



ECOLE PRIVEE BILINGUE INTERNATIONALE

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MYP3 Class Teaching Staff

English Literature

Joanna COWAN

MYP 4 and 5 Language and Literature will help students prepare for the rigorous higher-level English courses of the IB Diploma Program. Throughout the course students will practise literacy skills through oral expression, reading, writing, literary analysis and critical thinking, working with a collection of intriguing and diverse texts. We will be working with the following novels, which serve as mandatory reading for the class:

MYP4 - Animal Farm by George Orwell and Lord of the Flies by William Golding

MYP5 – 1984 by George Orwell and Of Mice and Men by John Steinbeck

Students will learn to explore *literature and narrative concepts* from a wide variety of cultures and traditions, both fiction and nonfiction in a variety of genres, purposes, and styles. They will also develop *reading skills* to interpret, analyse, discuss and evaluate across different texts, authors and genres. Students will also develop essential *writing skills* of style, sentence formation, usage/grammar, mechanics and spelling. They will learn to apply *linguistic and literary concepts* and skills in a variety of authentic contexts, and how to discuss the relationships between the *elements of literature* including satire, irony, symbolism, and plot. Opportunities to further explore and reflect on learning will be given through *independent and group projects*. The aim is to enable students to increase their knowledge of literature genres and terminology, encourage them to be careful and critical readers, help them practise formal oral presentation skills and develop a lifelong interest in reading.

Students will engage in various discussions and text analysis based on the knowledge they have acquired. This will provide them with the cognitive skills to unlock the content and deeper meaning of classic, international and contemporary literature. They will develop the ability to “close read” and creatively explain and defend their understanding of a text.

Students should be aware that I do not allow the use of Artificial Intelligence such as Chat GPT for their work. They should also be aware that there are very effective ChatGPT checkers so that if I have a doubt I can easily check. However, I do not normally need to check because it is obvious when their writing is their own ! This is something that I will be very strict about and I won't hesitate to give a zero for work that isn't their own.

Students will also need to ensure that work is handed in on time and in the correct format.

This year I will also be starting an EPBI Instagram grammar page. The group will obviously be closed and only EPBI students will be accepted. I will post grammar tips and help and as most pupils have a phone, it would be extremely useful for them to join as we won't have much time to do grammar in class.



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Sciences

Nasrin BARAKAT

Introduction : With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. Scientific Inquiry fosters critical and creative thinking about research and design, as well as, the identification of assumptions and alternative explanations. Science within the Middle Year Program (MYP) encourages inquiry, curiosity, and ingenuity. That's why Integrated Sciences for Middle Year Program students has been developed to meet high standards for scientific inquiry, technological design, safety, and practices of science. These fundamentals are progressively acquired by the end of the program, to prepare the students for the component of DP subjects in Physics, Chemistry and Biology and thus the international baccalaureate.

Objectives and teaching : Sciences for MYP 4&5 students aims to develop understanding of main concepts and notions by acquiring the knowledge and then applying the ideas to solve problems, sharing and communicating with peers, analysing and evaluating information and finally reflecting on its impact on our life. Successful acquisition of these concepts and notions shall be continually assessed throughout the course and all students are expected to participate actively by rigorous note taking, participating in discussions, independent researching, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade.

Topics : The teaching program is based on a transversal approach, where a global question concerning our everyday lives is posed and by the end of the unit all the core concepts are answered for. These core concepts are the following:

1. Systems (Photosynthesis and respiration)
2. Metabolism (digestion and gas exchange)
3. Cells (tissues, organs, and systems, cell division, reproduction)
4. Electromagnetism (magnetism, magnetic fields, electric circuits)
5. Forces (motion, motion graphs, Newton's Laws)
6. Interaction between organisms (Food chains and Food Webs)
7. Matter (Particles and Kinetic Theory)

Assessment and Student engagement: The assessment criteria are directly related to the objectives of the IB MYP science program. These objectives are used to measure the student's acquisitions in science; thus, the grades are based on their growth and development in each of the following categories (*IB MYP Science Guide, Sep 2014*):

- Knowing and understanding
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impact of science

Each criterion is assessed using different evaluations such as oral and poster presentations, quizzes and tests, homework, study cases or lab work and reports.



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Mathematics

Dany MULLER

Introduction

MYP mathematics courses help to prepare learners for the study of group 5 courses in the IB Diploma Programme (DP). As students progress from the MYP to the DP or IBCC, the emphasis on understanding increases as students work towards developing a strong mathematical knowledge base that will allow them to study a wide range of topics. Through this process, they also work on communicating their ideas in ways that allow others to understand their thinking. The MYP mathematics objectives and criteria have been developed with both the internal and external assessment requirements of the DP in mind.

For additional information:

https://lcismyp.files.wordpress.com/2018/05/math_guide_2014.pdf

Objectives and approach to learning

MYP5 mathematics aims to provide all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics when they will access the Diploma Programme level.

The programme displayed in mathematics for MYP 4 and 5 learners is designed so that students are taught how to choose and apply appropriate mathematical tools to solve numerous types of real-life problems in both familiar and unfamiliar situations. The course aims at further developing the learners' skills that have been acquired in MYP1, MYP2 and MYP3 so that they become critical-thinkers, researchers, inquirers and risk-takers.

To achieve a good grade in mathematics, the use of an appropriate mathematical language and terminology is also required when writing reports or when solving real-life mathematical problems. It is therefore important that students understand what the expectations are and produce a sufficient amount of efforts to learn and apply the correct way of expressing mathematical notations, symbols and terminology.

In the end, MYP4 and MYP5 students must have developed and improved the following competences:

- Problem-solving skills: Mathematical strategies to solve problems in both mathematical and real-life contexts;
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables);
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy;
- Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically;
- Communication and technology skills: Confident use of computer applications and calculators when analysing problems, expressing a clear line of mathematical reasoning by use of technology;
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view;
- Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.



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Learning Topics:

The Middle Year Programme in mathematics for students who are in their 4th and 5th year is almost identical to that of the diploma programme despite being somewhat different in the level of complexity and range of applications. As usual, the course is structured around four main axes, which are:

- Numbers, algebra and sequences and series
- Geometry and trigonometry
- Modelling real-life situations using functions
- Probability and statistics

Assessments

The objectives of the course are defined according to the published guidelines for MYP students (IB-MYP Mathematics Guide, September 2014) which are used to assess the learners' level of improvement and achievement. The assessment process is based on the review of numerous skills and competences and is established according to four criteria which are:

- Criterion A: Knowing and understanding
- Criterion B: Investigating patterns
- Criterion C: Communicating
- Criterion D: Applying mathematics in real-life contexts

Each criterion is assessed at least once every semester through the completion of classroom questions, quizzes and tests, homework, real-life case studies, or through class presentations and discussion.

Expectations

The following points are very important for improvement and success; and a specific attention will be done all year long to insure that the learners follow the guidelines:

- All reports and exam papers written by the learners must be focused, coherent, well-structured and concise.
- The quality of the reports and exam papers written by the students will be taken into account and will have to be done again if this rule is not respected. This will also be associated with the loss of 1 mark out of 8 each time a task must be done again.
- All reports and exam papers written by the students must be done using a double-sheet paper, which front page will be used to indicate the name of the learner, the date and the subject. Once again, if this simple rule is not followed by the student, the tasks will have to be done again with a loss of 1 mark each time.
- All learners must come to the Maths class with a minimum of 2 notebooks (1 for the lessons and 1 for the exercises), 2 pens (1 black/blue and 1 red/green/...), 1 pencil, a ruler and the expected calculator. Any missing material will lead to an observation.
- No computer will be accepted during class time except if required by the teacher. The paper version of the book is mandatory and the digital version can be used by the learners during research or at home.



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Individual and Societies: MYP 4

Megan Taly

The Individuals and Societies MYP program is composed of history, civics, economics and geography. This program aims to:

“... encourage learners to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.”(IB MYP Guide)

The MYP 4 Individuals and Societies course builds upon the knowledge and skills acquired in previous years, delving further into subjects such as history, geography, economics, civics, and anthropology, offering an interdisciplinary approach that deepens students' insights into the world around them.

Throughout this course, students engage in research, analysis, and critical thinking regarding issues and questions that shape societies. By examining historical events, economic systems, cultural dynamics, and global challenges, students develop an understanding of the multifaceted forces that shape our world.

The MYP 4 Individuals and Societies course encourages students to become active participants in their own learning. Through project-based assessments, collaborative group work, and independent research, they will strengthen their research, communication, and problem-solving skills. Students will evaluate sources, analyze data, and engage in thoughtful debates, enabling them to form well-informed perspectives and arguments.

The Individuals and societies course will cover four units:

1. Why do individuals form social groups?
2. How do empires work?
3. What impact do humans have on natural environments?
4. Can urban systems be managed sustainably?

Statements of inquiry will guide research and insight into the key concepts covered in the program. Students will be guided by the teacher through exploration of primary and secondary resources, inquiry on current events, case studies in different regions, and presentations through creative digital media.

Students will have three hours per week of Individual and Societies, which includes one hour a week of dedicated research time to the topics covered in class and related to class projects. Lessons are planned to incorporate the four principal IB MYP criteria skills in each unit (knowing and understanding, investigating, communicating, and critical thinking). Lessons are also planned to develop ATL skills linked to each unit and develop principles of the IB learner profile while using an inquiry-based approach to learning.



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Group and individual assignments will be given for classwork and homework that will be measured by the following four assessment criteria:

Criterion A: Knowing and Understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking Critically

Students will be evaluated by individual written assignments, presentations and group collaborations. They will also receive one grade per semester for participation in the class which includes participating in class discussions as well as engaging with and completing classroom activities.

Individual and Societies: MYP 5

Megan Taly

The Individuals and Societies MYP program is composed of history, civics, economics and geography. This program aims to:

“... encourage learners to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.”(IB MYP Guide)

The MYP 5 Individuals and Societies course builds upon the knowledge, skills, and insights students have acquired from previous years. In this course, students critically examine a variety of complex societal issues, historical events, and global challenges. Through rigorous research, analysis, and synthesis, they will develop a sophisticated understanding of the interconnectedness of individuals, societies, and the broader world.

The course fosters independent inquiry, encouraging students to formulate research questions, design investigations, and explore diverse perspectives. They will engage in advanced research, evaluate sources, and develop their capacity to think critically, analytically, and creatively.

This course places great emphasis on developing their ability to communicate effectively, both orally and in writing. Through presentations, debates, and essays, they will refine the skills needed for articulating complex ideas and constructing well-reasoned arguments based on evidence and critical analysis.

The MYP 5 Individuals and Societies course will cover four units:

1. How do we decide what to produce?
2. Can we make a fairer world through trade?
3. How can developing countries successfully increase standard of living?
4. How has our perspective changed now?



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Statements of inquiry will guide research and insight into the key concepts covered in the program. Students will be guided by the teacher through exploration of primary and secondary resources, inquiry on current events, case studies in different regions, and presentations through creative digital media.

Students will have three hours per week of Individual and Societies, which includes one hour a week of dedicated research time to the topics covered in class and related to class projects. Lessons are planned to incorporate the four principal IB MYP criteria skills in each unit (knowing and understanding, investigating, communicating, and critical thinking). Lessons are also planned to develop ATL skills linked to each unit and develop principles of the IB learner profile while using an inquiry-based approach to learning.

Group and individual assignments will be given for classwork and homework that will be measured by the following four assessment criteria:

Criterion A: Knowing and Understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking Critically

Students will be evaluated by individual written assignments, presentations and group collaborations. They will also receive one grade per semester for participation in the class which includes participating in class discussions as well as engaging with and completing classroom activities and meeting assignment deadlines.

Art: MYP 5

Megan TALY

In this year's MYP 5 Art course, students will have the opportunity to explore a variety of different aspects in the field of film studies as well as documentary filmmaking. This course will encourage students to develop a deeper understanding of the filmmaking process, develop analytical skills and technical skills as they explore the art of filmmaking as a form of creative expression. This course, which will meet for 1.5 hours a week, is intended to introduce students to the DP film course.

The first half of the year will focus on the film studies component of the course. Students will analyze films from various genres and different cultural contexts. They will learn about film terminology and concepts by examining narrative structures, cinematography, editing techniques, sound design, and the impact of these elements on storytelling. Through critical analysis and interpretation, they will gain insight into the ways in which filmmakers communicate their ideas and evoke emotions.

In the second half of the course students will be introduced to documentary filmmaking. They will study notable documentaries and documentary filmmakers. Additionally, through a hands-on project, they will apply their film knowledge and developing skills to the process of producing a short documentary. This will allow them to explore research methodologies, storytelling techniques, interviewing skills, and ethical considerations in representing real-life subjects and narratives.



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This course will give the students an opportunity to develop their creative skills and artistic sensibilities. They will reflect on their own unique aesthetic preferences and cultural perspective in order to understand how they impact their own self-expression.

Students will work independently and in groups to develop film projects. The main projects in the course will include a written analysis of a film as a text to interrupt using their framework of film knowledge to critically review a film as well as the creation of a short documentary starting from conception into production and finalized in post-production.

Group and individual assignments will be given for classwork and homework which will be measured by the following four assessment criteria:

- Criterion A: Investigating
- Criterion B: Developing
- Criterion C: Creating / Performing
- Criterion D: Evaluating

Students will be evaluated by individual written assignments, presentations and group collaborations. They will also receive one grade per semester for participation in the class which includes participating in class discussions as well as engaging with and completing classroom activities and meeting assignment deadlines.

Art: MYP 4

Damaris Schroth

Organisation of the week: The Art classes with me are 1.5 hours each week.

Course outline:

The Arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world.

In my Art classes I will value the processes of creating, performing and presenting artwork, and give my students opportunities to function as artists and to develop as learners. Students will learn how to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

The aims of MYP Arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.



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Curriculum overview:

This year's student learning will be divided into two Units. The first unit will be focusing on Visual Arts and the second Unit will focus on Drama and Theatre.

The MYP promotes inquiry in the arts by developing conceptual understanding within global contexts. The key concepts that we are working on this year are **perspective and identity**, the related concepts are (for UNIT 1 visual arts:) **Composition and Visual culture** and (for UNIT 2 Drama & Theatre:) **Narrative and Structure**. In Unit1 We will be looking at great Artists' art styles and we will study these, explore and practise them ourselves, with our own ideas, experiences and cultural backgrounds. The statement of inquiry for UNIT1 is: "Artistic expression can support self-discovery of your own **identity** and enhance new **perspectives** and skills to communicate **visual culture** and **relationships** through the **composition** of art."

Assessment criteria:

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that I will use to make judgments about the students' work.

Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/ performances.

Criterion B: Developing

Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

Criterion C: Creating or performing

The students' command of skills and techniques is demonstrated through the creation or performance of a finalised artwork that is summatively assessed.

Criterion D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Resources: IB Literature

We will be using Harry Potter literature ("Fantastic Beasts and where to find them" by J.K.Rowling) to develop skills necessary to create and perform Drama.

I am looking forward to spending a great year of learning with you!

Please don't hesitate to get in contact with me for feedback or questions.

I am always open to ideas and thoughts to shape and develop this year's MYP3/4 ART class into the best possible learning experience for my students.



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French : Phase 3/4

Jean-Michel RENARD

Course outline:

The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.

Language Acquisition teaching and learning is organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum. This course is for phases 1 and 2 students (equivalent A1 to A2 in the European Framework (CEFL))

Students will use a wide range of digital resources, a textbook and a workbook and print resources to develop knowledge, skills, attitudes and conceptual understandings. They will work individually and collaboratively to develop transferable approaches to learning (ATL) skills. I will assess students using a variety of assessment strategies and tools.

At the beginning of each unit the teacher will establish his enquiry statement. Each *unit* is designed to develop increasing understanding a broad-based *key concept* and of one or more subject specific *related concepts*. The concepts add breadth and depth to the subject knowledge and skills. Throughout the unit the students will answer inquiry questions (factual, conceptual and debate questions).

Each unit is taught within a *global context* that connects learning with life beyond the classroom. Besides the learners will work on an interdisciplinary project (that is to say: French, individuals and society and sciences). It will enable them to develop a capacity for synthesis through interdisciplinarity. The final goal will be to assert their open mindedness.

Assessment:

In MYP French, the purposes and targets for learning language are divided into three areas of communication:

- Oral communication
- Visual communication
- Written communication

Student will be assessed continually -formative and summative- through oral and written activities: written production, reading comprehension, linguistic tests (grammar, vocabulary), quizzes, oral presentations, teamwork, homework exercises, dictations, projects and Devoirs Surveillés (DS) ...

In order to measure a student's progress and achievement in each phase of the course, four criteria have been established by the IB. These criteria correspond directly to the four objectives. Each criterion will be assessed at least once each semester.



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The four units studied this year are:

Unité 1 : Sport et éthique

Unité 2 : Qu'est-ce qu'être humain ?

Unité 3 : Comment les médias et la publicité influencent-ils notre quotidien ?

Texts used for the listening and reading task will be written and spoken multimodal texts. This means that the texts will have the spoken and written mode and other modes such as visual still images or visual moving images.

Their evaluation will be carried out according to the following four criteria:

Criterion A: oral comprehension

The texts used for the listening comprehension task must be multimodal oral texts, namely texts combining the oral mode and other modes such as still or moving images.

Criterion B: written comprehension

The texts used for the reading comprehension task should be multimodal written texts, that is, texts combining the written mode and other modes such as visual and spatial modes. Examples: written text with pictures, a web page with written text and pictures.

Criterion C: oral expression

The texts used to produce the speaking task must incorporate modes such as visual and spatial modes. Example: a short written text (caption) with one or more images, visuals or photographs.

Criterion D: written expression

A stimulus incorporating other modes such as visual and spatial modes should serve as the starting point for the production of the writing task. Examples: a short written text with images, a written text laid out.

Each criterion is evaluated on a maximum of 8 points

In order to optimize the learning of our students and ensure more effective monitoring of their progress, we benefit from the implementation of the « **Classroom** » application via the « **G.Suit** » platform.

Indeed, this instrument of communication (set up and tested during confinement) allows us to distribute all the course programs, messages, documents, work to be done and corrections.

This computer program will complement that of « **Pronote** » already used.



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French : Phase 5/6

Karl SUIR

Course outline:

The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.

Language Acquisition teaching and learning is organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum. This course is for phases 5 and 6 students (equivalent C1 to C2+ in the European Framework CEFL)

Students will use a wide range of digital resources, a textbook and a workbook and print resources to develop knowledge, skills, attitudes and conceptual understandings. They will work individually and collaboratively to develop transferable approaches to learning (ATL) skills. I will assess students using a variety of assessment strategies and tools.

At the beginning of each unit the teacher will establish his enquiry statement. Each **unit** is designed to develop increasing understanding a broad-based **key concept** and of one or more subject specific **related concepts**. The concepts add breadth and depth to the subject knowledge and skills. Throughout the unit the students will answer inquiry questions (factual, conceptual and debate questions).

Each unit is taught within a **global context** that connects learning with life beyond the classroom. Besides the learners will work on an interdisciplinary project (that is to say: French, individuals and society and sciences). It will enable them to develop a capacity for synthesis through interdisciplinarity. The final goal will be to assert their open mindedness.

Assessment:

In MYP French B, the purposes and targets for learning language are divided into three areas of communication:

- **Oral communication**
- **Visual communication**
- **Written communication**

Student will be assessed continually -formative and summative- through oral and written activities: written production, reading comprehension, linguistic tests (grammar, vocabulary), quizzes, oral presentations, teamwork, homework exercises, dictations, projects and Devoirs Surveillés (DS) ...

In order to measure a student's progress and achievement in each phase of the course, four criteria have been established by the IB. These criteria correspond directly to the four objectives. Each criterion will be assessed at least once each semester.



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A: Comprehending spoken and visual text — *this objective involves the*

student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.

B: Comprehending written and visual text — see criterion A but for a written and visual text.

C: Communicating in response to a spoken, written and visual text

D: Using the language in spoken and written form

M. SCHNEIDER Ange-Jean

French MYP 3, phases 5 et 6

Course outline:

The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.

Language Acquisition teaching and learning is organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum. This course is for phases 1 and 2 students (equivalent A1 to A2 in the European Framework (CEFL))

Students will use a wide range of digital resources, a textbook and a workbook and print resources to develop knowledge, skills, attitudes and conceptual understandings. They will work individually and collaboratively to develop transferable approaches to learning (ATL) skills. I will assess students using a variety of assessment strategies and tools.

At the beginning of each unit the teacher will establish his enquiry statement. Each *unit* is designed to develop increasing understanding a broad-based *key concept* and of one or more subject specific *related concepts*. The concepts add breadth and depth to the subject knowledge and skills. Throughout the unit the students will answer inquiry questions (factual, conceptual and debate questions).

Each unit is taught within a *global context* that connects learning with life beyond the classroom. Besides the learners will work on an interdisciplinary project (that is to say: French, individuals and society and sciences). It will enable them to develop a capacity for synthesis through interdisciplinarity. The final goal will be to assert their open mindedness.



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Assessment:

In MYP French, the purposes and targets for learning language are divided into three areas of communication:

- Oral communication
- Visual communication
- Written communication

Student will be assessed continually -formative and summative- through oral and written activities: written production, reading comprehension, linguistic tests (grammar, vocabulary), quizzes, oral presentations, teamwork, homework exercises, dictations, projects and Devoirs Surveillés (DS) ...

In order to measure a student's progress and achievement in each phase of the course, four criteria have been established by the IB. These criteria correspond directly to the four objectives. Each criterion will be assessed at least once each semester.

The three units studied this year are:

Unité 1 : Sport and ethics.

Unité 2 : What is to be human ?

Unité 3 : HOW do the media and advertising influence our daily lives?

Texts used for the listening and reading task will be written and spoken multimodal texts. This means that the texts will have the spoken and written mode and other modes such as visual still images or visual moving images.

Their evaluation will be carried out according to the following four criteria:

Criterion A: oral comprehension

The texts used for the listening comprehension task must be multimodal oral texts, namely texts combining the oral mode and other modes such as still or moving images.

Criterion B: written comprehension

The texts used for the reading comprehension task should be multimodal written texts, that is, texts combining the written mode and other modes such as visual and spatial modes. Examples: written text with pictures, a web page with written text and pictures.

Criterion C: oral expression

The texts used to produce the speaking task must incorporate modes such as visual and spatial modes. Example: a short written text (caption) with one or more images, visuals or photographs.

Criterion D: written expression

A stimulus incorporating other modes such as visual and spatial modes should serve as the starting point for the production of the writing task. Examples: a short written text with images, a written text laid out.

Each criterion is evaluated on a maximum of 8 points



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In order to optimize the learning of our students and ensure more effective monitoring of their progress, we benefit from the implementation of the « Classroom » application via the « G.Suit » platform.

Indeed, this instrument of communication (set up and tested during confinement) allow us to distribute all the course programs, messages, documents, work to be done and corrections.

This computer program will complement that of « Pronote » already used.

PHE MYP4

Dany MULLER

Introduction : At the global level, physical activity and health is essential in the context of diplomacy and allows the organization of international competitions such as the Olympic Games. This makes it possible to create strong links between nations, cultures, peoples and their environment and to promote peace in the world while respecting competition. Thus, physical education and health classes promote the development of students' knowledge and skills so that they can flourish according to a healthy and balanced lifestyle in a global context. Students learn to share and communicate their ideas and knowledge through group activities or team work. They learn to know their body better and develop new skills related to self-sacrifice, collaboration or communication while respecting and accepting the ideas of others.

Objectives and approach to learning : Physical education and health classes focus both on theoretical knowledge of sport and health and on learning through physical activity. This teaching encompasses the factual, conceptual, procedural and metacognitive dimensions whose objective is to encourage and enable students to:

- Explore global educational concepts
- Participate actively and effectively in many sporting activities
- Understand the value and importance of physical activity
- Develop and maintain a healthy and balanced lifestyle
- Collaborate and communicate effectively with others
- Establish constructive social relations
- Reflect and share own experiences.

The teaching is based on four domains of application. The first aims to make students aware of the importance that sports activity has on health. The second consists in the realization of an action plan in order to improve sports performance. The third aims to improve technical and conceptual capacities and skills through regular practice of sport. The fourth tends to improve the student's perception of his performance to help him define his goals, take thoughtful action and evaluate his own performance.

Planned objectives:

- Educational games targeting the invasion of opposing territory (dodgeball, turbo touch, etc.)
- Team sports (rugby-flag, handball, football, volleyball, etc.)
- Gymnastics, aerobics and/or flexibility/stretching
- Athletics (running, high jump, hurdle race, throws, etc.)



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Evaluation : MYP students work over a period of five years and the learners progress is assessed against the IB learning objectives (IB-MYP PHE Guide, September 2017). This evaluation process is carried out around four criteria which are:

- Critère A: Knowledge and understanding
- Critère B: Planning for performance
- Critère C: Applying and performing
- Critère D: Reflecting and improving performance

Criteria A, B and D are assessed at least once per semester through forms completed in class, multiple-choice questions, homework, case studies or even oral presentations. Criterion C (performance) is evaluated in situations of physical activity and sports.

ATL - Approaches to learning

Jean-Michel Renard

I. IB philosophy

Through approaches to learning (ATL) in IB programmes, students **develop skills** that have relevance across the curriculum and “**learn how to learn**”.

ATL skills provide a solid foundation for learning independently and learning with others. ATL is like a **common language** that students and teachers can use.

II. ATL skill categories and clusters

There are **5 ATL skill categories** expanded into 10 developmentally-appropriate skill clusters:

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer



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ATL skills are **interconnected**: individual skills & clusters frequently overlap.

1-Communication: I. Communication skills - examples:

- § **Exchanging** messages and information effectively through **interaction**.
- § **Reading, writing** and using language to gather and communicate information

2-Social: II. Collaboration skills – examples:

- § **Working effectively** with others
- § **Use social media** networks appropriately

3-Self-management:

- § **III. Organization skills - examples:**
 - Ø **Managing time** and tasks effectively
- § **IV. Affective skills - examples:**
 - Ø Managing state of mind (Self-motivation, perseverance...)
- § **V. Reflection skills - examples:**
 - Ø (Re)considering the process of learning
 - Ø Choosing and using ATL skills

4-Research:

- § **VI. Information literacy skills- examples:**
 - Ø Finding, interpreting, judging and creating information
- § **VII. Media literacy skills - examples:**
 - Ø Interacting with the media to use and create ideas and information.

5-Thinking

- Ø **VIII. Critical-thinking skills - examples:**
 - § Analysing and evaluating issues and ideas
- Ø **IX. Creative-thinking skills - examples:**
 - § Generating novel ideas
 - § Considering new perspectives
- Ø **X. Transfer skills - examples:**
 - § Using skills and knowledge in multiple contexts

III. The focus of ATL in the MYP

ATL in the MYP helps students to develop the self-knowledge and skills they need to enjoy a lifetime of learning and to become confident, independent, self-managed learners.

ATL uses a wide range of content, developed through MYP concepts and contexts, as a vehicle for effective learning strategies or processes. Likewise, ATL skills can be powerful tools for exploring significant content.

ATL skills empower students to **meet the** challenging **objectives** of MYP subject groups, prepare **for** further success in rigorous academic programmes like the **DP**.

The most effective way to develop ATL is through ongoing, process-focused **disciplinary** and **interdisciplinary** learning.



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Key questions to be answered with respect to ATL skills:

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

IV. Assessment of ATL in the MYP

ATL skills are **not formally assessed** in the MYP.

IB MYP 4: Community Project

Helen THIRTLE-LEOTARD

I am pleased to announce that I will be the **Community Project supervisor (CP)** for this academic year 2023-2024. We will have 1 hour together every week.

So what exactly is the Community Project for our MYP3/4 students?

IB schools offering an MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in community project. At EPBI, the community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through work experience and service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to a week-long placement in their chosen association or charity. The community project will be completed.

Dates of work placement:

MYP 4: 11/04/2024 to 15/03/2024

Students will demonstrate their work placement reports in the form of an oral presentation on **26/04/2024**.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- carry out work experience in their chosen field
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

The objectives in the MYP community project

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their study and work experience. The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.



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Objective A: Investigating

- i. Define a goal to address a need within a community, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

Objective B: Planning

- i. Develop a proposal for action to serve the need in the community
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

Objective C: Taking action

- i. Carry out a week-long work experience
- ii. Demonstrate service as action as part of the project
- iii. Demonstrate thinking skills
- iv. Demonstrate communication and social skills

Objective D: Reflecting

- i. Evaluate the quality of the service as action against the proposal
- ii. Reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. Reflect on their development of ATL skills

Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

So I wish the students best of luck with their community projects this year!

Personal Project MYP5

Jean-Michel Renard

I am pleased to announce that I will be the **Personal Project supervisor (PP)** for this academic year.

We will have 1 hour together every week so each student can individually work on a personal project during the academic year. This personal project will give students an excellent opportunity to produce truly personal and often creative products / outcomes and to demonstrate consolidation of learning throughout the MYP curriculum.

Students will engage in practical explorations through a cycle of inquiry, action and reflection. The MYP personal project will also help students to develop the attributes of the IB learner profile; provide them with essential opportunity to demonstrate ATL skills developed throughout the MYP programme and foster the development of an independent, lifelong learner.



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The aims of the MYP personal project are to encourage and enable all students to:

- participate in a sustained, self-directed inquiry within a global context,
- generate creative new insights and develop deeper understandings through in-depth investigation,
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time,
- communicate effectively in a variety of situations,
- demonstrate responsible action through, or as a result of learning and
- appreciate the process of learning and take pride in their accomplishments.

There will be three official meetings that each student will have with their supervisor throughout the academic year. The **first one** will take place in **early October** to validate the choice of topic for the PP. The **second will be in January** in order to check on progress and the **final meeting will be in March / April** for the draft version of the PP report.

The personal project, in the form of a project report, will be assessed at the end of the school year (early May) by myself using rigorous IB MYP assessment criteria (Investigation, Planning, Taking Action and Reflection). Students will also be able to present their project to the class at the end of the academic year too.

Here at EPBI, every teacher uses Google Suite for Education and has a “**Classroom**” for every subject. Within the MYP5 Personal Project classroom you will find:

- **Personal Project Student handbook**
- **Homework File** with homework correction.

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

School Year 2023/2024 **IB MYP 5: Theory of Knowledge**

Teacher: Helen THIRTLE-LEOTARD, Head of the Languages Department

I am pleased to announce that I will be the **Theory of Knowledge (TOK)** teacher for this academic year 2023-2024 and this will be the 8th year that I will teach this course in the IB curriculum.

We will have 1 hour together every week to introduce the students to this very brand new subject of TOK.

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 TOK vocabulary** associated with each theme (Area of Knowledge and Ways of Knowledge), **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.** We will also watch short videos to highlight and support what we have been learning together.



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Students will be prepared for the assessment side of the IB TOK course. This involves **2 types of evaluation**:

1. An **extended essay** of 800 words about a knowledge question
2. An **exhibition** about a real life situations/objects or images which is then linked to a specific knowledge prompt (15 minutes) and maximum 950 words.

So what is TOK and why is it so important in the IB programme?

TOK is part of the common core syllabus at IB DP level. Here at EPBI we would like to initiate our MYP 5 students to the basic notions of TOK. By introducing this subject earlier on in the IB curriculum, students will be able to get a grasp of TOK and what it means, how it works etc.

The main question that I will ask students during this course is “how do we know?”. We need to ask ourselves where our knowledge comes from and how much we actually trust this knowledge to be true. This course will encourage students to think critically and take an active part in their learning rather than passively accepting what they are taught. Critical thinking involves such things as asking pertinent questions, using language carefully and precisely, supporting ideas with evidence, arguing coherently and making sound judgement. Students will be encouraged to think critically in every subject they study from Maths and Chemistry through to History and French Literature.

TOK is designed to help students reflect on and further develop the thinking skills they have already acquired in their education so far. TOK is in the common core of the IB DP course, making it critical and linked to all subject areas.

Students will have to ask themselves these types of questions using typical TOK language:

1. *Meaning*: What does it mean?
2. *Evidence*: What counts as evidence?
3. *Certainty*: How certain is it?
4. *Perspective*: How else can we look at it?
5. *Limitations*: What are the limitations?
6. *Value*: Why does it matter?
7. *Connections*: How similar/different is it to/from ...?

The questions raised in this course won't usually have definite answers, but this doesn't mean to say they are less important. This class should help to provoke thought and stimulate ideas linked to the student's own experience in order to help them draw their own conclusions.

Here at EPBI, every teacher uses Google Suite for Education and has a “**Classroom**” for every subject. Within the MYP 5 TOK 2023/2024 classroom you will find:

- **Lesson Documents File** with lesson summaries and extra resources (Internet web links, audio etc.) that we have done during lesson time
- **Homework File** with homework correction.

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

So I welcome your children to the TOK lessons with me. I hope it will be a productive academic year for them, for their English and for The Theory of Knowledge.