

First parents/teachers meeting 4e

French Brigitte VIDAL

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

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

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

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

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

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

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

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

SPANISH Sabrina Palamara

The 4eme language learning aims revolve around :

Learning familiar words and expressions.

Communicating with simple questions, describing the environment, filling in a form.

Consolidating grammar

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

Students will be assessed in three different ways:

Tests in class to gauge students' progress after a unit and assess their knowledge base.

Standardized Exams (*Devoirs Surveillés*)

Written and oral assignments

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

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 five skills i.e. speaking and interacting, writing, listening and reading (they will work mainly on the textbook during those lessons)
- every three weeks practicing on their speaking and writing skills (they will need a laptop for this lesson)

The students will use the following tools:

- a textbook: *Motivate 3*, 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^{ème} et 3^{ème} euro Collège, created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM). 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)
- tasks to develop their writing and speaking skills (oral presentations, written assignments...)

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

Have a good school year 2021-22.

Mr. Renard

Bilingual English

Léna Gelinet

The main resource for the bilingual English course in 4° is the English File textbook, in which we will find many exercises to develop the five language activities: reading, writing, listening, speaking and interacting.

Some additional chapters, not included in the textbook, will be covered during the year. These additional chapters will have an important cultural anchor and will develop more transversal skills leading to a final project: writing a dialogue, reinventing a fairy tale, creating a foodtruck, etc.

The evaluation of the course will be done through DS, final projects, but also through occasional lesson checks and oral presentations. In addition, students will be given a participation grade and a notebook grade each term.

German

Carla Minchella

The aim of this school year in 4ème 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.

Mathematics

Daniel GUY

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

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

Work methodology

The lesson is delivered 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) even if we will rarely use them -the point is for students to know how to count and not punch keys.

School Supplies

Geometry tools are indispensable: ruler, protractor, compass, 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. To make sure no one is left at a disadvantage, exam questions will be based on algebra and geometry. Revisions – based on the two previous units - for the exam are given at least a week prior to the exam and posted on *Pronote*.

Kangourou Competition

Pupils will participate in the Kangourou competition, a 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

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.

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: making a model of the school on a computer and out of wood, manufacturing a wind turbine, a Bluetooth speaker or a little computer-controlled robot explorer ...

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

Earth and Life Studies in Bilingual English **Nasrin Haddad Barakat**

Introduction

At this level of study, scientific explorations and investigations are obviously led at a higher level than during the previous academic years where the main objectives are to homogenise the students' level of knowledge, to acquire improved methodology of work and to develop the pupils' logical and critical thinking skills. A successful completion in life sciences at this level of study is essential to get well prepared for the "brevet des collèges" which is due at the end of 3ème or the 9th grade/Year 10..

Objectives:

Life sciences involve acquisition of skills in risk management, development of sustainable resources and important knowledge with respect to Human health and society and environment. At this level of the middle year programme, it is important

that all students watch the news and read newspapers so that class discussions can be led on factual information and real cases to study. Indeed, even if targeted lectures are still provided in class to further improve pupils' knowledge and competences; overall, this year's approach to learning is highly based on class discussion, data analysis, problem solving and practical activities. Accordingly, students are expected to spend a great part of their time investigating various aspects of life sciences by themselves. At this level of study, they are starting to become independent learners and are expected to actively participate in their own learning process.

Approaches to teaching are;

- Videos and "powerpoint" presentations
- The use of Case Studies during which working hypotheses are established before being (in)validated using scientific tools and logic, the use of worksheets to analyse scientific documents and solve problems
- Realisation of poster and/or oral presentations to improve pupils' communication skills.
- Practical studies in the laboratory are carried out once every two weeks and this is notably done to enable pupils to better understand life sciences and to look at this domain of sciences in a logical and dynamic manner.

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

The programme:

The three axes are:

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

Assessment:

- DS, These are one hour exams performed two to three times per trimester to evaluate the student's knowledge. These exams carry a coefficient of 2.
- Oral presentations and student class participation, these carry the coefficient of 1 and 0.5 respectively.
- Experimentation and report writing, these carry the coefficient 1.

Helen THIRTLE-LEOTARD, Head of the Languages Department

I am pleased to announce that I will be the History and Geography teacher for this academic year 2021/2022.

I will have 3 hours every week with this bilingual class studying various aspects of History and Geography in English. The aim of these lessons in English is of course to learn facts and figures in History and Geography. However, we consider that the principal objectives of having these lessons in English are for the pupils to have access to more English with a native-English speaking teacher, to be able to express themselves better and to communicate in English about the topics presented in class.

Of course, using correct English is important. Language and grammar mistakes will not be dealt with in class unless they really need to be explained to the class as a whole. Instead I will concentrate on learning **new vocabulary** associated with each theme (for example “The Enlightenment” in History or “Global Command Centres” in Geography), **learning the facts** and being able to **read / talk / write and speak** English in class. **Activities will be fun and interesting** during class time. **Reading** will be done in class too as well as at home. **Homework will be given every week which will usually consist of reading or answering questions on a given topic learnt in class.** Pupils will also be asked to **work in small groups** on various projects and to give **presentations to the class.**

Both the History and Geography programmes in 4ème are rich and fascinating:

The **History programme** starts in the 18th century covering the Enlightenment period, the start of The Atlantic Slave Trade, through to the French Revolution, Napoleon, followed by the Industrial Revolution and the events leading up to the First World War.

The **Geography programme** starts with the Global Sea Trade and Human Migration and leads on to Global Command Centres, Globalisation and Emerging Nations or BRICs.

Every term there will be **3 tests** (or Devoirs Surveillés) to check that lessons have been learnt and assimilated correctly. It will also give me the opportunity to see who needs more help and advice during these History and Geography classes. **The tests will be about the themes covered recently in class and pupils will be carefully prepared for each test.** Revision notes and explanations for the test will be given to pupils about one week before the assessment. Pupils will not be penalised for their English, but encouraged to correct their mistakes after the test is handed back.

Here at EPBI, every teacher uses Google Suite for Education and has a “**Classroom**” for every subject. Within the 4ème History-Geography Bilingual 2021/2022 classroom you will find:

- **Lesson Documents File** with lesson summaries and extra resources (Internet web links etc.) that we have done during lesson time
- **Homework File** with homework correction
- **DS File** with the DS assessment tests and corrections

This will be clearly explained to students at the beginning of the new school year.

So I welcome your children to the History and Geography lessons in 4ème with me. I hope it will be a productive academic year for them, for their English and for History and Geography in English.

HISTORY-GEOGRAPHY AND EMC European Group

Mr. Schneider Ange

This year in 4ème leads us to understand the great historical periods of the 18th and 19th centuries as presented below. In geography, globalization is at the heart of learning. Moral and civic education should enable students to develop their place in society as an individual integrated into the community.

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

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

Finally, we will conclude with a study of two territories that do not participate equitably in globalization: the United States and West Africa.

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

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

Personalized Accompagnement

Mr. Schneider

This is when I will help pupils **to analyse** their **skills** and **needs** in each subject in both the secondary school and the sixth form. The class will be **1 hour every week** helping to guide pupils to fulfil their educational needs.

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

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

It takes place through 4 stages:

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

Secondary school:

- **Level check:** revision and needs analysis in all subject areas.
- **Autonomy:** to work independently not only at school but also in their extracurricular activities or at home. This is mainly done through research and project work.
- **Work Methodology:** Work and learning methods will be practised in class according to different subject areas and the needs of pupils.

- **General Knowledge**: through interdisciplinary work and research.

Educational Activities

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

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

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

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

Welcome and have a 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.

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

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

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

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

Term 1: Athletics and Quidditch

Term 2: Gymnastic / Hand ball

Term 3: Rugby / table tennis

Teaching SVT (Life and Earth Sciences)

Stéphanie Badaroux

-Life and Earth Sciences programmes (SVT) 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).

-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 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.

Chinese

Jun BERNARD

For the 4e 3e, HSK Level 2 will have 350 words and combinations to have a fundamental basis in everyday life: expression of life at school, travelling, sports, shopping, describing a day, a meal, learn to phone or write an email, vocabulary like home, cinema and traditional festivals of China. Grammar includes: auxiliary, pronoun, interrogative pronoun, adverb, phrase structure, the basis of the accent of the sentence. Have a simple understanding of conversations in everyday life as well as the know-how and language base to fend for oneself in a foreign country. The level HSK 2 also corresponds to the level of the BAC LV3 and guides the pupils to success in their baccalaureate, working on the axes according to the evaluation criteria in 2 areas: to be able to give a short speech / to express oneself continuously, to take part in a conversation and to understand the spoken and written language.

Assessments

Homework (coef 0,5)

DS tests (coef 2)

CT trimester control (coef 3)

Tests (oral or writing) in the class (coef 0,5 or 1)