

## 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 College 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>
--

### **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**

#### **Brigitte VIDAL**

The objectives of this course are twofold:

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

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

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

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



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

## **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 5eme English 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.

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 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."

## **ENGLISH Bilingual Group Vanessa Baker**

The 5eme English bilingual group will have three hours of lessons per week.

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

Our objective is to reinforce what they have learned at the B1 level in order to progress into the B2 level.

In 5e, pupils are expected to acquire skills in English that will enable them to understand written or oral material, react to it and interact with other speakers. They acquire oral and written skills that enable them to understand, express, interact, communicate and, above all, **create**.

**This aspect of creation holds great significance** as it provides students with invaluable opportunities to further enhance their English language skills, both in speaking and writing. In order to achieve this objective, 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.

We will start preparing these presentations together in the week before their holidays, and then they will have to finish them during the holidays so that they can present them independently when they come back.

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."

## **SPANISH**

### **Sabrina Palamara**

The 5eme language-learning aims revolve around:

Learning familiar words and expressions.

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

Consolidating grammar

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

Students will be assessed in three different ways:

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

Standardized Exams (*Devoirs Surveillés*)

Written and oral assignments

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

## **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)

**Mathematics****Daniel GUY**

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

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

*Work methodology*

The lesson is delivered 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.

# Chemistry and Physics

**Dorothee LEBAILLIF**

This year we will be developing the basic concepts of Chemistry and Physics. In particular, we will be working on the organisation and transformation of matter, movements and interactions, energy and its conversion and signals for observation and communication.

## **Working method:**

The lesson will be given and explained in class. The lesson is projected on the interactive digital board. It must be learnt for the following lesson.

The activities will take place in three phases: analysis, interpretation and conclusion.

Once the lesson has been assimilated, we will put it into practice with exercises.

All the exercises given will be corrected in class by myself or by the students.

Practical work (Travaux Pratiques) may take place; in this case lab coats are compulsory.

## **Assessment Tests:**

Students will be assessed during supervised tests (DS) but also during scheduled or unscheduled in-class tests as well as during practical work and reports.

# SVT English Bilingual Section

## Nasrin Barakat

### *Introduction*

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

### *Objectives:*

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

This includes the use of;

- Videos and "powerpoint" presentations

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

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

*The programme:*

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

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

*Assessment:*

Three types of assessment are carried out all year long:

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

## **Teaching SVT (Life and Earth Sciences) in 5emeEuro**

**Stéphanie Badaroux**

\* Life and Earth Sciences programmes are not annual but are designed for a three-year cycle.

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

The student is at the centre of the teaching process.

Three topics are studied:

- the planet Earth, the environment and human action
- the living world and its evolution
- the human body and health

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

Students will study: - nutrition of organisms

-sexual and asexual reproduction

-the relationship between living beings

-Biodiversity and evolution of species

-the human body around the nervous system and responsible behaviour and food with nutritional needs

-the functioning of the body during muscular effort

-the hazards and risks of plate tectonics

-some meteorological and climatic phenomena

-use of natural resources

\* The objective in 5eme (=Cycle 4) is the acquisition of a scientific mind and a good working method.

\* To achieve this, a teaching strategy is used:

-the use of different tools (experiments, videos, etc.), the different problems of the chapter will be formulated together in class

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

-the rest of the lesson will allow these hypotheses to be validated (or not) through guided exercises and different teaching aids

-the rest of the lesson will allow us to validate (or not) these hypotheses through directed exercises and thanks to different teaching aids. -the whole is gathered in a few lines in the notebook (lesson side)

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

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

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



## **5ème Bilingual Group: History / Geography / EMC 2023/2024**

**Teacher: Helen THIRTLE-LEOTARD, Head of the Language Department**

I am pleased to announce that I will be the History and Geography teacher for this academic year 2023/2024.

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

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

Both the History and Geography programmes in 6ème are rich and fascinating:

The History programme starts with the Rise of Islam and will then cover the Middle Ages, the Great African Empires through to the Renaissance and Reformation period.

The Geography programme starts with Sustainable Development, Global Population, Where people live, Global Inequalities, Climate Change and Food and Water Distribution.

The EMC programme will deal with three themes, one per term.

- Respect for others and accepting differences
- Sharing Republic and European values
- Civic Culture

Every term there will be 2 or 3 tests (or Devoirs Surveillés) to check that lessons have been learnt and assimilated correctly. It will also give me the opportunity to see who needs more help and advice during these History and Geography classes. The tests will be about the themes covered recently in class and pupils will be carefully prepared for each test. Revision notes and explanations for the test will be given to pupils about one week before the assessment. Pupils will not be penalised for their English, but encouraged to correct their mistakes after the test is handed back.

Here at EPBI, every teacher uses Google Suite for Education and has a “Classroom” for every subject. Within the 6ème History-Geography Bilingual 2023/2024 classroom you will find:

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

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

So I welcome your children to the History and Geography lessons in 5ème with me. I hope it will be a productive academic year for them, for their English and for History and Geography in English.

## **History-Geography-Civic Education**

### **Ange SCHNEIDER**

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

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

Three main themes will be treated:

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

Students will continue to learn about **different types of historical sources**.

They will learn to **situate them in time and in a given context**.

In connection with the desired progressions in French, they must **be able to construct, both orally and in writing, organized and more developed narratives**.

These two capacities (document analysis and proficiency in written and oral expression) concern all parts of the program.

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

### **GEOGRAPHY**

Humanity and sustainable development

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

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

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

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

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

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

**In civic and moral education**

**Diversity and equality** are at the heart of the program.

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

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

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

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

Four major themes are explored:

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

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

The lesson

- Each course begins with **an opening on the chapter** thanks to documents to be analyzed.
- Then by **a specific work step** on a thematic file.
- A complex task will require the student to reason.
- **A history of art history** will complete each chapter in history. In the same way a file **"At the scale of the world"** will complete those of geography.
- Only finally will the lesson be given properly.
- **A revision and training sequence** in class will make it possible to take stock of the pupils' achievements before any evaluation thanks to an activity entitled **"I make the balance sheet"**.
- **Viewing a documentary** will give a **global point of view** at the end of each theme studied.

**Have a happy school year!**

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

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

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

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

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

Term 1: Athletics

Term 2: Rugby

Term 3: Table tennis or Badminton

Email Stéphane Mazel (Head of Secondary and Sixth Form Schools): [smazel@epbi.net](mailto:smazel@epbi.net)