

First parents/teachers meeting : 6e

FRENCH Brigitte Vidal

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

The objectives of this course are twofold.

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

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

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

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

The second aim of the course is to have students discover the world of **literature**.

Teaching techniques used here are designed to promote the joy of reading and help readers connect through literature. While reading, students travel through space and time: the world around them as well as the past with its myths, legends and tales...

Class work (comprehension and analysis) on selected texts and complete works will result in both written and oral tasks.

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

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

MATHEMATICS

Daniel Guy

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

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

Work methodology

The lesson is delivered 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.

Problems encountered

Students often have difficulties adapting to the 6eme class in terms of lesson learning and homework management. Feel to ask the staff for guidance or help. However most of the students will have prior knowledge of the basic concepts we will work on.

Minimum Course Requirement for passage in 6eme

All students must know their time tables.

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.

Summative 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*.

Syllabus

The 6eme course is divided in three themes: numbers and calculation, size and measurements, plane and spatial geometry. Students will also be familiarized with the use of computers as a work tool.

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/Chemistry

Daniel Guy

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

What's new?

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

Work methodology

The physics lesson is delivered 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.

Summative Assessments

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

Syllabus

The course is divided into four themes:

Matter

Movement

Energy

Signs

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

Activities

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

Web site

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

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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: 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 computer tools for the initiation to programming.

Earth and Life studies in Bilingual English

Nasrin Haddad Barakat

Introduction

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

Objectives and teaching

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

throughout the course. All students are expected to participate actively by taking notes, participating in discussions, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade. It may be requested that the student bring their personal computers to class for research work and to access work in the virtual classroom platform (Google Classroom). SVT is an active subject that comes further to life via experimentation and lab work.

Topics

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

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

Assessment and Student engagement

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

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

Teaching Sciences (SVT)

Stéphanie Badaroux

* The Sciences' chapters are divided into several investigations at the same time (Biology/Physics and Chemistry).

They are interdisciplinary (Physics & Chemistry / Biology) and provide a logical and coherent progression in Sciences.

There are five investigations:

1-the living things (discovery of an ecosystem, diversity and development of living beings, history of life and evolution)

2-matter (food and organic matter)

3-energy (nutrient and energy requirements)

4-the planet (the solar system and the Earth, the Earth's landscapes)

5-human needs (exploitation of natural resources and human impact on the environment)

* My objective for the 6ème class :

The acquisition of a scientific attitude and a good working method.

One approach :

-By using different tools (experiments, videos, reports of experiments,...), the different problems of the chapter will be formulated together in class

-the different hypotheses will be developed (induced or deduced by logical reasoning)

-the rest of the lesson will allow us to validate (or not) these hypotheses by guided exercises and thanks to different teaching aids (experiments, maps, research,...)

-The lesson summary is collected in a few lines in the notebook (lesson side).

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

* Assessments:

The lesson must be learned but above all understood well in order to be able to pass the assessment exercises and the final exams which close the chapter.

* Sciences (SVT) is a living subject and thanks to the practical work (TP) we will carry out experiments, presentations, methodology and research work allowing the students to understand this discipline in the most concrete way.

BILINGUAL ENGLISH

Helen THIRTLE-LEOTARD, Head of the Languages Department

I am pleased to announce that I will be the English teacher for this academic year 2021-2022 with the 6ème Bilingual students. I am the Head of the Languages Department and have over 27 years of language teaching, examining and management experience. I will have 3 hours a week in general English and we will be building on the basics and foundations of English language previously taught in the bilingual CM2 class at EPBI.

The programme will address all key skill sets of English including reading, writing, speaking and listening at a Pre-intermediate (A2/B1 level). We will be using English File Pre-Intermediate student book and workbook as the main resources for these lessons which involve interactive teaching and learning through the “I-Tools” module. Each lesson will be planned around these skills using a range of different activities to support growth. Pupils will learn grammar (Grammar Bank), vocabulary (Vocabulary Bank), key expressions, formal/polite language, more informal language, talk about their everyday life and routines, talk about a situation, describe and explain it. Any extra grammar support material will be given when necessary to the 6ème Bilingual students to boost their level.

Material covered in class in the student book will also be reinforced at home with weekly homework in the workbook. It is important that all homework is completed and handed in promptly. Not only because this work will go towards student grades but more importantly because it is a time of consolidation where students have the opportunity to confirm and retain lessons learnt during class time. In order to make regular checks of lesson assimilation, there will be short spelling tests on new vocabulary and grammar tests done in class each week. Homework will be graded too with a coefficient of 0.5. This will give regular weekly grades and will help boost the student's average.

Every term there will be approximately 3 continuous tests (or Devoirs Surveillés) to check that lessons have been learnt and understood correctly. This feedback will be used to assist me in lesson planning and identifying students who require further support. The tests will be about the grammar and vocabulary areas covered recently in class and pupils will be carefully prepared for each test. Revision notes and explanations for the test will be given to pupils about one week before the assessment.

Here at EPBI, every teacher uses Google Suite for Education and has a “**Classroom**” for every subject. Within the 6ème Bilingual English 2021/2022 classroom you will find:

- **Lesson Documents File** with lesson summaries and extra resources (Internet weblinks, audio 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 English lessons in 6ème Bilingual class with me. I hope it will be a productive academic year for them and for their English.

SPANISH

Sabrina Palamara

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

In order to achieve this, we will use a textbook with lessons and suggested activities. Students will be assessed in three different ways:

- Class tests 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 6eme should reach the A1+/A2 level.

As the 6emes' Principal teacher my role is to create a climate of trust confidence in order to be able to break communication barriers. This will help make it easier to deal with daily issues or frustrations. I can be made available to all those parents wishing to discuss their child's welfare in an effort to make this school year as pleasant and smooth as possible for all.

German

Carla Minchella

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

The five skills which we will develop include:

Listening and understanding

Reading and understanding

Being able to engage in a continuous conversation

Writing

Reacting and communicating

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.

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.

History-Geography-Civic Education

6° EURO

Mr. SCHNEIDER

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

The objectives of the syllabus are to consolidate and develop the common base made up of knowledge, competence and culture. The 5 main fields of study are: languages,

learning methods and tools, teaching of the citizens of tomorrow, representations and recognition of the world and human activities.

Scaffolding teaching techniques include learning to:

- Acknowledge a sense of time and space, e.g. model-building either in a time (historical) or a spatial (geographical) sense.
- Reason with arguments using document-based support
- Use of various languages in history and geography by cooperating in group work.

Syllabus

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

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

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

There will be a revision and practice time in class to monitor the students’ acquisitions. Individual support will help take stock of ongoing acquisitions. Students engage in an activity labeled “What I know”.

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

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

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

Some of the themes we will discuss are *Sensitivity* (in one’s self and to others); *Judgment* (ability to think alone and with others); *Law and Rules* (knowing to live with others) and *Commitment* (collective and individual actions).

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

Have a good school year

Mr. Schneider

Bilingual History-Geography

Léna Gelinet

The History-Geography course in 6ème is structured around three themes. For each theme, several chapters of history and geography will be studied in order to cover numerous historical and geographical landmarks.

Themes and *landmarks covered*:

- Theme 1: Humanity on Earth, yesterday and today.

The continents and oceans, the main climatic zones, the largest cities in the world, the main centres of human settlement and deserts, homo sapiens, the first civilisations, the Fertile Crescent and its rivers.

- Theme 2: The Mediterranean, cradle of the great European civilisations.

The great maritime façades in the world, Homer, the foundation of Rome, the Battle of Alesia and the end of the conquest of Gaul.

- Theme 3: Ensuring unity in diversity.

Major landforms, major dense forests, hot and cold deserts, major islands and archipelagos, Pericles, Roman Peace, early Christianity, Christianity in the Roman Empire, the Silk Road.

Throughout the year, the skills acquired in CM1 and CM2 will be consolidated and developed:

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

Three EMC (Moral and Civic Education) workshops will enable pupils to tackle the themes of respect for others (racism, anti-Semitism, sexism, xenophobia), responsible use of the Internet and citizenship.

Personalised Accompaniment

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.

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 (1 hour of P.E. and 1 hour of either 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 practising the following activities:

Trimester 1: Athletics and Quidditch or Golf

Trimester 2: Gymnastics and Quidditch or Golf

Trimester 3: Table tennis and Quidditch or Golf

Chinese

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 6ème, 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.