

## Back to School Meeting in Collège: Classes of 6ème

### 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

Maths : Dorothée Lebaillif

Physics/Chemistry : Daniel Guy

English:

Vanessa Baker (6e euro)

Joanna Cowan (6e bil)

Spanish: Sabrina Palamara Head of year for the 6ème

Chinese: Jun Bernard

History-Geography:

-Ange Schneider (6è EURO)

-Helen Léotard (6è Bilingual)

SVT :

-Stéphanie Badaroux

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.

### **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
- Maths booster classes

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

## **IMPORTANT DATES:**

### **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 8<sup>th</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)

**Summer fête: Friday 21<sup>st</sup> June 2024**

### **Parent – Teacher Meetings**

- Term 1: Wednesday 13<sup>th</sup> December 2023 for 6<sup>ème</sup> from 4.45pm
- Term 2: Wednesday 20<sup>th</sup> March 2024 for 6<sup>ème</sup> from 1.30pm
- Term 3: Wednesday 19<sup>th</sup> June 2024 for 6<sup>ème</sup> from 1.30pm

Teachers will have meetings of 5 minutes per parent either face to face or via videoconference.

## **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 noteebi.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)

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

Teaching staff

**6eme**

---

**French**

---

**Brigitte Vidal**

---

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

The objectives of this course are twofold.

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

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

**Spelling** is also a key component of the course: it needs to be taught progressively, hence the importance of dictations. Proper spelling is a fundamental part of language skills. By combining grammar, spelling, conjugation and vocabulary, learners will get a better grasp of the meaning of the texts and help them improve their oral skills.

The second aim of the course is to have students discover the world of **literature**. Teaching techniques used here are designed to promote the joy of reading and help readers connect through literature. While reading, students travel through space and time: the world around them as well as the past with its myths, legends and tales... Class work (comprehension and analysis) on selected texts and complete works will result in both written and oral tasks.

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

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



## Mathematics

Dorothee LEBAILLIF

The 6ème class (first year at secondary school) is the final year of cycle 3 (keystage 3 in the French Education system) and lays the foundations for Mathematics. It is essential to master all these basic concepts in order to tackle cycle 4 in 5ème, 4ème and 3ème.

- **Methodology:**

The lesson will be explained in class and projected onto the digital white board. Videos of the lesson will also be available in the classroom to allow absent students to have the lesson

explained and for others to review the concepts in a different way. The lesson needs to be learnt before the next class.

The summary of the written lesson will also be in the classroom.

Once the lesson has been assimilated we will put it into practice with exercises that will be corrected in class by myself or by the students.

Some exercises will be given as homework in each lesson. They will be corrected in class by a student.

- **Calculators:**

Students must always have their calculator with them (the model requested). However, we will only use them very rarely, as my aim is to teach the children to count and not to type on keys.

- **Equipment:**

We will have a course book and an exercise book. Students must bring both to every class.

Geometry equipment is essential: ruler, square, protractor, compass and of course pencil and eraser. Any student who does not have their equipment will be excluded from the class.

- **Tests:**

Students will be assessed during supervised evaluations (DS) but also during scheduled or unscheduled in-class quizzes. As far as possible, the tests will include algebra and geometry so as not to put anyone at a disadvantage. As a general rule, the final two chapters are tested. Revision is always given at least one week beforehand on Noteebi.

- **Programme:**

The programme is divided into three themes: numbers and calculations, space and geometry and magnitude and measurement.

Numbers and calculations: whole numbers, decimal numbers, adding and subtracting decimal numbers, multiplying decimal numbers, dividing by a whole number, fractions, proportionality and presenting data.

Space and geometry: introduction to space, plane geometry, common shapes, axial symmetry and properties of common shapes.

Measurement: angles, calculating lengths, areas and times, calculating volumes and capacities.

## **BILINGUAL ENGLISH**

### **Joanna Cowan**

The aim of the 6ème bilingual English class is to boost confidence in communicating in English and to build and consolidate the basics. Pupils will be encouraged to participate fully in class and to use their spoken English as often as possible.

The 6ème English bilingual group will have 3 hours of lessons per week. Classes will be conducted entirely in English. There will be one hour per week of grammar and exercises. The pupils will not have a textbook but I will ask them to log on to a digital classroom which is linked to the Oxford English File textbook and on which they will do their homework. For the other two hours of the week, we'll be working on projects that will consolidate their oral work.

The 6ème Bilingue class has also been created for them in Google Classrooms. They will find documents and hyperlinks useful for working independently or for handing in their homework. They will often have to use the computer and upload their work to their Google classroom or to the Oxford classroom.

We will use a variety of media and types of communication to improve their listening and speaking skills. This year should help students move towards a B1 level in English.

## **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 Starter book, its Workbook, and the virtual interface.

Initially, there may be different activities for each level, although some activities may be simplified for Level 1.

The 6ème 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. They will be given the task of preparing and presenting a project on a given topic, such as designing their dream house or planning a group holiday. 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.

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 A1+/A2 level, 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 6eme language learning aims revolve around the acquisition of basic, simple everyday-use vocabulary and expressions. This includes communicative practices such as answering or asking a question, writing a short text or knowing how to fill out a form.

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

- Class tests to gauge students' progress after a unit and assess the knowledge base.
- Standardized Exams (*Devoirs Surveillés*)
- Written and oral assignments

In compliance with European standards, at the end of the year the 6eme should reach the A1+/A2 level.

As the 6emes' Principal teacher my role is to create a climate of trust and confidence in order to be able to break communication barriers. This will help make it easier to deal with daily issues or frustrations. I can be made available to all those parents

wishing to discuss their child's welfare in an effort to make this school year as pleasant and smooth as possible for all.

## **Chinese**

**Jun BERNARD**

### **Targeted levels**

Expected at the end of 3<sup>rd</sup> cycle : Level A1

Students should be capable of understanding common words and phrases about themselves, their family , and their immediate environment (especially school).

### **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)

## **Physics/Chemistry**

**Daniel Guy**

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

What's new?

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

*Work methodology*

The physics lesson is delivered a Powerpoint format on the interactive digital board and must be learned for the following class period so that we may proceed without having to go over previous lessons. Rest assured, there will never be 10 pages to learn for the following day.

We then put the lesson in practice through several exercises that we correct in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

*Summative Assessments*

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

*Syllabus*

The course is divided into four themes:

Matter

Movement

Energy

Signs

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

*Activities*

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

*Web site*

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

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

## **SVT : Bilingual group Nasrin Barakat**

### *Introduction*

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

### *Objectives and teaching*

This subject shall allow the student to learn and understand the functioning and interdependence of our environment, planet, and body. The main objective is to develop understanding of main concepts and notions using the scientific method which consists of acquiring the knowledge and then applying the ideas to solve problems, sharing and communicating with peers, analysing and evaluating information. Successful acquisition of these concepts and notions shall be continually assessed throughout the course. All students are expected to participate actively by taking notes, participating in discussions, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade. It may be requested that the student bring their personal computers to class for research work and to access work in the virtual classroom platform (Google Classroom). SVT is an active subject that comes further to life via experimentation and lab work.

### *Topics*

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

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

### *Assessment and Student engagement*

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

- Written exams
- Class Quizzes
- Lab Reports

## **Teaching Sciences in 6eme Euro (SVT)**

**Stéphanie Badaroux**

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

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

There are five investigations:

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

2-matter (food and organic matter)

3-energy (nutrient and energy requirements)

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

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

\* My objective for the 6ème class :

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

One approach :

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

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

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

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

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

\* Assessments:

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

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

**6ème 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 “Ancient Egypt” in History or “Population and Settlements” 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, Geography and EMC programmes in 6ème are rich and fascinating:**

The **History programme** starts with the era of Mesopotamia and the beginnings of agriculture, followed by the great civilisations such as Ancient Egypt, Ancient Greece and The Romans. The programme ends with the birth of Judaism and Christianity.

The **Geography programme** starts with asking ourselves “What is Geography?” We will also look at the differences between Physical and Human Geography on the Earth, Populations and Settlements, Rural / Urban Communities and Living by the Sea.

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

- Respect for others and accepting differences
- Knowledge of the principles and values of the French Republic and the European Union
- 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 6ème with me. I hope it will be a productive academic year for them, for their English and for History and Geography in English.

**Helen THIRTLE LEOTARD - Head of the Language Department**

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

### **6° EURO**

**Mr. SCHNEIDER**

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

The objectives of the syllabus are to consolidate and develop the common base made up of knowledge, competence and culture. The 5 main fields of study are: languages, learning methods and tools, teaching of the citizens of tomorrow, representations and recognition of the world and human activities.

Scaffolding teaching techniques include learning to:

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

### Syllabus

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

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

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

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

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

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

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

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

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

**Have a good school year Mr. Schneider**

## **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 (1 hour of P.E. 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 do the following activities:

Trimester 1 : Athletics

Trimester 2 : Rugby

Trimester 3 : Table tennis or Badminton