale**?

We are going to start the year by working on the climate and the future's energy resources, we are going to study their impact on our society and on our decisions. We will then focus on the History of life, particularly biodiversity and its evolution. We will end with the discovery of Artificial Intelligence.

<p style="text-align: center;"><b>History and Geography in Lycée</b> <b>By Karl SUIR</b></p>
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**Class: 2nde**

## History (48 hours)

The program's theme is "Great Steps in the Formation of the Modern World" and has a threefold objective: to consolidate the achievements of compulsory schooling, to nourish the general culture of pupils and to study the formation of the modern world. For this, the program opens with a chronological overview that invites us to lead a reflection on the different periods throughout history. The first theme aims to reactivate and enrich students' knowledge. Thus, around the main theme of the Mediterranean, some milestones and essential legacies of Antiquity and the Middle Ages are first studied. The following themes cover the period from the 15th to the 18th century; they aim to make students understand the great political, cultural, economic and social dynamics that are at the heart of the formation of the contemporary world: widening horizons, cultural empowerment of individuals, assertion of the role of the state, emergence of new political models that conflict. These dynamics are nourished by the increased circulation of people, goods, capital, knowledge and ideas as well as through scientific and technical progress

## Geography (48 hours)

The program focuses on a theme entitled "Environment, Development, Mobility: The Challenges of a World in Transition".

The contemporary world is characterized by profound upheavals that take place in space: unprecedented demographic growth, accentuation of socio-economic gaps between territories, awareness of the fragility of the environment and increased mobility. As great landmarks and the structuring lines of these spaces persist, known balances and models are put into question. The environment, development and mobility appear as major challenges for actors and societies in the world today, even if they are to be understood in different ways depending on the territorial context. Indeed, despite general trends and shared dynamics, spaces and societies are not standardized: it is important to understand the diversity of their trajectories and their modes of development. To do this, the concept of transition is mobilized to account for these major changes. It is broken down both through the study of environmental, demographic, economic and technological evolutions and through the study of mobility that is influenced by these evolutions. This notion of transition designates a phase of major change, rather than the transition from a stable state to another stable state. It is characterized by gradients, thresholds, and is not linear: it can lead to a wide variety of evolution depending on the context. It extends and enriches the notion of sustainable development, which students studied in secondary school. Transition is a key to analyzing contemporary challenges at different scales, more than a goal to achieve. It allows to analyze the plurality of development trajectories, while questioning the durability of the studied processes.

## EMC (18 hours)

Annual theme of the second class: freedom and liberty

The 2<sup>nd</sup> class curriculum is built around the notion of freedom. Freedom is an essential constitutional principle of democracy. Freedom is exercised by building on what the law affirms and guarantees: individual, civil, political and social freedoms, different human rights; it is made possible by the limits that the law poses. By deepening the notion of freedom and the knowledge of freedoms, students are encouraged to understand the conditions of their intellectual, social and political emancipation.

Assessment:

As part of the revision of the baccalaureate we will make methodological sheets that will analyze documents with questions, analyze a document with instructions to formulate a question of your own and to write an essay.

Assessments will be conducted orally through case studies or oral presentations, in writing during supervised homework and regular assessments.

### **Class: 1ère**

The History program follows the guiding principle of the political and social evolution of France and Europe from 1789 to the aftermath of the First World War.

The first theme deals with the French Revolution. It raises a new conception of the nation based on citizenship, while France engages in the long quest for a stable political regime. The revolutionary period, marked by Napoleon and his fall, contributes to the restoration of an old order that cannot prevent the dissemination of the principle of nationalities punctuated by the revolutions of 1848.

Theme 2 focuses on the economic, political and social modernizations that punctuate a century of tension between destabilized empires and the emergence of new nation states.

Then we will tackle the last theme on the Third Republic before 1914. This offers political stability to France that extends its colonial empire. The war of 1914-1918 led to the collapse of European empires and led to an attempt to reorganize Europe according to the principle of nationalities.

The Geography program deals with "dynamics of a world in constant change".

In the continuity of the program of second, we will approach the contemporary world which has deep spatial change on all scales. The study of dynamics at work highlights the complexity of these processes of reorganization of living and production spaces. These changes can be observed through the increasing weight of cities and metropolises in the functioning of societies and the organization of agglomerations, sometimes associated with the idea of a certain standardization of

urban landscapes. However, this refers to very different realities depending on the territorial context. It also contributes to increasing competition between urban areas, as well as diversity and socio-spatial inequalities within them. In connection with the urbanization, the productive spaces are recomposed around a growing number of actors and investors with various profiles. These changes are part of multiple spatial configurations that evolve according to the organization of production networks (international, regional or local). Productive spaces related to agriculture are more specifically dealt with in the theme of rural areas. The multi-functionality of the latter and their links with urban spaces are accentuated to varying degrees depending on the context, and contribute to the development of conflicts of use.

### **Preparing for the baccalaureate exams:**

This preparation follows three main axes that include document analysis, answering a problem in the form of a question and the realization of a sketch.

The document analysis is an exercise that one practises since college and the 2<sup>nd</sup> in lycée. This year aims to refine this work which requires a precise methodology which starts with subject analysis. Then it is necessary to identify the documents (nature, source, author, date), then to extract and relate the information. Finally we will move to writing the answer about it in a coherent and organized way.

The second exercise is about making a sketch.

- The first step will lead us to determine the purpose of the sketch. From the start we will determine the space to define and represent it as well as the concepts to be defined.
- The second step will be to select the information in the document (text). The titles indicate the parts of the key. Information within the text direct the students to the specific locations necessary.
- The last one organizes the information and chooses coherent figures respecting cartographic terminology.
- Then the students just have to make a complete and neat sketch.

The answer to the problem question follows three steps:

- Analyzing the question raises the main idea, defining the key concepts and the scale of the subject.
- Draw up a list of shared and personal knowledge in order to organize this in detail.
- The last step is the writing of the essay (introduction, development, conclusion).

### **Class: Terminale**

Four will mark this final year. They deal with the contemporary period (from the interwar period to the present day) and the "relations between the powers and the opposition of political models, from the 1930s to the present" (48 hours)

This program aims to show how the world has been fundamentally reshaped in less than a century by the relations between powers and the clash of political models. During the interwar period, the rise of totalitarianisms destabilized democracies; then the outburst of violence of World War II resulted in the conflicting balance of a world that had become bipolar, even as the colonial empires burst and disappear. The Cold War brought two political models and two great powers face to face which, while avoiding direct confrontation, gave rise to or maintain numerous regional armed conflicts. At the same time, Western societies are experiencing profound upheavals: the establishment of welfare states, entry into the consumer society ... In Western Europe, European construction is consolidating peace and working for the reciprocal opening of European economies. The years 1970-1980 saw the birth of multiple dynamics, economic, social, cultural and geopolitical, which ultimately led to the collapse of the Soviet bloc and the end of the bipolar world. Since the 1990s, conflicts and cooperation have developed and intersected at the global, European and national scales, posing in new areas the recurring question of the tensions between particular interests and the general interest

#### GEOGRAPHY:

"Territories in globalization: between integrations and rivalries" (48 hours)

Globalization is seen as an intensification of links and a growing hierarchy of territories on a global scale. After having approached the main spatial components and dynamics of the contemporary world in second and first year classes, in final year, the aim is to study the consequences, on the territories, of the process of globalization - between integrations and rivalries - and to analyze the play of the actors, the framework in which the weakening or the assertion of powers takes place. There is increased interest in the strategic spaces of the seas and oceans, as well as in the balance of power marked by competition and territorial cooperation which leads to the search for supranational governance. In this context, the study of the European Union (EU) invites us to question, on the one hand, the functioning, strengths and weaknesses of a highly integrated supranational organization and, on the other hand, its positioning on the global geopolitical chessboard. The study of France and its regions, within the framework of the European Union and in the context of globalization, aims to mobilize the knowledge, capacities and methods acquired in high school, to analyze the issues and the effects of the policies of 'regional planning.

We will use all the documentary sources at our disposal to address these themes: iconographic documents, texts, reports, film etc.

Expectations depend directly on the structure of the baccalaureate exam (composition followed by a study of document (s) or cartographic production).

Thus, more specific work will focus on the answer to a problematic question in the continuity of the methodology implemented in the first class. This aims to assess the aptitude of candidates to mobilize, in the service of historical and geographical

reflection, fundamental knowledge for understanding the world. Of course this answer must show a good command of the language.

The study of document (s), already discussed in second, has the primary objective of exploiting, organizing and comparing information. Secondly, the analysis of documents, from various sources and natures, should enable the student to write a clear and organized critical study of them. Finally, cartographic production work (sketch, diagram) is expected.

All these points will be worked on in the form of discussions, studies, oral and / or written presentations, individually or in groups, then checked during the various exercises offered in class or during the DS, CT.

Of course, I do not claim to make every student a historian, but I attach great importance to them developing a solid general culture which will allow them to overcome the historical shortcuts that abound in our media. Thus he will be a citizen able to think far from the dogmas heard here and there.

<p style="text-align: center;"><b>ENGLISH LANGUAGE A (2nde and 1ere European section)</b> <b>by Jean-Michel Renard</b></p>
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The objectives of the course :

- encouraging students to use the language as a means of communication and mediation
- developing a project linked to the lesson under study: writing or speaking tasks (our syllabus is action oriented )
- making the oral presentation of a topic using a set of documents studied in class
- developing and using a methodology in view of the new baccalaureate
- discovering the cultural realities in relationship with the language under study
- improving and strengthening language skills
- develop a new skill for the purpose of the bac: mediation.

Course outline and tools used by the students:

The students will have three lessons per week. They will work on six of the eight axes

included in the syllabus:

- Identities and exchanges

- Public and private spaces
- Art and power
- Citizenship and virtual worlds
- Fictions and realities
- Scientific innovations and responsibility
- Diversity and inclusion
- Territory and memory

When possible, we'll use feature films to illustrate and develop an aspect that will help them answer the thematic question.

The students will have to make short presentations and group work tasks that will allow them do debate/ discuss on themes and questions related to the axes.

(CNN10)

To do so, the students will use the following 'tools':

- a textbook: Sparks 1ère, the study of which will allow students to reach the B1/ B1+ level of the European framework.
- a grammar book to work grammar on their own
- a copy book where the lessons will be copied and the documents glued
- the CNN10 website
- The Classe 2nde and 1ère euro, was created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM).

Assessments:

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

- tests on the lessons (writing out a synthesis of the documents we have studied during the lessons, learning how to take notes and how to use these notes to present a document or set of documents)
- DS, supervised tests, (based on the new bac: a reading comprehension, a listening comprehension (they will have to write their commentary in French = mediation) and a written task: two subjects related to the 'axe' included in the reading and listening comprehension)
- CT, end of term tests (based on the new bac but adapted to their level, mock speaking test on the axes studied during the term)
- diverse tasks to develop their writing and speaking skills: projects worked on their own or in groups

In accordance with the new syllabus, the students are required to reach the B1 level for the Secondes and B1+ for the Premières.

Have a good school year 2020-21.

<b>English (2nde and 1ere bilingual group) by Martin Lynch</b>
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The objectives of the course:

- encouraging students to use the language as a means of communication in an advanced and nuanced manner which approaches fluency

- developing a project linked to the lesson under study: writing or speaking tasks (our syllabus is action-oriented)
- making the oral presentation of a topic using a set of documents studied in class
- developing and using a methodology in view of the new baccalaureate
- discovering the cultural realities in relationship with the language under study
- improving and strengthening language skills in literary reading and writing, public speaking and interaction
- developing a new skill for the purpose of the bac: mediation.

Course outline and tools used by the students:

The students will have three lessons per week. They will work on six of the eight axes included in the syllabus:

- Identities and exchanges
- Public and private spaces
- Art and power
- Citizenship and virtual worlds
- Fictions and realities
- Scientific innovations and responsibility
- Diversity and inclusion
- Territory and memory

When possible, we'll use feature films to illustrate and develop an aspect that will help them answer the thematic question.

To do so, the students will use the following 'tools':

- a textbook: In Full Swing Tle, the study of which will allow students to reach the B1+/ B2 level of the European framework.
- a grammar book to work grammar on their own
- a copy book where the lessons will be copied and the documents glued
- the CNN10 website

Assessment:

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

- tests on the lessons (writing out a synthesis of the documents we have studied during the lessons, learning how to take notes and how to use these notes to present a document or set of documents)
- DS, supervised tests, (based on the new bac: a reading comprehension, a listening comprehension (they will have to write their commentary in French = mediation) and a written task: two subjects related to the 'axe' included in the reading and listening comprehension)
- CT, end of term tests (based on the new bac but adapted to their level, mock speaking test on the axes studied during the term)
- diverse tasks to develop their writing and speaking skills: projects worked on their own or in groups

In accordance with the new syllabus, the students are required to reach the B1+ level for the Secondes and B2 for the Premières.

Have a good school year 2020-21.

## **ENGLISH in Terminal by Jean-Michel Renard**

The objectives of the course :

- encouraging students to use the language as a means of communication and mediation.
- developing a project linked to the lesson under study: writing or speaking tasks (our syllabus is action oriented )
- making the oral presentation of a topic using a set of documents studied in class
- developing and using a methodology in view of the baccalaureate
- discovering the cultural realities in relationship with the language under study
- improving and strengthening language skills

Course outline and tools used by the students:

The students will have three lessons per week. They will work on six out of the eight axes included in the syllabus:

- Identities and exchanges
- Public and private spaces
- Art and power
- Citizenship and virtual worlds
- Fictions and realities
- Scientific innovations and responsibility
- Diversity and inclusion
- Territory and memory

When possible, we'll use feature films to illustrate and develop an aspect that will help them answer and illustrate the thematic question.

The students will have to make short presentations and group work tasks that will allow them do debate/ discuss on themes and questions related to the axes.

To do so, the students will use the following 'tools':

- a textbook: Diversity Terminale, the study of which will allow students to reach the B2 or C1 (for the bilinguals) level of the European framework.
- a copy book in which the lessons will be copied and the documents glued
- a grammar book to work on their own.
- The Classe Terminale was 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 six language based activities, reading, writing, speaking, listening and interacting and 'mediation' will be assessed regularly:

- tests on the lessons (writing out a synthesis of the documents we have studied

during the lessons, learning how to take notes and how to use these notes to present a document or set of documents)

- DS, supervised tests, (based on the new bac: a reading comprehension, a listening comprehension (they will have to write their commentary in French = mediation) and a written task: two subjects related to the 'axis' included in the reading and listening

comprehension)

- CT, end of term tests (based on the new bac but adapted to their level, mock speaking test on the axes studied during the term)
- various tasks to develop their writing and speaking skills: projects worked on their own or in groups

In accordance with the new syllabus, the students are required to reach the B1 level in 'langue 2' and B2 in 'langue 1'.

Have a good school year 2020-21.

## **GERMAN by Carla Minchella**

### **Class : 2nde**

There are 8 themes:

1. Living between generations
2. Professional worlds, the world of work,
3. Creation and relationships to the arts
4. The village, districts and cities,
5. Self introductions and relationships with others,
6. Sport and society,
7. Saving the planet, thinking about future possibilities
8. The past in the present

The main objective of this course is for the student to learn skills that can be used both in their social life and professional life.

Throughout this course we'll carry on with the work started in 3ème, but the topics will be diverse.

Together, we'll find out about new literary, economic, scientific and technological fields. They will allow us to have a more sophisticated position on the culture and civilization of German speaking countries.

In order to understand the new documents, we'll have to do a significant work on vocabulary. It will be classified into topics, and together we'll prepare vocabulary sheets.

The second activity will focus on listening and reading. The students will read texts and listen to recordings, and will be trained to find the important information.

The third activity will focus on speaking and writing. Using their own words, students will explain and comment on the documents they've read or listened to.

Every lesson ends with German news. It will allow student to express their point of view either by writing or by speaking. To do so, they will be required to use all their language skills: pronunciation, vocabulary, grammar rules and building sentences. 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.

Assessment:

- I mark the homework assignments (coef: 0.5)
- supervised papers (coef 2)
- end of term papers (coef 3)
- vocabulary and small test at the beginning of a lesson (coef 0.5)
- oral presentations (coef 1)

Information:

The students studying German as a third language (LV3) will have two lessons per week. There will be one assessment per month, during the German lessons (coef 2). If you have any questions, just feel free!  
Have a good school year.

### **Class : Première/ Terminale**

The main objective of this course is for the student to learn skills that can be used both in their social life and professional life.

During the 2 years of the Lycée, we will discuss other facets of the theme founding gestures and worlds in movement linked to the eight axes:

1. Identities and exchanges
2. Private space and public space
3. Art
4. Virtual worlds
5. Fictions and realities
6. Scientific innovations and responsibility
7. Diversity and inclusion
8. Territory and memory

In order to understand these themes in depth, we'll have to do some significant work on vocabulary. It will be classified into topics, and together we'll prepare vocabulary sheets.

Once a term, the students will present (either alone or in small groups) something on one of the 4 themes mentioned above.

Methodology is extremely important here with specific procedures to follow:

For example: How can I use the listening material? How do I translate a text?

Understanding instructions correctly and time management in test conditions.

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.

In Terminale

In Terminale, the baccalaureate exam will contain the following tests for all students:

- A written exam based on listening comprehension written comprehension.
- An oral exam in the third and final term on speaking and interacting on a theme covered over the final 2 years.

The aim of the Terminale is to prepare the students as best as possible for their baccalaureate exam and boost their speaking and understanding of this foreign language. We will work on texts and quote covering the 8 themes for the oral. We will prepare revision notes together with key points of each theme to help each student for the oral exam.

Speaking and written exam practice will be done frequently in class through individual presentations.

This will allow continuous assimilation where each student can work on the quality of their own oral and written expression that is tested, corrected with feedback for improvement.

Assessment:

- I mark the homework assignments (coef: 0.5)
- supervised papers (coef 2)
- end of term papers (coef 3)
- vocabulary and small test at the beginning of a lesson (coef 0.5)
- oral presentations (coef 1)

Information:

The students studying German as a third language (LV3) will have two lessons per week. There will be one assessment per month, during the German lessons (coef 2). If you have any questions, just feel free!

Have a good school year

<b>SPANISH by Sabrina Palamara 2nde</b>
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**Classe de seconde:**

The new programs in second year for language teaching revolve around the theme: The art of living together. This theme is broken down into 8 descriptive axes. Students must address at least 6 during the year. Language proficiency plays an important role in the new curriculum, with emphasis on grammar, conjugation, spelling and phonology. This study of the language is always done from documents always related to a specific context.

The objectives in 2nde class are focused on:

Consolidate the skills acquired in college by working on the language activities of reading and writing.

Make students active and autonomous by offering them activities that allow them to exchange, convince, debate but also describe, tell, explain and argue.

Master the language based on grammar, conjugation and lexicon.

Acquire and use the method for baccalaureate preparation.

Discover the cultural realities related to the language taught.

Finally, in order to assess their progress, they will be assessed by the means of:

- lesson tests
- writing and speaking tests
- supervised tests
- end of term tests

In accordance with the European framework, the students are required to reach the A2+/B1 level at the end of the Lycée.

### **Class: Première**

The new programs in Première class for language teaching revolve around the theme: Founding Gestures. This theme is broken down into 8 descriptive axes. Students must address at least 6 at the end of Terminale.

Language proficiency plays an important role in the new curriculum, so the focus is on grammar, conjugation, spelling and phonology.

This study of the language is always done from documents always related to a specific context.

Students will be evaluated in this year of Première for the Baccalaureate.

Evaluations are done in two stages:

Assessment 1: in the second term, will focus on the comprehension of oral and written expression.

Assessment 2: in the third term, will focus on reading and writing.

The objectives in Première class are focused on:

Develop a reasoned approach to documents by working on language activities of written and oral comprehension and expression.

Make students active and autonomous by offering them activities that allow them to exchange, convince, debate but also describe, tell, explain and argue.

Master the language based on grammar, conjugation and lexicon.

Acquire and use the method for the baccalaureate exams.

Discover the cultural realities related to the language taught.

Finally, in order to assess their progress, they will be assessed by the means of:

- lesson tests
- writing and speaking tests
- supervised tests
- end of term tests

In accordance with the European framework, the students are required to reach the B1+/B2 level at the end of the Lycée.

### **Class : Terminale**

The new programs in Terminale class for language teaching revolve around the theme:

Founding Gestures. This theme is broken down into 8 descriptive axes. Students must address at least 6 at the end of the year.

Language proficiency plays an important role in the new curriculum, so the focus is on grammar, conjugation, spelling and phonology.

This study of the language is always done from documents always related to a specific context.

Students will be evaluated for the Baccalaureate.

Evaluations are done in two stages:

Assessment 1: will focus on the comprehension of oral, reading and written expression.

Assessment 2: will focus on oral expression and interaction .

The objectives in Terminale class are focused on:

Develop a reasoned approach to documents by working on language activities of written and oral comprehension and expression.

Make students active and autonomous by offering them activities that allow them to exchange, convince, debate but also describe, tell, explain and argue.

Master the language based on grammar, conjugation and lexicon.

Acquire and use the method for the baccalaureate exams.

Discover the cultural realities related to the language taught.

Finally, in order to assess their progress, they will be assessed by the means of:

- lesson tests
- writing and speaking tests
- supervised tests
- end of term tests

In accordance with the European framework, the students are required to reach the B2

level at the end of the Lycée.

## **Chinese by Jun Bernard**

Terminale LVA, LVB and LVC

The targeted levels in high school

- In LVA, seconde students comfort their B1 (HSK3) level to reach level B2 (HSK4) at the end of terminale

- In LVB, seconde students consolidate and complete their A2 (HSK2) level to reach level B1 (HSK3) at the end of terminale.

- In LVC, seconde students build their A1 (HSK1) level to reach B1 level at the end of terminale.

How classes are organized:

Students will work on six of the eight descriptive axes of the theme:

- Identities and exchanges
- Private space and public space
- Art and power
- Citizenship and virtual worlds
- Fictions and realities
- Scientific innovations and responsibility
- Diversity and inclusion
- Territory and memory

The objectives of classes:

- Strengthen the four skills : listening, speaking, reading, writing.
- Present themes in connection with the eight axes of the course.
- 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)

## Physical education by Baptiste Duhau-Marmon

### **Class: Seconde**

Through the school practice of physical and sport activities, PE aims at the fulfilment of each student. It confronts them to the rules necessary to learning how to live together.

During school year, the students in high school will have two PE lessons.

When coming to their lesson, the students are required to wear their sport clothes (suitable shoes) but they should also bring a cap and their bottle of water.

With regard to assessment, each student will be marked according to the type activity they are being taught (technique, movement, performance...) coefficient 3, and also on their participating to the class activities (referee, personal investment): coefficient 1.

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 exempted of PE, you will have to give a medical certificate to the secretariat or to come and tell me in person if you did not have the time to see a doctor.

This school year, the physical and sport activities taught are:

1. Handball/ Badminton
2. Athletics
3. Table tennis/ Basket-ball

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).

### **Class : première and terminale**

Through the school practice of physical and sport activities, PE aims at the fulfilment of each student. It confronts them to the rules necessary to learning how to live together.

During school year, the students in high school will have to prepare for the Baccalaureate by playing table tennis and running 3\*500m. This exam will take place at the end of the school year.

For the 800 m run, points are given (maximum 14 points) for performance, 3 points do warm-up exercises. We will practice on the track in Montpellier.

Table tennis will be done at school and is graded as follows: 12 points for technique, 5 points for winning matches and 3 points for match analysis. Therefore a serious student can achieve a good grade even if they are not so sporty!

When coming to their lesson, the students are required to wear their sport clothes (suitable shoes) but they should also bring a cap and their bottle of water.

With regard to assessment, each student will be marked according to the type activity they are being taught (technique, movement, performance...) coefficient 3, and also on their participating to the class activities (referee, personal investment): coefficient 1.

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 exempted of PE, you will have to give a medical certificate to the secretariat or to come and tell me in person if you did not have the time to see a doctor.

This school year, the physical and sport activities taught are:

1st trimester: table tennis et handball

2<sup>nd</sup> trimester : middle distance running and table tennis

3rd trimester : 800 meters et table tennis

<b>PERSONALISED ACCOMPANIMENT by Ange Schneider</b>
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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

## 2nde

Adaptation: requirements of the sixth; individual needs analysis at the beginning of the year to determine each student's needs and expectations.

Acquisition: study methods ; a general study method will be taught at first and developed progressively over the school year according to each subject area. .

Construction: orientation and guidance ; different activities linked to specific jobs and studies are studied to help students make their own choices about their future.

## 1ère

Develop: skills acquisition and practice

Think ahead: post-baccalaureate preparation and visit to the Student Trade Fair "salon de l'étudiant". Looking at different possibilities of university studies to help make their choices.

## Terminale

Develop: specific learning activities in each specialisation to help prepare for Higher Education.

Finalize: final choices for HE possibilities, visit to Student Trade Fair.

Accompany: through the application process with the French system APB: Admission Post Bac or international university entrance, preparation for entrance exams and interviews, application letters etc.

## 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.