

First parents/teachers meeting : 5e

French

Brigitte VIDAL

The objectives of this course are twofold:

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

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

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

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

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

Mathematics

Daniel GUY

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

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

Work methodology

The lesson is delivered 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

by 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: to make a model of the school on a computer and out of wood, manufacture 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 the computer tool for the initiation to programming.

Earth and Life Studies in Bilingual English

Nasrin Haddad Barakat

Introduction

The students begin a new academic cycle, the 4th, and are expected to tackle SVT notions more deeply. Accordingly, all topics are studied at an increased level compared to 6th grade and this is done by improving the student's personal skills in data observation, data analysis, modelling, and experimentation. All of this aims at helping the student to become an open-minded individual and, of course, the main objectives are to enhance her/his level of knowledge and competences in biology while developing new scientific and technical skills.

Objectives:

In a continuum with the teaching programme that is covered during the 3rd academic cycle, the students continue their scientific education in biology and Earth sciences by learning new concepts and terminology but also by strengthening all important notions that were acquired during the 6th grade. The main objective is to provide pupils with the right tools and skills to enable them to perform and practice biological sciences at a greatest possible level.

This includes the use of;

- Videos and "powerpoint" presentations
- The use of experiments during which working hypotheses are established before being (in)validated using scientific tools and logic
- The realisation of poster and/or oral presentations to improve pupils' communication skills
- Practical studies are intended to be performed in the laboratory once every two weeks to better understand life sciences and to enable pupils to look at this domain of sciences from an experimental point of view.

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

The programme:

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

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

Assessment:

Three types of assessment are carried out all year long:

- 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.

History-Geography-Civic Education

Ange SCHNEIDER

In the continuity of the 6ème class, the History-Geography and Civic and Moral Education program covers a **vast period** (from the Middle Ages to the modern age) that allows students to **think, see and to travel the world in a new way**.

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

Three main themes will be treated:

- **Christianity and Islam**
- **Society, the Church and political power**
- **The transformation of Europe and its openness to the world.**

Students will continue to learn about **different types of historical sources**. They will learn to **situate them in time and in a given context**.

In connection with the desired progressions in French, they must **be able to construct, both orally and in writing, organized and more developed narratives**. These two capacities (document analysis and proficiency in written and oral expression) concern all parts of the program.

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

GEOGRAPHY

Humanity and sustainable development

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

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

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

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

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

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

In civic and moral education

Diversity and equality are at the heart of the program.

Based on the achievements of primary school, the fifth class aims **to bring the student to confront human diversity and recognize the otherness.**

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

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

Security in the face of major risks is presented in connection with the geography program. Students use the notions of diversity, equality, security and are made to perceive their articulation.

Four major themes are explored:

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

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

The lesson

- Each course begins with **an opening on the chapter** thanks to documents to be analyzed.
- Then by **a specific work step** on a thematic file.
- A complex task will require the student to reason.
- **A history of art history** will complete each chapter in history. In the same way a file **"At the scale of the world"** will complete those of geography.

- Only finally will the lesson be given properly.
 - A **revision and training sequence** in class will make it possible to take stock of the pupils' achievements before any evaluation thanks to an activity entitled "**I make the balance sheet**".
 - **Viewing a documentary** will give a **global point of view** at the end of each theme studied.
- Have a happy school year!**

Bilingual History and Geography

Léna Gelinet

The History-Geography course in 5° is structured around different themes of history and geography which will allow students to discover important historical and geographical landmarks.

Themes and *landmarks covered*:

- Theme 1 (History): Christianity and Islam, worlds in contact.

The coronation of Charlemagne, the birth of Islam, the first crusade.

- Theme 2 (Geography): The demographic question and unequal development.

Population centres and their demographic dynamics, the North and the South.

- Theme 3 (History): Societies, churches and political power in the feudal West.

The great commercial regions in Europe in the Middle Ages, the religious capitals, the organisation of a seigneurie.

- Theme 4 (Geography): Limited resources, to be managed and renewed.

The distribution of water, the use of energy, food.

- Theme 5 (History): Transformations of Europe and opening to the world.

The first voyage of Christopher Columbus, the Renaissance, the Edict of Nantes, the personal reign of Louis XIV.

- Theme 6 (Geography): Preventing risks, adapting to global change.

Global change and its effects, technological and industrial risks.

Each theme will be composed of one or more chapters and will allow the development of the skills expected at the end of 5°:

- Situate and locate in space and time.
- Understand and analyse a document.
- Express oneself in writing.
- Expressing oneself orally.
- Cooperating and sharing.

Three EMC (Moral and Civic Education) workshops will be organised around the themes: Equality and discrimination; The role of the media; Citizens and risk management.

The 5eme language-learning aims revolve around:

Learning familiar words and expressions.

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

Consolidating grammar

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

Students will be assessed in three different ways:

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

Standardized Exams (*Devoirs Surveillés*)

Written and oral assignments

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

German

Carla Minchella

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

Each class will start with some news or current affairs:

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

This helps with reformulation of sentences and grammar/vocab

Life of young Germans today

We'll look at:

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

The authentic language is found in the texts we study.

- Firstly we'll understand the text, the grammar, vocab and pronunciation.
- This is followed by written and oral work. Each pupil will explain his or her ideas.
- Various activities (crosswords, gap fill exercises etc.) to help pupils memorise new vocab.

Students' personal work

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

Assessments

Homework is graded with a 0.5 coefficient

Summative Exams (coef 2)

Quizzes in class (coef 0.5)

Monthly oral class participation (coef 1)

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

Additional Information

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

Have a good school year!

EUROPEAN ENGLISH

Léna Gelinet

The European English course is based on cultural aspects allowing students to discover the extent of the English-speaking world. Many themes will be covered: the world of Harry Potter, superheroes, legends, the city of London, etc.

The emphasis will be on oral expression, as the class is small (less than 10 students) it will be possible for everyone to progress and participate. Students will be expected to make several oral presentations during the year.

The Motivate! 2 textbook and workbook will be used to work on the grammar concepts to be acquired during the year. Lesson checks, in addition to the DS, will be used to assess students and monitor their progress.

The assessment of the course will be based on oral presentations, lesson checks and DS. Students will also be awarded an oral participation mark and a notebook presentation mark per term.

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.

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.

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 1 hour of PE and 1 hour of Quidditch or Golf. During the classes, students are required to have their gym outfits (including shoes) as well as a hat and a bottle of water.

Each student will be graded with a coefficient of 3 according to various criteria (technique, movement, performance...) on the activity they are currently 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 or Golf

Term 2: Gymnastic and Quidditch or Golf

Term 3: Table tennis and Quidditch or Golf

Teaching SVT (Life and Earth Sciences) in Cinquième

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

* The objective in 5eme (=Cycle 4) 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 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.

Chinois

Jun BERNARD

The objective of the course is to introduce students to a Chinese course that is directly related to the HSK international certificate. This will help to bring value to their learning. Each student will be able to measure their level and take the HSK exam if they wish.

For the 5ème, we will work on pronunciation exercises as well as the intonation of PIN YIN.

HSK Level 1 has around 180 words and combinations, using simple vocabulary to understand and organise simple sentences, vocabulary, expressions of politeness, syllable organisation and tones, as well as character writing and ordering features. Students will learn to have simple communication skills such as: presenting and discussing simple topics: age, dates, fruits, nationalities and countries. In addition, they will learn to organise and write simple texts.

Bilingual English Class

Novadene MILLER

Welcome to the European English class program. I will be teaching the 5eme Bilingual English class program. I have a PHD focused on sustainable development using a socio – geographic approach. My graduate research was focused on a forest space in Jamaica, my country of origin.

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

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

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