

# French

## Brigitte VIDAL

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

### Work Method

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

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

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

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

5 subject areas are studied:

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

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

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

# Mathematics

## Daniel GUY

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

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

### *Work methodology*

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

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

### *Calculators*

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

### *School Supplies*

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

### *Assessments*

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

## *Syllabus*

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

## *Kangourou Competition*

*Pupils will particpate in the Kangourou competition, a fun way to discover Maths differently!*

## *Web site*

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

<https://sites.google.com/site/danielepbi34670/>

# Physics

**Daniel GUY**

In the 20 years of teaching Physics in the school I have established a work methodology along with a set of rules.

## *Work methodology*

The physics lesson is delivered in a Powerpoint format on the interactive digital board and must be learned for the following class. This year we will work with an exercise / activity book too. All exercises will be corrected by myself or by students in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

## *Assessments*

Students are required to take standardized exams *Devoirs Surveillés*, but there will also be tests in class whether scheduled or not. Students will take their Brevet test at the end of the school year so there will be plenty of practice and mock exams too.

## *Syllabus*

The course is divided into four themes:

The organization and transformation of matter

Movement and interaction

Energy and conversion

Signs for communication

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

## *Activities*

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

## *Practicals*

*Practicals will be organised as often as possible during the school year.*

### *Web site*

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

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## **Technology**

**Daniel GUY**

A few years ago, we launched Technology for all college classes. It seemed appropriate to show students what to do with what they learn in class.

I will teach this subject in a very playful way. There will still be a course giving rise to a quarterly evaluation. But I'm going to focus on the practice.

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

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

## **Program History-Geography and Civic and Moral Education**

Mr Karl SUIR

In 3ème, your children will have to assimilate and exploit the knowledge and know-how learnt throughout secondary school. In order to best prepare them for the exam they will face, we will approach the sessions in the form of exercises, methods and coursework. DS and CT assessments will allow us to prepare the best for the Brevet. In this framework we will approach each chapter with an opening that will define the problem. Some case studies will provide us with the opportunity to work on authentic documents and texts to help students to write an organized balanced review or summary linked to current issues on the day of the exam.

**In History** we will study the contemporary period from the First World to more recent events in History. The Two World Wars will be studied along with the emergence of totalitarian states and the weakening of democracy. The world after 1945 is marked by The Cold War and the independence movements that lead to decolonization. The stakes and conflicts since 1989 will conclude our programme. As France is an important part of the curriculum, we will study the events that have marked its history (various social, economic and political events inherent in this period).

**In Geography** the study of France is the largest part of the curriculum. We will draw a picture of France by highlighting the importance of cities in their integration to globalisation and the social differences and spatial characteristics that characterise them. The three major productive areas will be approached with all their diversity. Inequalities in development will close our studies specific to France. Then we will expand our studies by treating the European Union (from its construction to its enlargement) which oscillates between success and failure. Finally we will finish this programme by presenting the role and place of France and the EU in the world.

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

Citizenship, fundamental rights, democracy (how it works), individual and collective commitment are at the heart of the various exercises and courses. Pluralism, secularism, freedoms, pillars of our democracy are at the heart of this year. The role of the citizen is also essential in the context of personal or collective commitment in the associative, political, or even military field.

## **Bilingual History and Geography**

### **Léna Gelinet**

The programme for the 3° class is structured around different themes of history and geography which will enable students to discover important historical and geographical landmarks.

HISTORY	GEOGRAPHY
<ul style="list-style-type: none"><li>● Theme 1 - Europe, an arena of total war (1914-1945).</li><li>● Theme 2 - The world since 1945.</li><li>● Theme 3 - French women and men in a redesigned Republic.</li></ul>	<ul style="list-style-type: none"><li>● Theme 1 - Territorial dynamics of contemporary France.</li><li>● Thème 2 - How and why develop the territory.</li><li>● Thème 3 - France and the European Union.</li></ul>

Each theme is composed of several chapters, each of which is structured around a problem. For each chapter, the students will work on at least one "Brevet" subject in order to prepare themselves as well as possible for the requirements of the exam.



# **SPANISH**

**Sabrina Palamara**

The objectives of this course in 3<sup>ème</sup> are:

The comprehension of familiar words in everyday language as well as more complex expressions

Communication and information in documents, talking about various subjects, conversation participation, text writing.

Language acquisition and grammar and vocabulary revision.

**In order to do this we shall use:**

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

**Finally to evaluate students' progress there will be :**

Regular tests in lessons

Written and speaking tests

Regular assessments (DS)

Brevet practice tests

End of term tests

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

# **Bilingual English Class**

**Novadene MILLER**

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

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

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

Students will also be prepared for the BREVET exam. This will include supervised practise tests and past paper tests done in class along with homework assignments and graded DS tests. These activities will provide the skills needed for the BREVET exam that will be held in June 2022.

Students will be evaluated by activities adapted to their level approved by the head of the language department featuring material covered in class. Evaluations will allow the teacher to see how students grasp the concepts. The evaluations will also help me as a teacher to understand the areas of difficulty and how I can help them to grasp concepts better and for their areas of difficulty to be improved as they continue to other levels in the program. Guidelines will be given on evaluations one week before tests.

A google classroom exists for this class. I am looking forward to this journey together, may the adventure begin.

**Anglais européen**

**Mr. Renard,**

## **The objectives of the course :**

- encouraging students to use the language as a means of communication
- understanding written and spoken language

- scanning and skimming for information in documents
- talking about a large range of topics
- participating in a conversation
- writing out a coherent text

### **Course outline and tools used by the students:**

The students will have three lessons per week:

- three lessons to develop their language skills and to develop their four skills i.e. speaking, writing, listening and reading (they will work mainly on the textbook during those lessons)
- every three weeks practicing for 'the brevet des collèges' (methodology, past papers...)

The students will use the following tools:

- a textbook: *English File, Pre-Intermediate*, the study of which will allow students to reach the A2+ level of the European framework.
- a copy book with two parts, in the first one the lessons will be copied from the board, in the second one they will give their answers to the exercises
- the Classe 4<sup>ème</sup> et 3<sup>ème</sup> euro Collège, created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM). That's why, from time to time, I'll ask the students to bring their laptop in class to work on the documents uploaded in classroom.

### **Assessment:**

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

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

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

Have a good school year 2021-22.

Mr. Renard

# German

## Carla Minchella

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

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

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

We use classroom.

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

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

Good is the agenda. It announces events of the class and reminds of data for homework and controls.

### Assessments

Homework is graded with a 0.5 coefficient

Assessment tests (coef 2)

Quizzes in class (coef 0.5)

Monthly oral class participation (coef 1)

Presentations (coef 1)

### Additional Information

Students who take German as a third language (LV3) have 2 hours of classes per week. There will be an assessment test (coef 2) once a month during class time.

Feel free to contact me should you need any further information.

Have a good school year

# Personalised Accompaniment

## Schneider

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

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

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

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

It takes place through 4 stages:

- **Diagnosis:** through a needs analysis.
- **Solutions:** these vary according to each student.
- **Assessment:** to check the benefits of this learning
- **Continuation:** to reinforce learning acquisition and use of knowledge. **renforcer l'aisance** dans l'exploitation des acquis.
- **Level check:** revision and needs analysis in all subject areas.
- **Autonomy:** to work independently not only at school but also in their extracurricular activities or at home. This is mainly done through research and project work.
- **Work Methodology:** Work and learning methods will be practised in class according to different subject areas and the needs of pupils.
- **General Knowledge:** through interdisciplinary work and research.

### Educational Activities

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

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

This project is part of and develops around one or more previously selected themes.

Each year sees the different creations of the students.

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

**Welcome and have good school year in AP.**

**Mr. Schneider**

# **PHYSICAL EDUCATION**

## **Baptiste DUHAU MARMON**

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

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

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

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

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

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

Trimester 1: Athletics and Quidditch

Trimester 2: Rugby/Gymnastics

Trimester 3: Table tennis/Hand Ball

# Teaching SVT (Life and Earth Sciences) in Troisième

**Stéphanie Badaroux**

\* Life and Earth Sciences programmes are not annual but are designed for a three-year cycle.

In each chapter, a notion is introduced and treated in a progressive and more in-depth way (5°, 4° then 3°).

The student is at the centre of the teaching process.

Three topics are studied:

- the planet Earth, the environment and human action
- the living world and its evolution
- the human body and health

\* The aim of the SVT syllabus, starting in 5eme, is to develop students' scientific attitudes (curiosity, open-mindedness) and abilities (observation, modelling and experimentation).

Students will study:- nutrition of organisms

- sexual and asexual reproduction
- the relationship between living beings
- Biodiversity and evolution of species
- the human body around the nervous system and responsible behaviour and food with nutritional needs
- the functioning of the body during muscular effort
- the hazards and risks of plate tectonics
- some meteorological and climatic phenomena
- use of natural resources

In Quatrième, they will study:

- the internal and external dynamics of the globe
- the impact of human activities on natural resources and ecosystems



- nutrition of living beings at the cellular scale
- health and nutrition
- health and diet
- physical exercise and the nervous system
- the transmission of life

In Troisième, the last year of the cycle, the following topics will be covered:

- Volcanic, seismic and meteorological risks and how to prevent them
- oil exploitation and renewable energies
- human activities and global impact
- micro-organisms and animal and plant nutrition
- diversity and genetic stability of living beings
- Biodiversity and evolution
- the nervous system and responsible behaviour
- Nutrient transformation and absorption
- the microbiological World and Health
- responsible sexual behaviour and fertility assistance

\* The objective in 3eme is the acquisition of a scientific mind and a good working method. To achieve this, a teaching strategy is used:

- the use of different tools (experiments, videos, etc.), the different problems of the chapter will be formulated together in class
- the different hypotheses will be induced or deduced by logical reasoning
- the rest of the lesson will allow these hypotheses to be validated (or not) through guided exercises and different teaching aids
- the rest of the lesson will allow us to validate (or not) these hypotheses through directed exercises and thanks to different teaching aids.
- the whole work is gathered in a few lines in the notebook (lesson side).

In addition we will use "Google Classroom" as a teaching interface.

\* Assessment : the lesson must be learned and, above all, understood well in order to be able to pass the assessment exercises and the DS which conclude the chapter. They enable the objectives to be evaluated.

\* Sciences (SVT) are a living subject and thanks to the hour of practical work (TP) we shall make presentations, experiments, methodology and research work, allowing the students to understand this discipline in the most concrete way.

\* At the end of this Cycle 4 (in 3eme), the students will validate their knowledge through the Brevet National du Collège.

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