

## Back to School Meeting in Collège: Classes of 5ème, 4ème and 3ème

### School Year 2023-2024

#### **Management**

Headmistress: - Dorothée Lebaillif

Head of Studies for the Collège and Lycée: -Stéphane Mazel

Head of the Language Department: - Helen Thirtle-Léotard

#### **Admin Staff**

Administrative Director: - Jean-Marc Lebaillif (Accounting, contracts...)

Secretary EPBI1: - Caroline Vivancos

Secretary EPBI2: - Laura Barbu (absences, late arrival, medical certificates) and Florence Thiolet

Educational Supervisor and Assistant Secretary:- Malika Azoug, Thibaud Bousige

#### **The Teaching Staff**

French: Brigitte Vidal (Head of year group for 5è)

Maths, Technology: Daniel Guy (Head of year group for 3è)

Physics/Chemistry: Dorothée lebaillif (5e), Daniel Guy (6e, 4e, 3e).

English: Jean-Michel Renard (3e), Vanessa Baker (4e, 3e)

Spanish: Sabrina Palamara

Chinese: Jun Bernard

History-Geography:

-Ange Schneider (5è EURO)

-Léna Gelinet (4è and 3è Bilingual)

-Helen Leotard (5è bilingual)

-Karl Suir (4è et 3è EURO)

SVT:

-Stéphanie Badaroux (5è à 3è) (Head of year group for 4è)

Sport: Baptiste Duhau-Marmon

Personalised Accompanied Studies: Ange Schneider

EPBI is pleased to announce its results for the National and International Baccalaureate exams.

In the **National Baccalaureate**, 100% success and 100% of our students obtain mentions divided into:

83% with Good Merit

17% with Merit

In the **International Baccalaureate**, the success rate is 92%, with one last student retaking a subject (in October) despite his overall average of 11.55.

The entire teaching team wishes great success to our students who will integrate the preparatory classes in France ([ECG, CUPGE Toulouse](#)), IT Computer Schools ([EPITECH Paris](#)), Business Schools ([Montpellier Business School](#), [ESCP Business School Paris](#)),

universities of Montpellier in Medicine and Law as well as Art Schools ([ARTFX School of Digital Art, E-artsup](#)).

Others are going abroad and to join prestigious universities such as [Berkeley University in Business in the USA](#), [McGill in Political Science in Canada](#).

In Europe, [Tillburg \(Netherlands\)](#) was chosen for Law but it is England the most popular country with [University of Westminster to study Finance](#), [University of Birmingham in Psychology](#) and the very prestigious [Cambridge University to study Behavioral Sciences and Psychology](#).

### **New 2023-2024**

From September 2023, the school has signed a partnership with Academica Dual Diploma which allows our students from the 4<sup>th</sup> year of secondary school to prepare for the High School Diploma, namely the American Baccalaureate. To obtain it, 24 credits are required. As part of the French or IB programme, they can obtain, thanks to their reports, equivalences in certain subjects such as Mathematics for example (for 18 credits out of the 24 necessary). The remaining 6 courses are assimilated over 4 years to acquire (6 credits) at the rate of 3 to 6 hours of work per week (hours provided for in the timetable). These 6 credits relate to 4 compulsory subjects (English, History of the United States, American Economy, Government) and 2 subjects to be chosen (Psychology, Criminology, Geopolitics, Preparation for the SAT, etc.).

This American end-of-study Diploma allows you to enhance your study orientation application (ParcourSup, UCAS, etc.) and this is also the ideal preparation for the SAT. (Diploma for entering American universities).

As such, and this marks the 2nd piece of news of the year at EPBI, we are an examination and preparation centre for the SAT. Thus we offer preparation courses for this exam (English and Mathematics) during the October half term holidays (1st week), February holidays (2nd week), and Spring/Easter holidays (2nd week).

### **Cambridge Preparation courses**

The preparation courses are online on [www.cleebi.online](http://www.cleebi.online) in the options section.

All students (Bilingual and European) are strongly advised to study a Cambridge prep course in order to validate their English studies with an internationally recognised Cambridge diploma or in order to boost their English level further.

The weekly timetable and organisation for Cambridge preparation classes is online on CLEEBI.

### **COMMUNICATION**

A meeting has been organised for Tuesday 13<sup>th</sup> September 2022 at 4pm concerning our 3 methods of communication and tools at EPBI. All parents are invited to attend.

- **Cleebi** general information website
- **Classroom** lesson content, resources and videoconference access
- **Noteebi** individual account for each pupil with their grades, absences, late arrivals, timetable, enrolment in parent-teacher meetings, homework ...)

## **AFTER SCHOOL STUDY PERIOD – two types**

- Directed study period until 6pm with a qualified teacher.
- Supervised study period with Malika. Students can leave any time between 4.45-5.30pm.

## **THE CANTEEN**

The only drink allowed at mealtimes in the canteen is water. Each student should bring their own drinking bottle to school.

Apart from the students that have a packed lunch, no food from outside may be eaten in the canteen.

Students that have a packed lunch must place their lunch boxes inside the lockers near the staffroom and leave them there again after lunch.

All lunch boxes and any other boxes containing food must be labelled with the student's full name.

**There will be 2 lunch sittings between 12.30pm and 1.30pm which have been included in the regular timetables.**

## **ARRIVING AT AND LEAVING SCHOOL**

Students must come in through the gate at EPBI2 between 7.45 a.m. and 8.30 a.m.

The students should go out through the gate at EPBI2 between 4.30 p.m. and 4.45 p.m. and after 5.30 p.m. The students will be handed over directly to their parents at the gate. An authorization signed by parents must be received in order for your child to leave the school alone (on foot, train or bus ...).

Any students who leave the school at 11.35am or 12.35pm after their final morning class, should use the EPBI2 gate to leave and return at 12.30pm or 1.30 pm for their first afternoon class.

For health and safety reasons, students must not hang around outside the school gate or in the drop-off carpark zone (EPBI 1 and EPBI 2), and they are under the responsibility of their parents during this time.

No student in 5ème, 4ème or 3ème may leave for lunch without the presence of their parents who will personally pick them up at 11.35am or 12.35 pm and drop them off at 12.30pm or 1.30 pm.

It is important to send an email to the school secretary should you require your child to leave at any other time of the day.

## **LATENESS**

The school gate closes at 8.30am and is locked by the school secretary.

A student who arrives within 10 minutes of the start of a lesson **must** go directly to the school office for a late arrival slip before then going to class. Parents have to contact the school in writing to inform us of a late arrival – (a note or an email).

A student who arrives more than 10 minutes after the start of class will have to wait until the following lesson.

If a student is late more than 3 times (more or less than 10 minutes), they will have to wait until the following lesson.

## **PARENTS ON THE SCHOOL PREMISES**

Due to the health and safety protocol, it is a question of security imposed on all schools by the local authorities. Any parent wishing to enter the school either EPBI1 or EPBI2 must go to the secretary's office or reception. Here one of the secretaries will give the parent a visitor's badge. **In all cases, adults must wear a face mask as soon as they enter the school premises (appointment with an educational manager, parent-teacher meetings etc.).**

## **ABSENCES**

Pre-planned absences should be reported to the secretary's office ahead of time in writing (a note or an email).

Unexpected absences must be reported to the secretary by telephone before 9.30 a.m.

When the student returns to school, before returning to the classroom, the secretary should be informed by a note or an email.

## **MEDICAL ISSUES**

In the case of an accident, one of the doctors from the local surgery will be consulted.

If necessary the child will be taken to the Lapeyronie Hospital or a private Clinic if that has been indicated on the child's medical form.

In all cases, the parents will be immediately informed of the accident.

We do not have the authorisation to give medicine to sick children.

If a child has to have some medicine, ask the doctor to prescribe something that can be taken in the morning and evening. If this is impossible, then give the secretary the prescription, made out in the child's name, and the medicine to the secretary.

No sick children or those with a temperature can be accepted at the school.

No medicine should be put in school bags.

**IMPORTANT** With the following illnesses, your child cannot come to school. Please inform the school if any of the below are diagnosed:

Diphtheria, Meningitis, Polio, Hepatitis A, Tuberculosis, Whooping Cough, German Measles, Mumps, Streptococci (all of them) and Gastro Enteritis.

## **CLEEBI**

This is the electronic diary for the school.

General information can be found on this site: [www.cleebi.online](http://www.cleebi.online)

Please consider consulting it regularly.

Personal mail should be addressed to the secretary's office: [accueil@epbi.net](mailto:accueil@epbi.net)

Those parents who have not handed in an email address or those who have changed their address should inform the secretary.

## MARKS AND RESULTS

School results for your child can be consulted on the website [www.noteebi.fr](http://www.noteebi.fr)

We will send each parent and student an ID and a personal password.

You will find the lesson content, follow-up of absences or late arrival and you will be able to sign up for end of term parent-teacher meetings.

## ASSESSMENT

The supervised tests (DS) timetable is available online on CLEEBI and a paper version is handed out to students. Each week, students will be tested on two subjects.

The coefficient for the mark for a DS is 2.

Each teacher can also test the students orally or with a written test, mark homework, or mark a presentation done in class, these all have an appropriate coefficient.

On the school report, the coefficients are applied according to the subject: Maths, French, English, History and Geography coefficient 2, for other subjects the coefficient is 1.

## OPTIONS

- Cambridge preparation classes

You will find the option descriptions and enrolment form on [www.cleebi.online](http://www.cleebi.online) .

### ➤ **IMPORTANT DATES :**

**Cambridge diploma ceremony:** Friday 15<sup>th</sup> September 2023 at 4.45pm in the school park.

### **Class photos:**

Tuesday 19<sup>th</sup> September (class photo, individual photo, and family photos for Kindergarten and Primary School pupils)

Thursday 21<sup>st</sup> September (family photos for Kindergarten, Primary **and** Secondary School pupils)

### **School holidays**

- From Friday 20<sup>th</sup> October 2023 to Monday 6<sup>th</sup> November 2023
- From Friday 22<sup>nd</sup> December 2023 to Monday 8<sup>th</sup> January 2024
- From Friday 9<sup>th</sup> February 2024 to Monday 26<sup>th</sup> February 2024
- From Friday 5<sup>th</sup> April 2024 to Monday 22<sup>nd</sup> April 2024
- Summer Holidays from **Tuesday 2<sup>nd</sup> July 2024**

### **Public holidays and long week-ends**

- Monday 1<sup>st</sup> April 2024: Easter
- Wednesday 1<sup>st</sup> May 2024
- Wednesday 8<sup>th</sup> May 2024
- Thursday 9<sup>th</sup> and Friday 10<sup>th</sup> May 2024 (Ascension long weekend)
- Monday 20<sup>th</sup> May 2024 (Pentecost)

### **Parents – Teachers Meetings**

- Term 1: Wednesday 13<sup>th</sup> December 2023
- Term 2: Wednesday 20<sup>th</sup> March 2024
- Term 3: Wednesday 12<sup>th</sup> June 2024

Each teacher will be able to have a 5-minute meeting face to face (or via videoconference) with parents.

<b>Summer fête: Friday 21<sup>st</sup> June 2024</b>
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### **SCHOOL RULES**

School Rules are necessary in order to live and work together.

Each parent should sign a copy of the school rules which you can find in the “communication” tab on your parent notebi.net account. Each parent must sign it electronically by clicking on the box “I have read and understood this information”.

Each sanction that is given is accompanied by a meeting with the teacher and the head of the teaching staff.

The parents need to commit to respecting the decisions taken.

### **MOBILE TELEPHONES AND AUDIO AND ELECTRONIC EQUIPMENT**

If the students have to bring these items to school, they should not be visible and they should be turned off.

If this is not respected, the objects will be confiscated **for one week including the weekends** and longer if it is not the first offense. No exceptions will be made.

It is important that the parents talk to their children about this.

### **DRESS CODE**

The students must wear suitable clothing to school.

No undergarments should be visible.

**Shorts, dresses and skirts should at the most be 10 centimeters above the knee.**

**Outrageous hair colours, body-piercings and tattoos are forbidden.**

## **PPMS SAFETY PROCEDURES**

### **TERRORIST ATTACK PROCEDURE (PPMS safety procedure)**

This procedure (PPMS) has been set up following the strict regulations imposed by the French National Education Ministry. A Terrorist Attack Procedure practice (adapted to each age group) will take place before the October half-term holidays.

CCTV or video surveillance has been set up in both school buildings.

The coming and going of everyone, excluding staff and pupils, must be highly regulated and controlled and requires the daily vigilance of the whole school community.

Parents are not allowed to congregate within the school campus or outside the school gates.

### **FIRE ALARM**

A fire alarm practice will take place before the October half-term holidays.

All information concerning weather warning issues is published on [www.cleebi.online](http://www.cleebi.online). We advise you to subscribe to CLEEBI for email updates or upload the application on your phone.

### **PARENTS ON THE SCHOOL PREMISES**

Parents coming onto the school premises to bring their child(-ren) to school must do so as quickly as possible and go out of the gate immediately afterwards.

The school gates are open and controlled by staff between 7:45 and 8:30am and then from 4:30 to 4:45pm and 5:30 to 6:00pm for Secondary School students (Collège / Lycée).

Outside these hours and for whatever the reason (late, medical appointment ...) parents must use the intercom at the school gate, give their name and go immediately to the school secretary's office. When a pupil is late, an authorization paper will be given to your child by the secretary, allowing them to go and join their class.

### **SCHOOL OPENING TIMES**

From 7.45-8.30am

From 4.30-4.45pm

From 5.35-6pm

### **WEATHER WARNING PROTOCOL**

Due to frequent heavy rains in the past, the school has set up a simple protocol for extreme weather conditions.

**ORANGE** weather warnings: Lessons will carry on as normal but parents can come to collect their child if they want. In this case, the school requires a written statement saying that the parents are collecting their child early.

**RED** weather warnings: If the red weather warning starts before the beginning of the school day, **DO NOT bring your child to school**. The school will be closed until further notice.

If the red weather warning kicks in during the school day, lessons will be officially stopped and parents must come to the school to pick up their child as soon as possible. No student can return home alone. If you can't pick up your child yourself, please send an email or text message with the name of the parent who is collecting your child instead. The weather warning will be published on CLEEBI so you should be able to receive the message directly via email.

### **THE INTERNATIONAL BILINGUAL SCHOOL CONTACT DETAILS**

Ecole Privée Bilingue Internationale, Domaine de Massane, 34670 BAILLARGUES  
Phone : 04.67.70.78.44 Fax : 04.67.70.78.46 Dorothée's mobile phone : 06.71.38.38.85

Email secretary's office: [accueil@epbi.net](mailto:accueil@epbi.net)

Email Dorothée Lebaillif (Headmistress): [dlebaillif@epbi.net](mailto:dlebaillif@epbi.net)

Email Jean-Marc Lebaillif (Accounting Department): [comptabilite@epbi.net](mailto:comptabilite@epbi.net)

Email Helen Thirtle Léotard (Head of the Language Department): [hthirtle@epbi.net](mailto:hthirtle@epbi.net)

## **Staff teacher introduction**

### **French : 4eme Brigitte VIDAL**

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

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

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

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

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

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

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

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

### **HISTORY AND GEOGRAPHY**



## **Karl suir**

The history-geography program in fourth grade is a continuation of that in fifth grade. Students attend classes 3 hours a week. As with the entire middle school program, classes will be accompanied by lessons on moral and civic education.

**HISTORY:** From the French Revolution to colonization

In fourth grade, the program focuses on French history in the 18th and 19th centuries. The discovery of the Age of Enlightenment provides a link between Europe's opening up to the world and the transformations it underwent in the 18th century. This period was also marked by major political changes. In particular, the French Revolution will be discussed.

Middle school students continue their learning with Europe and the Industrial Revolution. The dynamism of the economy, technology and science are now taken into account in the contemporary world. They also take a more critical look at the effects of European domination, through the study of a colonial society.

Finally, society, culture and politics in 19th-century France complete the history program. Students examine the democratization of the country over the course of the century, and in particular the republican project to unite the country around the values of 1789. They also look at women's demands for equality with men.

In geography, urbanization and globalization are at the heart of the program. Urbanization is profoundly changing spaces, territories and societies. On a global scale, cities play a structuring role, even if they are unevenly connected to globalization networks.

Next, students will examine transnational human mobility, a major component of contemporary globalization. They contribute to the transformation of territories, economies and societies. Students will delve into two main human components: migration and tourism. Finally, students are invited to reflect on the effects of globalization dynamics on territories and their spatial implications. We'll see that seas and oceans are areas of development, conflict and geopolitics.

This program will enable us to work on a number of skills

Finding our bearings in time: building historical reference points

Finding one's bearings in space: building geographical reference points

Reasoning, justifying an approach and the choices made

Be informed in the digital world

Analyze and understand a document

Use different languages in history and geography

Cooperate and share (classroom, shared document, etc.)

## **EMC**

The year's work focuses on the question of law and its relationship to ethics. The notions of right and duty for an individual in relation to others are approfondished.

Three main themes will be addressed in connection with the history curriculum

Respecting others

Acquiring and sharing the values of the Republic

Building a civic culture

## **History-Geography (Bilingual section)**

## **Léna Gelinet**

In the quatrième year, pupils continue to develop their skills with the aim of passing the brevet exam at the end of the cycle.

The main objectives of cycle 4 (from cinquième to troisième) are :

- Find their bearings in time and space,
- To reason, to justify an approach and the choices made,
- Find information in the digital world,
- Analyse and understand a document,
- Write and speak in history and geography lessons,
- Produce graphs and maps,
- Cooperate and share.

The history-geography-education course is organised into six main themes in the fourth year:

- Theme 1: The 18th century: Expansion, Enlightenment and Revolution,
- Theme 2: Urbanisation in the world,
- Theme 3: Europe and the world in the 19th century
- Theme 4: Transnational human mobility,
- Theme 5: Society, culture and politics in 19th century France,
- Theme 6: Spaces transformed by globalisation.

There will be several chapters per theme.

For this fourth year, the working method used will be that of the work plan. Pupils will have to do the preparatory work at home before the chapter (create the cover page in the notebook, write down the vocabulary and watch a video to find out about the chapter). Time will be allocated for the core work of the chapter: students will be able to work on the case studies individually or in pairs in any order they wish, thus developing their independence. For each chapter, an assessment based on the two main exercises of the brevet (document analysis and constructed development) will be carried out during D.S. time or in class.

It is important that your child's workbook (160 spiral-bound pages) is well-kept, clear and easy to read. It will be colour-coded and instructions will be given in class. Notebooks will be checked from time to time during the year, and an untidy notebook will result in an hour's detention, which will be used to tidy up the notebook.

## **Mathematics**

### **Daniel GUY**

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

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

### *Work methodology*

The lesson is delivered 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/>

**Technology**

**Daniel GUY**

A few years ago, we launched technology for 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: model of the school on computer and wooden, manufacture of a wind turbine, a Bluetooth speaker or a little robot explorer computer-controlled...

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

## **Physics and chemistry**

**Daniel GUY**

### *Work methodology*

The physics lesson is delivered 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.

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

## **SVT English Bilingual Section**

### **Nasrin Barakat**

#### *Introduction*

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

#### *Objectives*

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

Approaches to teaching are;

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

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

#### *The program*

The three axes are

- Planet Earth, environment and the human footprint
- Evolution and variation of the living organisms

- The human body, health and disease

### *Assessment*

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

## **Teaching SVT 4eme Euro (Life and Earth Sciences)**

### **Stéphanie Badaroux**

-Life and Earth Sciences programmes (SVT) are not annual but are designed for a three-year cycle.

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

-The student is at the centre of the teaching process.

-Three topics are studied: -the planet Earth, the environment and human action

-the living world and its evolution

-the human body and health

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

**-In Quatrième**, they will study:

-the internal and external dynamics of the globe

-the impact of human activities on natural resources and ecosystems

-nutrition of living beings at the cellular scale

-health and nutrition

-health and diet

-physical exercise and the nervous system

-the transmission of life

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

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

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

**ENGLISH Bilingual Group**  
**Vanessa Baker**

The 4eme English bilingual group will have three hours of lessons per week.

For this year's curriculum, we will be using the Englishfile Intermediate PLUS book, its Workbook, and its virtual interface "Oxfordonlinepractice".

We will reinforce what they have learned at the B1+ level and push them well into the B2 level.

In 4ième, our teaching objectives focus on fostering students' autonomy and their capacity to adapt to various communication scenarios, even those that may be new or unexpected. During this phase, students will encounter more advanced texts and engage in comprehension as well as reformulation exercises of greater complexity. By the end of the year, they should have developed the skills necessary to smoothly transition from written to spoken language, and vice versa.

**Program**

**The study of language covers 5 language skills:**

**1. listening and understanding:**

Oral texts of various kinds (adversarial debate, fictional narrative...), a conversation on a familiar or topical subject, a range of oral media to be compared.

**2. Reading:**

understand written texts of different kinds, identify the narrative structure of a story, locate information in a text, cross-reference a range of written materials, relate information in order to construct meaning and ask questions.

**3. Reacting and discussing:**

exchanging information, expressing feelings and reacting to someone else's feelings, reformulating a point that another person has not understood, summarizing key information from a document in order to communicate this key information to someone else.

**4. Speaking:**

presenting and describing (events, past activities, personal experiences), telling stories, expressing a personal opinion and arguing one's position, formulating hypotheses.

**5. Writing and reacting in writing:**

taking notes and reformulating them in a structured way, summarizing and reporting, reacting in writing to a given situation or message, writing a story, an article, an advertisement, writing in the style of...

Students will be assigned 3 to 4 individual projects that they will independently work on during their holiday breaks. These projects will encompass the task of preparing presentations on a book, a film, and a topic of their choosing.

Normally, homework will not be assigned during the week, but there will be homework over the weekend. This homework can either be a written assignment to be handed in and graded, or it can involve vocabulary learning, which will be systematically tested and graded during the first session of the week.

As for the assessment methods, they will be conducted as follows: We will conduct assessments in class with variable coefficients AND there will be assessments held for all classes in school with a significant coefficient.

**The assessments in class will be**

- regular homework assignments to be returned via the "Classroom";
- oral production, for example on a theme worked on together in class
- vocabulary and grammar tests
- oral or written assessments after each unit worked on in class

**As to the assessments scheduled for all classes in school**, they are called DS: Devoir surveillé. These assessments will focus on the units that have been covered in class. The DS assessments will carry a significant weight (coefficient of 2).

You are encouraged to follow the course content and view the assignments on the "Classroom."

**ENGLISH EURO section**  
**Vanessa Baker**

This year, we will have a small mixed class divided into two levels: Level 1 and Level 2. This class will consist of a small number of students. Eventually, both levels will collaborate on the same lessons.

For this year's curriculum, we will be using the Harmonize 1 book, its Workbook, and the virtual interface.

Initially, there may be different activities for each level, at other times there may be the same activities but with a different focus for each level. In this way, the same topics can be presented to both groups.

The 4eme EURO group will have three hours of lessons per week, covering reading, conversation, speaking, fun grammar exercises, and vocabulary.

I plan to exclusively communicate in English with your children, except in rare cases when they misunderstand instructions.

In order to promote the linguistic development of the students, we will also engage in various projects, **called The Project Week**.

They will be given the task of preparing and presenting a project on a given topic, such as designing their own range of clothes or presenting their favorite sport. Your children will have the opportunity to showcase their projects during the presentations.

They will gradually learn how to use Google Slides, PowerPoint, and other programs to present their projects to the entire class.

During the project presentations, your children will have the opportunity to speak to their classmates. It is important that their classmates listen attentively as they will be required to answer subsequent questions. This exercise allows for the development of both oral comprehension and oral expression skills.



Homework will not be assigned during the week, but there will be homework over the weekend. This homework can either be a written assignment to be handed in and graded, or it can involve vocabulary learning, which will be systematically tested and graded during the first session of the week.

In addition to the project presentations, your children in Group 2 may occasionally be asked to present topics they have already studied to their classmates in Group 1. This exercise will help them to consolidate what they have learned and to assert themselves in front of the class.

As for the assessment methods, they will be conducted as follows:  
We will conduct assessments in class with variable coefficients AND there will be assessments held for all classes in school with a significant coefficient.

**The assessments in class will be**

- regular homework assignments
- oral and written production, for example on a theme worked on together in class
- vocabulary and grammar tests

**As to the assessments scheduled for all classes in school**, they are called DS: Devoir surveillé. These assessments will focus on the units that have been covered in class. The DS assessments will carry a significant weight (coefficient of 2).

The goal is to enhance the A1+ level and progress towards the A2 level. This level will be achieved not only due to the small number of students this year but also because of the varied levels among the students.

You are encouraged to follow the course content and view the assignments on the "Classroom."

## **SPANISH**

### **Sabrina Palamara**

The 4eme language learning aims revolve around :

Learning familiar words and expressions.

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

Consolidating grammar

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

Students will be assessed in three different ways:

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

Standardized Exams (*Devoirs Surveillés*)

Written and oral assignments

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

## **Chinese**

### **Jun Bernard**

## Targeted levels

Expected at the end of 4<sup>th</sup> cycle : Level A2 (HSK2) of CECRL in at least 2 language activities.

Exemple: Students should be capable of understanding very common words and phrases about themselves, and understand without interruption an oral message that is a few minutes long. Understand and extract essential information from a short oral message.

## How classes are organized:

3 hours of class for LV2 per week and 2 hours for LV3, students must work frequently at home after class.

Websites; links for videos and Chinese movies; documents will be accessible via Google Classroom, it will allow students to give their homework, and they will be able to improve and solidify their knowledge of the language.

A notebook can help the students to copy the content of the course and review their lessons at home also to write homework as well.

## The objectives of classes:

- Strengthen the four skills : listening, speaking, reading, writing.
- Discover Chinese culture to acquire knowledge of the language.
- Deepen and solidify linguistic knowledge.

## Evaluation:

- Test on lessons learned
- Guarded duty
- Termly tests
- Tests at home (written and oral)

## Personalised Accompaniment

### Schneider

This is when I will help pupils **to analyse** their **skills** and **needs** in each subject ;

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

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

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

It takes place through 4 stages:

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

### Educational Activities

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

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

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

Each year sees the different creations of the students.

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

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

## **PHYSICAL EDUCATION**

### **Baptiste DUHAU-MARMON**

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

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

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

Term 2: Rugby

Term 3: Badminton