

Back to School Meeting in the class of Terminale

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

Philosophy : Ange Schneider

Maths: Stéphane Mazel

Physics/Chemistry: Daniel Guy

English: Vanessa Baker (2nde Bilingual) and Jean-Michel Renard (2nde EURO),

Spanish: Sabrina Palamara

History-Geography: Karl Suir. Head Teacher

Economics and 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](http://www.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

Mathematics Speciality Stéphane Mazel

Like all specialty courses, the planning is based on 24 weeks of 6 hours per week. The baccalaureate exam will take place around mid-March (coefficient 16 out of a total of 100).

Therefore the pace of work will be sustained to complete a programme that will be assessed in the Baccalaureate:

- Sequences
- Functions (derivation, continuité, convexité, fonction limites...)
- Primitives (or indefinite integrals) and differential equations
- Combinations and counting
- Binomial law
- Geometry in space

and the programme which is non-assessed for the Bac :

- Trigonometric functions
- Integral calculus
- Law of large numbers

To discover these new concepts, we will rely on examples and applications. The book will be the main support for the course even if extra work will be provided on Classroom.

The essential will be based on the resolution of exercises of all types so that the students appropriate the concepts at their own pace (exercises of discovery, application and synthesis).

Participation in class and regularity in personal work will be the fundamental elements of success.

The assessments will be based mainly on the DS and the CT which will be similar to the real baccalaureate exam (4 hours with 4 or 5 exercises to do).

Finally, students who have chosen the Mathematics specialty in the final year will have to prepare a subject based on this subject as part of their oral exam. We will therefore be working on it throughout the year, especially in the last term.

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 Premiere 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 Premiere 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 Terminale, 4 themes are studied :

- Theme 1 : New spaces of conquest
- Theme 2 : Make war, make peace : forms of conflicts and ways of resolution
- Theme 3 : History and memoirs
- Theme 4 : Environment, between exploitation and protection : a global issue

It will take between 28 and 30 hours to approach each theme, and each theme will be divided in 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 6 hours of HGGPS per week, during 24 weeks. The baccalauréat exam will take place in March, requiring 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.

After an exploratory approach in the first year of high school (2nde) and an in-depth study in the second year of high school (1ere), the teaching of economic and social sciences in the final year has three essential objectives:

1/ To enable students to appropriate the essential concepts, methods and problems of three social sciences (economics, sociology and political science). The aim here is therefore to contribute to the intellectual training of pupils by developing rigorous learning of disciplinary knowledge which is, for the most part, new to them;

2/ Prepare students for post-baccalaureate studies and enable them to make informed career choices in higher education. There is indeed a wide range of courses for which the mastery of knowledge in economic and social sciences is an indisputable asset (economic and commercial preparatory classes, preparatory classes in literature and social sciences, university courses in economics and management, law, political science, sociology, applied foreign languages (LEA), economic and social administration (AES), institutes of political studies, specialised schools: business and management schools, communication and journalism schools, etc.);

3/ Contribute to their civic education through the mastery of knowledge that promotes participation in public debate on major economic, social and political issues.

The scientific approach, the primacy given to conceptual and analytical tools, makes it possible to define the program and adopt a progressive and complex approach over the entire terminal cycle. These ambitious learning objectives can only be achieved through pedagogical and didactic approaches that engage students in authentic intellectual activity. This requires giving meaning to learning by showing how concepts and tools can be used to interpret concrete situations. It therefore seems desirable to proceed, for each question dealt with, **in two stages**:

Ø **An awareness-raising time** to stimulate students' curiosity;

Ø **An analysis time** to show how the mobilization of concepts, tools and modes of reasoning specific to the discipline concerned provides access to a better understanding of the phenomena studied and a rigorous response to the question.

To this end, the **methodological training of students** is very important: the collection and processing of information, the analysis of various data, the drafting of summaries, the formulation of problems, the construction of rigorous arguments, all constitute know-how and capacities to be acquired and put at the service of mastering the

knowledge produced by the economic and social sciences. The use of information and communication technologies is particularly valuable in this context.

The economic and social sciences program was designed within the framework of an overall perspective of the final cycle and with a view to gradually deepening from the second (1ere) to the final year (Tle): in the second year (1ere), the study of the concepts, tools, approaches and methods of each discipline was given priority; the common objects likely to mobilize the cross-views, already present in the second year (1ere), will take their full place in the final year (Tle).

As part of this program, we will study in the final year of high school:

- Ø **Five chapters in Economic Science** on different themes: Economic growth; Globalization and international trade; Unemployment and anti-unemployment policies; Financial crises; European integration and economic policies.
- Ø **Four chapters in Sociology Political Science** on different themes: Classes and stratification; Action of the School and evolution of society; Social mobility; Labor and employment changes; Political engagement in democratic societies.
- Ø **Three chapters of Crossed-References** divided into two themes: Social Justice and Inequality; Public action for the environment.

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)

BAC exam program:

The BAC exam covers part of the economics and social sciences specialty teaching program for the final year depending on the year (odd or even) – 7 or 8 chapters out of 12.

The BAC written test lasts four hours. It has a coefficient of 16. The student must choose one of the two proposed subjects:

- Ø 1- The essay is based on a documentary file;
- Ø 2- The three-part test.

The scoring takes into account the clarity of the expression and the care taken in the presentation.

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. Students will work on baccalaureate questions only in order to be best prepared the real exams. Three mock exams will be done during end of term assessments.

- *Practical work :*

Whenever possible, practicals will be conducted in class. 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.

- *Program :*

The program is divided equally into Physics and Chemistry classes. Therefore, regular attendance and study are required.

- *Exam:*

The final exam takes place in June. So, work will be very intense.

- *Grand Oral:*

Students will have to choose a work theme and present it at the end of the year. We will prepare for this test throughout the year and especially after the written test.

- *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 Terminale

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.

HISTORY GEOGRAPHY

Karl SUIR

HISTORY :

Four themes will mark out this final year. All deal with the contemporary period (from the interwar period to the present day) and "relations between the powers and the opposition of political models, from the 1930s to the present day" (48 hours)

This program aims to show how the world was profoundly reshaped in less than a century by the relations between the powers and the confrontation of the political models. In the interwar period, the rise of totalitarianisms destabilizes the democracies; then the outburst of violence of World War II resulted in the conflicting balance of a world that had become bipolar, even as colonial empires burst and

disappear. The Cold War brought two political models and two great powers face to face which, while avoiding direct confrontation, created or maintained numerous regional armed conflicts. At the same time, Western societies are experiencing profound upheavals: the establishment of welfare states, entry into the consumer society ... In Western Europe, European construction consolidates peace and works for the reciprocal opening of European economies . The 1970s and 1980s saw the birth of multiple dynamics, economic, social, cultural and geopolitical, which ultimately led to the collapse of the Soviet bloc and the end of the bipolar world. Since the 1990s, conflicts and cooperation have developed and intersected at the global, European and national scales, posing in new areas the recurring question of the tensions between particular interests and the general interest.

GEOGRAPHY :

“Territories in globalization: between integrations and rivalries” (48 hours)

Globalization is seen as an intensification of links and a growing hierarchy of territories on a global scale. After having approached the main spatial components and dynamics of the contemporary world in second and first year classes, in final year, it is a question of studying the consequences, on the territories, of the process of globalization - between integrations and rivalries - and analyze the play of the actors, a framework in which the weakening or the assertion of powers takes place. An increased interest is brought to the strategic spaces that are the seas and the oceans, as well as to the balance of power marked by competition and territorial cooperation which leads to the search for supranational governance. In this context, the study of the European Union (EU) invites us to question, on the one hand, the functioning, strengths and weaknesses of a highly integrated supranational organization and, on the other hand, its positioning on the global geopolitical chessboard. The study of France and its regions, within the framework of the European Union and in the context of globalization, aims to mobilize the knowledge, capacities and methods acquired in high school, to analyze the issues and the effects of the policies of land use planning.

We will use all the documentary sources at our disposal to address these themes: iconographic documents, texts, reports, films, etc.

Expectations depend directly on the structure of the baccalaureate exam (composition followed by a study of document (s) or cartographic production).

Thus, more specific work will focus on the answer to a problematic question in the continuity of the methodology implemented in the first class. This aims to assess the aptitude of candidates to mobilize, in the service of historical and geographical reflection, fundamental knowledge for understanding the world. Of course this answer must show a good command of the language.

The study of document (s), already discussed in second, has the primary objective of exploiting the organization and confrontation of information. Secondly, the analysis of documents from various sources and natures should enable the student to write a clear and organized critical study of them. Finally, cartographic production work (sketch, diagram) is expected.

All these points will be worked on in the form of discussions, studies, oral and / or written presentations, individually or in groups, then checked during the various exercises offered in class or during the DS, CT.

Of course, I do not claim to make every student a historian, but I attach great importance to them developing a solid general culture which will allow them to break free from the historical shortcuts that abound in our media. Thus he will be a citizen able to think far from the dogmas heard here and there.

EMC

We will build each of the axes by mobilizing at least two areas among those proposed within the Annual theme of the final class: democracy, democracies

The program for the final class is built around the notion of democracy. This regime is based on a dual operating principle. It places the people at the origin of political power through the right to vote that it recognizes. It puts political power at the service of human rights and individual, civil, political and social freedoms, which include equality between men and women, the exercise of which is guaranteed by law. The intention here is to lead students to understand, respect and implement the rules of democratic life.

The pedagogical approaches chosen (studies and/or presentations and/or reasoned discussions or regulated debates) promote in-depth reflection. This teaching contributes to the development of oral skills, in particular through the practice of argumentation. This leads to clarifying one's thinking and explaining one's reasoning in such a way as to convince.

Axis 1: Foundations and experiences of democracy Questioning: what are the principles and conditions of democracy?

These principles and conditions are considered through the study of the following two areas: The historical origins of democracy: ancient models (democracy and res publica); republic and parliamentary monarchy.

The transformation of political regimes: democratic transitions; authoritarian and totalitarian shifts; challenges to liberal democracy.

Axis 2: Rethinking and bringing democracy to life Question: how to build the future of democracy in a world of uncertainty?

The forms and areas of commitment: political, associative and trade union; social, ecological, humanitarian, cultural...

New democratic aspirations: deliberative and participatory democracies; representation and/or direct democracy; new forms of social movements.

English

Mr. 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 baccalaureate
- discovering the cultural realities in relationship with the language under study
- improving and strengthening language skills

Course outline and tools used by the students:

The students will have three lessons per week. They will work on six out 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 to illustrate and develop an aspect that will help them answer and illustrate the thematic question.

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

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

- a textbook: *Diversity* Terminale, the study of which will allow students to reach the B2 or C1 (for the bilinguals) level of the European framework.

- a copy book or a laptop in which the lessons will be copied and the documents glued
- a grammar book online to work on their own.
- The Terminale 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 'axis' 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)
- various 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 in 'langue 2' and B2 in 'langue 1'.

SPANISH

Sabrina Palamara

The new programs in Terminale 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 the year.

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 for the Baccalaureate.

Evaluations are done in two stages:

Assessment 1: will focus on the comprehension of oral, reading and written expression.

Assessment 2: will focus on oral expression and interaction .

The objectives in Terminale 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 lexicon.

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, students will be assessed by the means of:

- lesson tests
- writing and speaking tests
- supervised tests
- end of term tests

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

Philosophy

Schneider Ange-Jean

In Philosophy, we will study the French National Education programme in order to promote:

- Open-mindedness about the topics we study.
- Critical analysis.
- The development of personal thought.
- The discovery and application of philosophical methodology.
- The use of knowledge to improve philosophical thinking.

The lessons are given and then students are encouraged to debate their ideas.

It revolves around three main themes:

Human existence and culture – Morality and politics – Knowledge

The lesson content will be published on Noteebi in order to help students complete their notes taken in class.

What we will do:

- An individual study (lesson study, research etc.)
- Group thinking and study
- Work on methodology to succeed in the baccalaureate
- Essay and text reports
- Reading

There will be regular assessments and end of term tests. Homework will also be set and graded.

A list of « philosophical landmarks » will be created as the year goes by to help students organise their knowledge and thoughts. Revision notes will also be given.

Yours philosophically Mr.Schneider.

PHYSICAL EDUCATION

Antoine Haget

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.

This school year, the physical and sport activities taught are:

<p style="text-align: center;">ORIENTATION Karl SUIR</p>
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Orientation takes place for one hour a week.

The first step is to prepare for higher education.

We'll identify activities and interests through research, questions and discussion. Then we'll look at what is a key deadline in the final year of high school, namely "Parcoursup". The aim here is to familiarize ourselves with this platform and to respect all the dates imposed for registering, entering wishes, validating them etc... Lastly, this hour will also be devoted to writing the motivated training project that forms the phase of the "grand oral", the baccalaureate exam. We'll be working on both writing and oral practice.

In addition, a number of activities will be organized to provide students with the best possible support: presentations of higher education establishments and careers, accompanied visits to student fairs.