

Back to School Meeting in the class of seconde

School Year 2024-2025

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: Ugoline Tibéri

Maths: Stéphane Mazel

Physics/Chemistry: Daniel Guy

English: Vanessa Baker (Bilingual) and Jean-Michel Renard (EURO),

Spanish: Sabrina Palamara

History-Geography: Karl Suir. Head Teacher

Economics: Wilfrid Scamaroni

HGGSP : Wilfrid Scamaroni.

SVT: Stéphanie Badaroux

Sport: Antoine Haget

Orientation: Karl Suir, Alexandra David, Dorothée Lebaillif.

Exam Results

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

In the **National Baccalaureate**, 100% success and 73% of our students obtain mentions divided into:

In the **International Baccalaureate**, the success rate is 91%, with one last student retaking a subject (in October) despite her overall average of 14.

The entire teaching team wishes great success to our students who will integrate the preparatory classes in France ([PCSI Stanislas Paris](#), [ENS Cachan D2 Montpellier](#)) Business Schools ([Montpellier Business School](#), [Paris School of Luxury](#)), universities of Montpellier in [Medicine and Law](#) as well as [Nursing School and Hotel Management \(Vatel\)](#).

Others are going abroad and to join prestigious universities such as [Lausanne University](#) in Switzerland, [DIGIPEN Institute of Technology in Bibao](#), Spain, [University of Amsterdam](#), [London School of Economics \(LSE\)](#), [University of Toronto](#) and [Yale University \(USA Ivy League\)](#).

These amazing results and admissions of our students into prestigious universities around the world can be found on our school profile on cleebi.online.

English Language Diplomas and Exams

Since September 2023, the school has worked in partnership with Academica Dual Diploma which allows our students from the 4th year of secondary school to prepare for the Highs 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).

EPBI is an examination and preparation centre for the SAT. Thus we offer preparation courses for this exam (English and Mathematics) during the school holidays (except Christmas).

Our students can also prepare for **Cambridge Assessment** exams via our **Cambridge Preparation courses**. The preparation courses are online on 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.

OPTIONS

- Cambridge preparation classes

You will find the option descriptions and enrolment form on www.cleebi.online .

COMMUNICATION

A meeting has been organised for Tuesday 10th September 2024 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 ...)
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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 7.45am and 8.30am. The students should go out through the gate at EPBI2 between 4.30pm and 4.45pm and after 5.30pm.

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

Once sixth form students have left the school premises, they are under parental control and responsibility.

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 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.

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

Please consider consulting it regularly.

Personal mail should be addressed to the secretary's office: 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

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.

Please note that a student account connexion and a parent account connexion do not have the same rights and access.

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.

During the final week of every term, there will be end of term assessments or CTs (mock exams for the final year baccalaureate students). The CT coefficient is 3.

There will be no general average grade on the school reports.

IMPORTANT DATES:

School Holidays

- From Friday 18th October 2024 evening to Monday 4th November 2024 morning
- From Friday 20th December 2024 evening to Monday 6th January 2025 morning
- From Friday 14th February 2025 evening to Monday 3rd March 2025 morning
- From Friday 11th April 2025 evening to Monday 28th April 2025 morning
- Summer Holidays from **Tuesday 1st July 2025** evening

Public holidays and long week-ends

- Monday 11th November 2024
- Thursday 1st May 2025
- Thursday 8th May 2028 and Friday 9th May 2025
- Thursday 29th and Friday 30th May 2025 (Ascension long weekend)
- Monday 9th June 2025 (Pentecost)

Summer fête: Friday 27th June 2025

Parent – Teacher Meetings

- Term 1: Thursday 5th December 2024 for 2nde, 1^{ère} and Tle from 4.30pm
- Term 2: Thursday 13th March 2025 for 2nde, 1^{ère} and Tle from 4.30pm
- Term 3: Wednesday 18th June 2025 for 2nde and 1^{ère} and Tle from 1.30pm
- Term 3: Tuesday 27th May 2025 for Tle 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.

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 Dorothee's mobile phone :
06.71.38.38.85

Email secretary's office: accueil@epbi.net

Email Dorothee Lebaillif (Headmistress): dlebaillif@epbi.net

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

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

Email Stéphane Mazel (Head of Secondary and Sixth Form Schools):

smazel@epbi.net

<p style="text-align: center;">Mathematics Stéphane Mazel</p>

The study of mathematics in Première marks a turning point in the study of mathematics for students. The hourly volume remains the same as in Seconde (4 hours per week), although the pace will be more sustained.

On one hand the programme is denser but also the concepts studied are completely new. The programme content is:

- Sequences
- Polynomial functions
- Trigonometric functions
- Exponential functions
- Derivations
- Vector calculation and scalar product
- Geometry
- Conditional probabilities and random variables

Therefore this Maths specialty is intended for students who want to work on the subject on a regular basis. Otherwise, their results will drop quickly.

Thus, after discovering the concepts through examples or simple exercises, we will do exercises in class of different types (discovery, application, synthesis, etc.). Students will systematically have exercises to do from time to time.

Assessments will be based essentially on the DS and the CTs even if different evaluations are not excluded (oral or written questions, mini tests).

At the end of the school year, students will choose to either keep the Maths speciality option or to drop this subject for their final year.

If students wish to continue this Maths speciality option in their final year, the very best students will be able to choose the 3-hour a week Expert Maths option (minimum average of 16/20 is required).

If students decide to drop this option, they can choose to take Complementary Maths instead (3 hours a week).

These two options bring added value to a student's profile on Parcoursup.

Option: Expert mathematics

This option is open to students with good results in Première who wish to go a step further in mathematics. This option is particularly aimed at those who are interested in entering engineering schools or preparatory classes (scientific or economic).

We will be looking at new concepts in three chapters.

- Complex numbers
- Arithmetic
- Graphs and matrices

We will be taking classes for two hours a week, which will require a lot of extra work.

This option will be validated at the baccalauréat through an oral test (around mid-May) and will be assigned a coefficient of 2.

HGGPS SPECIALITY

(History, geography, geopolitics and political sciences)

Wilfrid SCAMARONI

1. Curriculum and scientific and methodological goals :

Learning history-geography, geopolitics and political sciences (HGGPS) give the students the keys to understand the past and contemporary world in terms of social, political, economic and cultural relationships. HGGPS also allows them to shed a political light on historical issues at both the national and international scales. This option is both an opening on topics that are little-explored in the school education of students and an in-depth study of the school subject.

To take into account progressiveness, the Year of Première is mostly about acquiring central notions in history, geography, geopolitics and political sciences. In the Year of Terminale, the notions that are dealt with in Première are studied in-depth to approach more complex issues, in order to have better analytical skills and to master methods that will be necessary once in higher education.

5 main methods will be studied in HGGPS : reasoning and questioning (to write essays), researching (to find elements and check sources), independent work, well-built and argued oral expression and, finally, analysis and criticism of documents (to discuss documents and contrast different approaches and points of views).

The HGGPS baccalauréat is made of 2 exercises (an essay and a critical study of documents) for which students will be prepared progressively throughout their two-year speciality.

In Premiere, the curriculum is made of 5 themes :

- Theme 1 : Understanding a political regime : democracy
- Theme 2 : Analysing dynamics from international powers
- Theme 3 : Studying political divisions in the world : borders and frontiers
- Theme 4 : Inquiring : a critical look on sources and ways of communication
- Theme 5 : Analysing relationships between States and religions

It will take between 21 and 23 hours to study each theme. Each theme will be divided into 4 chapters in order to present and study documents and to apply methods and skills gained throughout the year in a final project.

2. Organisation, work expectations and assessments :

The students will have 4 hours of HGGPS per week. The subject requires from students an intensive commitment in order to appropriate a curriculum that is dense, rich and complex at the same time. The lessons will be split between lectures, activities and oral practice. The worksheets will be made of documents to analyse, questions and argumentative exercises. The option does not require any school books since the worksheets will be given to the students and based on different sources.

Personal work will be required. It can be about writing (an introduction, a detailed outline or an essay), analysing documents (answering questions, criticising sources), researching data and information, reading extra articles... Students will have to make revision sheets for each chapter in order to help them revise for the exams. Lessons must be learnt from one lesson to the next.

There are 6 types of tests :

- quarterly tests (coefficient 3) to help students get ready for the baccalauréat
- tests (coefficient 2) to practise for the baccalauréat
- lesson tests (coefficient 0,5 or 1) in class, either announced or unannounced to check the students' knowledge from one week to the next.
- final work (coefficient 0,5 or 1) : the 4th chapter of each theme, entitled « final work », will lead to a skills and knowledge assessment, which will be done in class or at home.
- homework (coefficient 0,5) that can be collected and marked.
- oral assessment (coefficient 0,5 or 1) : there will be oral presentations throughout the year, which will be graded according to an evaluation grid that will be presented and handed out to the students.

Specialty - Economics and social sciences (ESS)

Wilfrid SCAMARONI

The ESS is composed of three sciences, economics, sociology and political science, and analyses the major contemporary economic, social and political phenomena. They enable students to better understand the world in which they live and participate in their training as citizens.

Specialized teaching in economic and social sciences in the classes of 1^{ère} of high school is intended for students who wish to continue the common teaching followed in 2nde class with a view to deepening and diversifying the themes covered.

The main objectives of this teaching are as follows:

- Ø **To participate in the intellectual training of students** by strengthening their acquisition of the essential concepts, methods and problems of economics, sociology and political science;
- Ø **Contribute to the civic education of students** through the mastery of knowledge that promotes participation in public debate on the major economic, social and political issues of contemporary societies.
- Ø **Prepare students for post-baccalaureate studies** and enable them to make informed choices about their orientation in the final year of high school and in higher education.

The terminal cycle program aims to gradually provide the necessary tools to understand social and economic phenomena at different scales (micro and macro). Students who have completed the specialization in economic and social sciences in the first grade will have covered fundamental elements of economics, sociology and political science: the final grade will allow them to be completed and extended.

As part of this program we will study in class of 1^{ère}:

- Ø **Five chapters in Economic Science on:** the functioning of competitive and imperfectly competitive markets, market failures, financing of economic agents, currency.
- Ø **Five chapters in Sociology and Political Science** are consecrated to the study of the socialization and behavior of individuals, social ties, deviance, public opinion, voting.
- Ø **Two chapters of Cross-References** on insurance and social protection and risk management in developed societies and on the organization and governance of companies.

Concerning the learning method, we will follow the program set up by the national education system but with a personalized pedagogy. Indeed, three major axes will guide SES' courses in the coming year:

1/ We begin by reviewing and deepening the key concepts of the program explored in class of 2nde.

2/ We use a variety of teaching methods, using a variety of media: survey reports, statistical tables, graphs, press articles, case studies, etc.

3/ We strengthen certain transversal skills in students: knowledge mobilization, analysis of various documents, argumentation construction, critical thinking, written and oral language skills...

Three types of assessments are used to assess the skills acquired by each student:

- Written Examination (DS - coefficient 2) – Baccalaureate type subject if possible
- Quarterly control (TC - coefficient 3) - Baccalaureate subject type
- Class evaluation (coefficient 0.5)

Physics and Chemistry

Daniel GUY

I have been working as a Physics teacher at this school for 20 years. This is how we will work :

- *Work method :*

The lesson taught in class is to be learnt for the following lesson.

Once the lesson has been assimilated, the practical exercises will begin.

All exercises will be corrected in class by the teacher or by the pupils.

You could also do extra exercises at home that could be corrected either by parents or the teacher.

- *Assessments :*

Students are evaluated through regular assessment tests (DS) and in class.

- *Practical work :*

Whenever possible, practicals will be conducted in class. The students will receive the timetable for this. They will work in groups of 2 or 3 students. After the practical session, students must complete a written report for the teacher. This report will get marked and graded.

- *Programme :*

The programme is divided equally into Physics and Chemistry classes. There are 20 units to get through in total. Therefore regular attendance and study are required.

- *Internet Site :* <https://sites.google.com/site/danielepbi34670/>

I have created a website where students can access all the course content and lessons covered. There are also links to other websites.

Life and Earth Sciences (SVT) in Première (spécialité SVT)

Stéphanie Badaroux

- There are three main themes to this programme :

Theme 1: The Earth and the Universe, Life and Evolution.

Theme 2: Modern day world Challenges

Theme 3: The Human body and Health

- From the Seconde class, students will learn to acquire a good scientific method of work that will enable them to succeed in their various tests.

Four general objectives: they encourage independent learning and research skills

*Knowledge acquisition

*Following a scientific procedure

*Mastering specific technique :the students will use their laptop to do online research and work on their virtual classroom (Google Classroom)

*Mastering scientific communication (the key words will give the students access to vocabulary for the topics)

- In order to do this, we will:

*Use different documents, look at various problems

*Formulate different hypotheses

*Validate (or not) these theories

*Make conclusions

- Assessment: students will learn how to acquire good scientific work methods and skills that will help them to succeed in regular assessment tests. They provide many opportunities to apply the knowledge they have learned.

Students will learn correct scientific work methods helping them to succeed in their different tasks. This gives them a better understanding of the issues facing scientists in the twenty-first century.

Scientific teaching

Stéphanie BADAROUX and Alexandra DAVID

Why a science education?

The main purpose of science education is to provide general science education for all students, while providing basis for those who pursue and want to pursue scientific studies. It is not intended to build encyclopedic knowledge but rather seeks to achieve three interrelated goals:

- help to make each student a lucid person, aware of who he is, of what the world is and what his relationship is to the world;

- contribute to making each student a responsible citizen, who knows the consequences of his actions on the world and has the necessary tools to control them;

- to contribute to the development of a rational, autonomous and enlightened spirit in each pupil, capable of exercising a critical analysis in front of false information and rumors.

What are we going to study this year?

We will begin by studying the history of matter from the microscopic level to the macroscopic level (atoms, crystals, cells).

We will then study our source of energy, the Sun. Then we will be interested in the Earth in the universe. And finally we will finish with the transmission of information by sound waves and music.

French Ugoline Tiberi

I./ Presentation of the program and its objectives

Students will take on a very important year in French. It's all about the crowning achievement of the work they have been doing ever since 6ème. As they are used to it, they will study three great literary genres (poetry, theater and novels) through extracts of works but also integral works.

The program is about four big areas : « Novel and story from the Middle-Ages to XXIst century » ; « Poetry from XIXth to XXIth century » ; Theater from XVIIIth to XXIst century » and « Thinking literature from XVIth to XVIIIth century ».

For each entry of the program, we will study a group of texts that we will analyze in class ; then we will study an integral work chosen among a list that is imposed by the Education Nationale. This year, we will be studying : *La Peau de Chagrin* (Novels of energy : construction and deconstruction) ; *Les Cahiers de Douai* (Creative emancipations) ; *Déclaration des droits de la femme et de la citoyenne* (Writing and fighting for equality) ; *On ne badine pas avec l'amour* (Game of heart and speech).

Students will have to read by themselves and for themselves. Among a list, they will have to choose to read several works that they will be able to choose to present to the examiner the day of the exam. Up to them to play the game in order to be well prepared to answer possible questions about those books.

Big innovation for this program : since two years, **grammar is being reintroduced in highschool**. In order to be prepared, I offered to buy a workbook so that students can be prepared for the exam.

This program will lead students to a solid knowledge of French literature. The goal is to prepare students very carefully and rigorously in order to be as confident as possible the day of the exam. To do that, we will work on methods and we will train hard for the required level of this exam.

II./ Exam presentation

For French, anticipated tests are organized in two parts :

- **Written paper (4h ; coefficient 5)** : the subject gives two choices between two types of written works related to the program : **text commentary or composition**. The commentary is about a literary text related to one of the areas of the program. Composition is about leading a personal organized thought on one of the works that we studied during the year. This written paper is on 20.
- **Oral test (30mn preparation + 20mn oral // coefficient 5)** : the test is based on the « descriptif des activités » which shows what students did during their 1ère in French. It summarizes texts and works we analyzed.

- **1st part of the test : presentation of one of the texts of the « descriptif » (12mn // 12 points)**. The examiner gives the student one of the texts that we studied and asks him/her a grammar question. The student has now 30mn to prepare him/herself.

- **2nd part of the test : presentation of a chosen work among those studied in class or read independently by the student and interview with the examiner (8 minutes // 8 points)**. The examiner asks the student to talk about a work he/she chose : they have to show their understanding of the work and their ability to discuss their thoughts, etc.

III./ Evaluation during 1ère year in French

Students will be evaluated by different ways :

- Three-monthly tests (CT) during which students will be able to train on mock exams, oral and written.
- Supervised tests (DS) 3 tests by trimester during which students will practice on mock exams (written).
- Varied projects : homework most of the time
- Présentations in class, etc.

There will be no tests on the reading of books. I think that in 1ère, students have to take their responsibilities and should be able to be organized and independent in order to understand what we are talking about during class.

IV./ Expectations in students and their personal work

It seems obvious that being an exam year, rhythm in French will be sustained. Students have to **organize their work and readings so that they can follow in class and understand what we are talking about**.

Homework will be regularly given, it can be exercises in their workbook, the reading of a text in preparation for class, writing an introduction, finding arguments, finding a plan for an analysis, reading a book and being able to talk about it in front of the class, etc.

Students have to be aware of what's at stake this year. The goal is also to take advanced points in order to go into Terminale as confident as possible.

SPANISH

Sabrina Palamara

The new programs in Première class for language teaching revolve around the theme: Founding Gestures. This theme is broken down into 8 descriptive axes. Students must address at least 6 at the end of Terminale.

Language proficiency plays an important role in the new curriculum, so the focus is on grammar, conjugation, spelling and phonology.

This study of the language is always done from documents related to a specific context. Students will be evaluated in this year of Première for the Baccalaureate.

Evaluations are done in two stages:

Assessment 1: in the second term, will focus on the comprehension of oral and written expression.

Assessment 2: in the third term, will focus on reading and writing.

The objectives in Premiere class are focused on:

- Developing a reasoned approach to documents by working on language activities of written and oral comprehension and expression.
- Making students active and autonomous by offering them activities that allow them to exchange, convince, debate but also describe, tell, explain and argue.
- Mastering the language based on grammar, conjugation and vocabulary..
- Acquiring and using the method for the baccalaureate exams.
- Discovering the cultural realities related to the language taught.

Finally, in order to assess their progress, they will be assessed by the means of:

- lesson tests
- writing and speaking tests
- supervised tests (DS)
- end of term tests(CT)

In accordance with the European framework, the students are required to reach the B1+/B2 level at the end of the Lycée.

English

M. Renard

The objectives of the course :

- encouraging students to use the language as a means of communication and mediation
- developing a project linked to the lesson under study: writing or speaking tasks (our syllabus is action oriented)
- making the oral presentation of a topic using a set of documents studied in class
- developing and using a methodology in view of the new baccalaureate
- discovering the cultural realities in relationship with the language under study

- improving and strengthening language skills
- develop a new skill for the purpose of the bac: mediation.

Course outline and tools used by the students:

The students will have three lessons per week. They will work on six of the eight axes included in the syllabus:

- Identities and exchanges
- Public and private spaces
- Art and power
- Citizenship and virtual worlds
- Fictions and realities
- Scientific innovations and responsibility
- Diversity and inclusion
- Territory and memory

When possible, we'll use feature films or film extracts to illustrate and develop an aspect that will help them answer the thematic question.

The students will have to make short presentations and group work tasks that will allow them do debate/ discuss on themes and questions related to the axes. (CNN10)

To do so, the students will use the following 'tools':

- a textbook: *Sparks 1ère*, the study of which will allow students to reach the B1/ B1+ level of the European framework.
- a grammar book online to work grammar on their own
- a copy book where the lessons will be copied and the documents glued
- the CNN10 website
- The 2nde and 1ère euro Classroom, was created for them in Classroom. They will find useful documents and hyperlinks to work on their own or to drop Devoirs Maison (DM). Hence, having a laptop will be necessary for some of the lessons.

Assessment:

The six language based activities, reading, writing, speaking, listening and interacting and 'mediation' will be assessed regularly:

- tests on the lessons (writing out a synthesis of the documents we have studied during the lessons, learning how to take notes and how to use these notes to present a document or set of documents)
- DS, supervised tests, (based on the new bac: a reading comprehension, a listening comprehension (they will have to write their commentary in French = mediation) and a written task: two subjects related to the 'axe' included in the reading and listening comprehension)
- CT, end of term tests (based on the new bac but adapted to their level, mock speaking test on the axes studied during the term)
- diverse tasks to develop their writing and speaking skills: projects worked on their own or in groups

In accordance with the new syllabus, the students are required to reach the B1 level for the Secondes and B1+ for the Premières.

ENGLISH BILINGUAL GROUP
Vanessa Baker

The mixed class of 2nde and 1ère BILINGUE will have 3 hours of English per week.

For this year's curriculum, we will be using the IN FULL SWING book.

I'll be covering six of the eight topics listed in the national programme leading up to the BAC. The eight themes covered in bilingual Seconde and Première are therefore identical to those mentioned by my colleague Jean-Michel: identities and exchanges, private and public space, art and power, citizenship and the virtual world, fiction and reality, scientific innovation and responsibility, diversity and inclusion, territory and memory.

Our aim in this bilingual class will be to reach the upper B2 level for most of the 6 language activities, which consist of oral and written comprehension, oral and written expression, oral interaction and mediation.

Some examples of how to achieve the upper B2 level would be:

- to be able to follow the main points of a conference, speech, report, etc. in both content and form.
- to be able to understand most news reports and other recordings and correctly identify the speaker's mood, tone, etc.
- to conduct an interview or telephone conversation effectively and fluently.

Oral practice will be based on documents such as videos, recordings and descriptions of pictures, and this oral practice will be supplemented by regular use of the written word. Of course, I will only speak to the students in English!

Students from 1ere on have the intellectual maturity that enables them to develop a reasoned and more systematic approach to the various components of a language, i.e. vocabulary, grammar and spelling.

At the same time, students deepen their knowledge of the culture and history conveyed by the English language.

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 carried out as follows:

We will carry out assessments in class with variable coefficients AND there will be assessments for all classes in the school with a significant coefficient.

The class assessments will be the following:

- regular homework to be returned via the classroom
- Written and/or oral production, either in relation to a document being worked on, or in the form of class presentations, some of which will be given individually and others in groups.
- Tests after each topic covered
- Tests after each unit, either oral or written
- Oral expression tests with the help of notes

Assessments planned by the school for all classes, such as the DS, Devoirs surveillés, and termly tests (CT), will put the students in the context of the BAC in order to get them used to this type of national assessment. These assessments will have a high coefficient.

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

HISTORY PROGRAM OF GEOGRAPHY

Mr SUIR Karl

► The History program follows the guiding principle of the political and social evolution of France and Europe from 1789 to the aftermath of the First World War.

The first theme deals with the French Revolution. It raises a new conception of the nation based on citizenship, while France engages in the long quest for a stable political regime. The revolutionary period, marked by Napoleon and his fall, contributes to the restoration of an old order that cannot prevent the dissemination of the principle of nationalities punctuated by the revolutions of 1848.

Theme 2 focuses on the economic, political and social modernizations that punctuate a century of tension between destabilized empires and the emergence of new nation states.

Then we will tackle the last theme on the Third Republic before 1914. This offers political stability to France that extends its colonial empire. The war of 1914-1918 led to the collapse of European empires and led to an attempt to reorganize Europe according to the principle of nationalities.

► The Geography program deals with "dynamics of a world in constant change".

In the continuity of the program of second, we will approach the contemporary world which has deep spatial change on all scales. The study of dynamics at work highlights the complexity of these processes of reorganization of living and production spaces. These changes can be observed through the increasing weight of cities and metropolises in the functioning of societies and the organization of agglomerations, sometimes associated with the idea of a certain standardization of urban landscapes. However, this refers to very different realities depending on the territorial context. It also contributes to increasing competition between urban areas, as well as diversity and socio-spatial inequalities within them. In connection with urbanization, the productive spaces are recomposed around a growing number of actors and investors with various profiles. These changes are part of multiple spatial configurations that evolve according to the organization of production networks (international, regional or local). Productive spaces related to agriculture are more specifically dealt with in the theme of rural areas. The multi-functionality of the latter and their links with urban spaces are accentuated to varying degrees depending on the context, and contribute to the development of conflicts of use.

Preparing for the baccalaureate exams:

This preparation follows three main axes that include document analysis, answering a problem in the form of a question and the realization of a sketch.

► The document analysis is an exercise that one practises since college and the 2nd in lycée. This year aims to refine this work which requires a precise methodology which starts with subject analysis. Then it is necessary to identify the documents (nature, source, author, date), then to extract and relate the information. Finally we will move to writing the answer about it in a coherent and organized way.

► The second exercise is about making a sketch.

- The first step will lead us to determine the purpose of the sketch. From the start we will determine the space to define and represent it as well as the concepts to be defined.

- The second step will be to select the information in the document (text). The titles indicate the parts of the key. Information within the text direct the students to the specific locations necessary.

- The last one organizes the information and chooses coherent figures respecting cartographic terminology.

- Then the students just have to make a complete and neat sketch.

► The answer to the problem question follows three steps:

- Analyzing the question raises the main idea, defining the key concepts and the scale of the subject.

- Draw up a list of shared and personal knowledge in order to organize this in detail.

- The last step is the writing of the essay (introduction, development, conclusion).

EMC

Focus 1: Foundations and weaknesses of the social bond

Axis 2: Recompositions of the social bond

These two themes will be prepared in class in the form of presentations and organized debates that will provide the topics for the final exam.

<p style="text-align: center;">PHYSICAL EDUCATION Baptiste DUHAU-MARMON</p>

Throughout school, the practice of physical and sport activities, PE, aims at the fulfillment of each student. It confronts them with the rules necessary to learning how to live together.

During the school year, the students in high school will have to prepare for the Baccalaureate by playing table tennis and running 800m. This exam will take place at the end of the school year.

For the 800m run, points are given (maximum 14 points) for performance, 3 points for warm-up exercises. We will practice on the track in Montpellier.

Table tennis will be done at school and is graded as follows: 10 points for technique, 5 points for winning matches and 5 points for match analysis. Therefore a serious student can achieve a good grade even if they are not so sporty!

When coming to their lesson, the students are required to wear their sports clothes (suitable shoes) but they should also bring a cap and their bottle of water.

With regard to assessment, each student will be marked according to the type of activity they are being taught (technique, movement, performance...) coefficient 3, and also on their participating in the class activities (referee, personal investment): coefficient 1.

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 exempted of PE, you will have to give a medical certificate to the secretariat or to come and tell me in person if you did not have the time to see a doctor.

ORIENTATION PREMIERE

Karl SUIR

In Première Générale, students have to make choices about their future direction in the general or technological streams, choosing which specialties to keep and which to abandon, and so on. To help them make these choices, they are supported throughout the year by members of the educational community, especially their main teacher.

Understanding the main stages of career guidance

Learning to discover yourself

In Première class, we'll be looking at the professional world in order to build our study path. We'll try to find our bearings in the organization of higher education (BTS, BUT, Licences, preparatory classes, etc.).

A visit to the Salon de l'Etudiant will enable us to meet the various players in higher education in our region. Representatives from business and IT schools will be on hand. Other speakers from the professional sector may also come and present their academic careers and professions (studies, daily life, job opportunities, etc.).

Finally, students will be asked to make oral presentations and write cover letters.