

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: Brigitte Vidal (2nde)

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: Wilfrid Scaroni

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

French

Brigitte Vidal

- The key learning objectives are as follows: - Improve students' expression and comprehension skills through the frequent and regular participation of varied reading, writing and speaking exercises. - Have pupils read in order to build a literary culture open to other arts, different fields of knowledge and society. This involves acquiring solid knowledge of the discipline in the areas of literary analysis, grammar, spelling and conjugation. - To deepen and exercise the judgment and the critical mind of the pupils in order to make them able to develop a personal reflection and a convincing argumentation in the written as well as the oral one. In seconde, the aim is to strengthen and structure the knowledge acquired in middle school and to put it to use in both written and oral expression. This year is also about learning to analyze literary texts in anticipation of the French exam in 1ère. The program includes four areas of study: -The 19th century novel and short story (realism and naturalism) -The 17th century tragedy and comedy (classicism) -19th and 20th century poetry (from romanticism to surrealism) -Genres and forms of argumentation To do this, we will use a very specific methodology that will lead to a whole series of exercises and work. This methodology is even the basis of work in French at the high school; it is essential that it be acquired completely. There will be, then, regular tests on this subject. Looking ahead to this, we will learn to construct three types of work that will appear in the written part of exams: the composed commentary, the dissertation and creative writing. Throughout the year, we will do exercises and work with this in mind. To prepare and

also get familiar with the oral exam, students will learn to do summary sheets working off a text studied in class. Once this sheet is underway, a student will present the text to the class in exam conditions. Furthermore, each student will be asked to carry out personal reading outside of class in order to expand on his knowledge and culture. Some of this reading will be presented in class. In this case, the student in question will have to justify their choice in a convincing way and defend their point of view on the reading. This type of exercise leads into a group debate where everyone has the opportunity to express their ideas while learning to listen to and respect others. The goal of this exercise is to acquire a true oral facility while knowing how to reason and argue by structuring one's thoughts. Regarding literature, the literary movements studied go from the 16th to the 21st centuries. The aim of this course is naturally to stimulate the students' curiosity and to make them want to read and be aware that books are conveyors of words, of ideas, of cultures, that every book has something to teach us. Like Stendhal emphasized: "A novel is a mirror carried along a high road." The goal is to make the students discover that literary works allow, under various forms, the organized expression of ideas, arguments and convictions and that they participate in a direct way in the lives of the time periods they were written in. They also help us to understand the time period better. For every area of study taken on, a connection will be made with the history of arts. Relating literature and the arts is intended to develop an aesthetic awareness, to analyze aroused emotions and to know how to summarize them. The students are asked to establish links between different arts and to understand their connections. We will show that the arts in their diversity contribute to interpreting the world, take action in society and that they function in interaction with literary texts.

HISTORY GEOGRAPHY AND EMC

SUIR Karl

History (48 Hours)

The program's theme is "Great Steps in the Formation of the Modern World" and has a threefold objective: to consolidate the achievements of compulsory schooling, to nourish the general culture of pupils and to study the formation of the modern world. For this, the program opens with a chronological overview that invites us to lead a reflection on the different periods throughout history. The first theme aims to reactivate and enrich students' knowledge. Thus, around the main theme of the Mediterranean, some milestones and essential legacies of Antiquity and the Middle Ages are first studied. The following themes cover the period from the 15th to the 18th century; they aim to make students understand the great political, cultural, economic and social dynamics that are at the heart of the formation of the contemporary world: widening horizons, cultural empowerment of individuals, assertion of the role of the state, emergence of new political models that conflict. These dynamics are nourished by the increased circulation of people, goods, capital, knowledge and ideas as well as through scientific and technical progress

Geography (48 hours)

The program focuses on a theme entitled "Environment, Development, Mobility: The Challenges of a World in Transition".

The contemporary world is characterized by profound upheavals that take place in space: unprecedented demographic growth, accentuation of socio-economic gaps between territories, awareness of the fragility of the environment and increased mobility. As great landmarks and the structuring lines of these spaces persist, known balances and models are put into question. The environment, development and mobility appear as major challenges for actors and societies in the world today, even if they are to be understood in different ways depending on the territorial context. Indeed, despite general trends and shared dynamics, spaces and societies are not standardized: it is important to understand the diversity of their trajectories and their modes of development. To do this, the concept of transition is mobilized to account for these major changes. It is broken down both through the study of environmental, demographic, economic and technological evolutions and through the study of mobility that is influenced by these evolutions. This notion of transition designates a phase of major change, rather than the transition from a stable state to another stable state. It is characterized by gradients, thresholds, and is not linear: it can lead to a wide variety of evolution depending on the context. It extends and enriches the notion of sustainable development, which students studied in secondary school. Transition is a key to analyzing contemporary challenges at different scales, more than a goal to achieve. It allows to analyze the plurality of development trajectories, while questioning the durability of the studied processes.

Economic and social sciences – 2^{nde}

Wilfrid Scaroni

Economic and social sciences are part of the lessons common to all students in the second year of high school. 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.

This teaching aims to:

- Ø Enable students to master essential notions and reasoning in economics, sociology and political science;
- Ø Allow students to discover new disciplinary fields that their previous studies have not allowed them to address, and thus to enlighten their choice of specialty teaching for their pursuit of studies in the final cycle of the high school;
- Ø Contribute to the civic education of students through a better knowledge and understanding of the major economic, social and political issues.

In this perspective, the students are:

1/ Introduced to the main stages of a scientific approach in the social sciences: formulating hypotheses, carrying out surveys or building models, comparing facts, concluding.

2/ Familiarized with an approach that combines modelling and empirical investigations and allows them to take a rigorous look at the economic and social world.

3/ Sensitized to the specifics of the economics, sociology and political science disciplines as well as to the possibility of crossing the perspectives of these three disciplines on an identified theme.

The program defines what students must have acquired by the end of the year. Students must be able to define and illustrate the concepts it contains. They must also demonstrate the ability

to use quantitative data and graphical representations appropriately to use statistical documents and to support the rigour of their reasoning.

As part of this program:

Ø **A first introductory chapter** is devoted to the questions that economists, sociologists and politicians ask themselves and we will see how they reason and work.

Ø **Two chapters in Economics** are focused on the study of the creation and measurement of wealth as well as markets and price formation.

Ø **Two chapters in Sociology and Political Science** are focused on the study of socialization and social actors as well as the organization of political life.

Ø **A final chapter of Cross-References** is focused on the study of the relationship between diploma, employment and salary.

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

1/ First of all, we start by learning the definitions and explanations of the key concepts of the program from everyday life and concrete examples close to the students' lives. Understanding this environment will make it easier for them to assimilate more global key concepts later on.

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 reinforce 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)
- Quarterly control (TC - coefficient 3) - Baccalaureate subject type
- Class evaluation (coefficient 0.5)

Mathematics

Stéphane Mazel

We'll be doing lots of exercises (both in class and at home) so that we get to understand the concepts studied in class as much as possible. Students will do their own lessons, which I will correct.

It's essential that the work is regular in order to progress smoothly through the programme.

The programme covers the important concepts:

- Functions
- probability
- Geometry (vectors and scalar product)

The calculator is a tool that we will also use frequently.

At the end of the school year, students may choose to take the mathematics speciality. A satisfactory level (minimum of 12) is expected in order to be able to tackle this speciality with confidence.

Physics and Chemistry

Daniel GUY

I have been working as a Physics teacher at this school for 15 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.

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

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

- *Assessments :*

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

- *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 *Programme* :

Le programme se répartit pour moitié en chimie et l'autre moitié en physique.

- *Orientation :*

At the end of the year, students will have to make a choice. Physics is just 1 of the 3 science subjects in 1^{ère}. We ask for a minimum of 12/20 average in order to start the 1^{ère} in good working conditions.

- *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 Seconde

Stéphanie Badaroux

The objectives of this programme in Seconde are :

* to acquire a solid scientific culture by reinforcing the understanding of scientifically validated knowledge and the practice of rigorous reasoning

* to participate in developing a critical mind and contribute to civic education by understanding the today's world from a scientific perspective* prepare students who choose a scientific program for further studies

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.

-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

Four general objectives:

-They encourage independent learning and research skills

-Knowledge acquisition

-Following a scientific procedure

-Mastering specific techniques: 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 topic)

In order to do this, we will:

-Using different documents, look at the various problems of the unit. It provides the framework for the inquiry and the inquiry questions

-Formulate different hypotheses

-Validate (or not) these theories through the exploration

-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 the different tasks. This will give them a better understanding of the issues facing scientists in the twenty-first century.

M. Renard

English

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 or a laptop (or both) 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.

<p>ENGLISH BILINGUAL GROUP Vanessa Baker</p>
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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 Seconde bilingual class will be to reach level B2 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 level B2 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!

From the 2nde on, the students' intellectual maturity 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."

SPANISH

Sabrina Palamara

The new programs in second year for language teaching revolve around the theme: The art of living together. This theme is broken down into 8 descriptive axes. Students must address at least 6 during the year. Language proficiency plays an important role in the new curriculum, with emphasis on grammar, conjugation, spelling and phonology. This study of the language is always done from documents always related to a specific context.

The objectives in 2nde class are focused on:

Consolidate the skills acquired in college by working on the language activities of reading and writing.

Make students active and autonomous by offering them activities that allow them to exchange, convince, debate but also describe, tell, explain and argue.

Master the language based on grammar, conjugation and lexicon.

Acquire and use the method for baccalaureate preparation.

Discover 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
- end of term tests

In accordance with the European framework, the students are required to reach the A2+/B1 level at the end of the Lycée.

ORIENTATION

Karl SUIR

At the end of the 2de générale class, students can apply for the following options:
first and then final year classes in the general stream, preparing for the general baccalaureate

first and final year classes in the various technological streams, leading to the technological baccalauréat

first and final year classes preparing for the music trades technician's diploma (brevet de technicien métiers de la musique).

One hour a week, every other week, alternating with EMC.

This dedicated time prepares them for entry into the 1re class and their choice of

specialization in the general stream or series in the technological stream, according to their tastes and potential.

Choosing the general route

Families are responsible for choosing which specialties to take - three in 1ère and two in Terminale. These are compulsory courses designed to enable students to deepen and broaden their knowledge and skills in particular fields, and to prepare them for further study in higher education.

We will follow the 5 steps below:

Stage 1	Stage 2	Stage 3	Stage 4	Step 5
I'm building my high school career	I explore the economic and professional world	I discover higher education	I'm narrowing down my choices	I take action

Physical and sports education

Baptiste DUHAU-MARMON

Through the practice of physical and sporting activities at school, PE aims to develop the potential of each pupil.

It confronts them with the rules needed to learn how to live together.

For pupils, the aim is to prepare for the baccalauréat with an introduction to running (800 meters), which is one of the two baccalauréat tests.

During sports lessons, students should come in sportswear (suitable shoes) but they should also bring a cap and a bottle of water.

In terms of assessment, each pupil will be marked on the activity taught (technique, movement, performance, etc.) coefficient 3 and also on their participation in the class (refereeing, etc.) coefficient 1.

This year, supervised homework will be introduced each term to check theoretical knowledge of the activity (rules, tactics, expected behavior, etc.).

If your child is excused from sport, a medical certificate must be sent to the secretariat or you must inform me directly if you have not had time to see the doctor.

For this school year, the physical and sporting activities taught will be as follows:

First term: Handball

Second term : Athletics

Third term: Badminton