



ECOLE PRIVEE BILINGUE INTERNATIONALE

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MYP2 Class : Teaching Class

English Literature : Joanna COWAN

In MYP 2 we will be exploring the concepts of Language and Literature, and how they interact in everyday contexts around the world. Students are expected to take an active approach to learning through the guidance of the instructor and their peers, as they gain experiences conducting their own research, forming research questions, and linking and developing their study of Language and Literature to contemporary global issues. Our studies will familiarise the students with structure, purpose, genre, context, character, theme, setting, style, and point of view. We will be working with the *Language & Literature* (MYP by Concept 2) book from HODDER EDUCATION. They will also be reading *The Curious Incident of the Dog in the Nighttime* by Mark Haddon and *The Ruby in the Smoke* by Philip Pullman. They will need to make sure that they have copies of both reading books and I will usually tell them when they need to bring the book to class. Students will learn to read critically and for comprehension, draw reasonable conclusions and generalisations and learn how to give and receive meaningful feedback.

Students should be aware that I do not allow the use of Artificial Intelligence such as Chat GPT for their work. They should also be aware that there are very effective ChatGPT checkers so that if I have a doubt I can easily check. However, I do not normally need to check because it is obvious when their writing is their own ! This is something that I will be very strict about and I won't hesitate to give a zero for work that isn't their own.

Students will also need to ensure that work is handed in on time and in the correct format. This year, students will also have a grammar book entitled Grammar in Use. They will use it to do grammar exercises at home. They will upload the exercises in the classroom so that I can check that they have been done, and I will upload the answers. The exercises don't count towards the overall grade, but students should make sure they're done every week.



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Sciences : Stéphanie BADAROUX

The goal of this MYP integrated sciences program is to encourage research. This will enable learners to answer many questions as part of a scientific process.

Learners will ask themselves their own questions and answer with research and experimentation. This is how they will develop their curiosity, ingenuity and creative (and critical) thinking while gaining scientific skills and knowledge.

This program also develops important values such as open-mindedness, ethics and collaborative work.

It will provide a solid foundation in Sciences and the learners will be able to communicate effectively.

The objectives of this program will be to enable students :

- to develop an analytical thinking
- to enhance Sciences and interactions
- to acquire a sensitivity towards the environment
- to make the right choices

Classroom work will be divided as follow :

- 2 hours for MYP 2 for the 4 units of the program (including tutorial and practical work)
- 1 hour of guided research to help them in their work ,to master this skill

Skills and knowledge will be validated by formative and summative assessments (called the authentic tasks) : task-specific clarifications explain what students are expected to know and to do.

4 criteria :

- Criterion A: Knowing and understanding (the students will be able to apply scientific knowledge and understanding to solve problems)
- Criterion B: Inquiring and designing (the students will be able to describe the problem to be tested and design a logical and complete method)
- Criterion C: Processing and evaluating (the students will be able to correctly collect, transform data and discuss the validity of the method and describe improvements)
- Criterion D: Reflecting on the impact of science (the students will be able to describe the ways in which science is applied and to apply scientific language to communicate understanding clearly)



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The students will reflect in these units on IB learner profile attributes.

Like any other subject, MYP2 Sciences lesson is just one part of our bigger picture of the world and links to other subjects are discussed.

Mathematics : Nasrin HADDAD BARAKAT

Introduction :

Mathematics is primarily viewed as a vehicle to support inquiry, and promote understanding of the world around us by providing us with a universal language. It is intended that students become competent users of this language, and start using it as a way of thinking, rather than using it as a series of numbers and abstract facts. It is fundamental to the philosophy of the program that maths be taught in relevant, and realistic context. Finally, it is essential to guide the student to enjoy mathematics, develop curiosity and begin to appreciate its elegance and power.

Objectives and teaching :

Mathematics MYP 2 students aim to develop understanding of main concepts and notions by acquiring the knowledge and then applying the ideas to solve problems, sharing and communicating with peers, analyzing and evaluating information and finally reflecting on its impact on our life. Successful acquisition of these concepts and notions shall be continually assessed throughout the course and all students are expected to participate actively by taking notes, participating in class discussions, independent researching, and duly completing assignments given in class or at home. If any of the above failed to be presented on time and as requested, this shall adversely affect the student's grade.

Topics :

The objective requires students to demonstrate knowledge and understanding of concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability). These core concepts are the following:

1. Ratios and proportions
2. Data management and trends
3. Integers
4. Algebraic expressions and equations
5. Geometry
6. Rates



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Assessment and Student engagement :

The assessment criteria are directly related to the objectives of the IB MYP mathematics program. These objectives are used to measure the student's acquisitions in science; thus the grades are based on their growth and development in each of the following categories (*IB MYP Mathematics Guide, Sep 2014*):

- Knowing and Understanding
- Investigating patterns
- Communicating
- Applying mathematics in real-life contexts

Each criterion is assessed using different evaluations such as poster presentations, quizzes and tests, homework.

Individual and Societies : Megan TALY

Individuals and Societies is a social studies program which aims to:

encourage learners to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts." (IB MYP Guide)

In the MYP 2 Individuals and Societies course, students will continue discovering and examining diverse aspects of human behavior, social structures, and the forces that shape our world. Through an interdisciplinary approach, students will delve into subjects such as history, geography, sociology, and anthropology, to gain further understanding into the complexities of human societies.

Throughout this course, students will be encouraged to think critically and develop their research skills. They will explore key concepts such as culture, causality, sustainability, and change. By examining historical events, geography, and societal structures, students will develop a broader understanding of global interactions.

The MYP 2 Individuals and Societies program seeks to engage students in thoughtful discussions, collaborative projects, and experiential learning opportunities. By connecting their learning to real-life contexts, students will further develop their ability to analyze complex issues, engage in meaningful discussions, and propose creative solutions.



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The Individuals and Societies MYP 2 course will cover four units:

1. How does exploration affect global interactions?
2. How has globalization shaped the world?
3. How have innovations and ideas changed the world? / Interdisciplinary Unit
4. Why are natural environments important to individuals and societies?

Statements of inquiry will guide research and insight into the key concepts covered in the program. Students will be guided by the teacher through exploration of primary and secondary resources, inquiry on current events, case studies in different regions, and presentations through creative digital media.

Students will have three hours per week of Individual and Societies, which includes one hour a week of dedicated research time to the topics covered in class and related to class projects. Lessons are planned to incorporate the four principal IB MYP criteria skills in each unit (knowing and understanding, investigating, communicating, and critical thinking). Lessons are also planned to develop ATL skills linked to each unit and develop principles of the IB learner profile while using an inquiry-based approach to learning.

Group and individual assignments will be given for classwork and homework that will be measured by the following four assessment criteria:

Criterion A: Knowing and Understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking Critically

Students will be evaluated by individual written assignments, presentations and group collaborations. They will also receive one grade per semester for participation in the class which includes participating in class discussions as well as engaging with and completing classroom activities and meeting assignment deadlines.



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Art – Lise FIORENTINO

Course outline:

The Arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world.

In my Art classes I will value the processes of creating, performing and presenting artwork, and give my students opportunities to function as artists and to develop as learners. Students will learn how to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

The aims of MYP Arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

Curriculum overview:

Students are acting as both cultural researchers and designers. They choose a country's traditional dress, study its history, symbolism, and cultural meaning, and then use this research to inspire a personal fashion creation for MYP3 and group creation for MYP 1&2. This process involves research, sketching, sewing practice, and garment customization or creation.

The goal is for students to understand how clothing tells stories and connects to identity, while also developing their creativity, technical skills, and reflective thinking.



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What Students Produce:

- A process portfolio documenting their research, inspirations, design sketches, sewing experiments, and reflections.
- A final customized garment inspired by their cultural study.
- A short oral presentation to share their creative journey and cultural insights with peers and teachers.

Why This Matters:

This project connects academic research with hands-on creativity, promoting deep cultural understanding and personal expression. It fosters skills essential for lifelong learning such as critical thinking, problem-solving, and communication.

Assessment criteria:

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that I will use to make judgments about the students' work.

Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/ performances.

Criterion B: Developing

Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

Criterion C: Creating or performing

The students' command of skills and techniques is demonstrated through the creation or performance of a finalised artwork that is summatively assessed.



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Criterion D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

French : Phase 1/4

Wilfrid SCAMARONI

Course outline: The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.

Language Acquisition teaching and learning is organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum. This course is for phases 1 and 2 students (equivalent A1 to A2 in the European Framework (CEFL))

Students will use a wide range of digital resources, a textbook and a workbook and print resources to develop knowledge, skills, attitudes and conceptual understandings. They will work individually and collaboratively to develop transferable approaches to learning (ATL) skills. I will assess students using a variety of assessment strategies and tools.

At the beginning of each unit the teacher will establish his enquiry statement. Each *unit* is designed to develop increasing understanding a broad-based *key concept* and of one or more subject specific *related concepts*. The concepts add breadth and depth to the subject knowledge and skills. Throughout the unit the students will answer inquiry questions (factual, conceptual and debate questions).

Each unit is taught within a *global context* that connects learning with life beyond the classroom. Besides the learners will work on an interdisciplinary project (that is to say: French, individuals and society and sciences). It will enable them to develop a capacity for synthesis through interdisciplinarity. The final goal will be to assert their open mindedness.



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Assessment:

In MYP French, the purposes and targets for learning language are divided into three areas of communication:

- Oral communication
- Visual communication
- Written communication

Students will be assessed continually -formative and summative- through oral and written activities: written production, reading comprehension, linguistic tests (grammar, vocabulary), quizzes, oral presentations, teamwork, homework exercises, dictations, projects and Devoirs Surveillés (DS) ...

In order to measure a student's progress and achievement in each phase of the course, four criteria have been established by the IB. These criteria correspond directly to the four objectives. Each criterion will be assessed at least once each semester.

The three units studied this year are:

Unité 1 : Sport et éthique : Drogues et dopage, et si... ?

Unité 2 : Qu'est-ce que la solidarité humaine et le service à la communauté ?

Unité 3 : Que signifie parler français ?

Texts used for the listening and reading task will be written and spoken multimodal texts. This means that the texts will have the spoken and written mode and other modes such as visual still images or visual moving images.

Their evaluation will be carried out according to the following four criteria:

Criterion A: oral comprehension: The texts used for the listening comprehension task must be multimodal oral texts, namely texts combining the oral mode and other modes such as still or moving images.

Criterion B: written comprehension: The texts used for the reading comprehension task should be multimodal written texts, that is, texts combining the written mode and other modes such as visual and spatial modes. Examples: written text with pictures, a web page with written text and pictures.

Criterion C: oral expression: The texts used to produce the speaking task must incorporate modes such as visual and spatial modes. Example: a short written text (caption) with one or more images, visuals or photographs.



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Criterion D: written expression: A stimulus incorporating other modes such as visual and spatial modes should serve as the starting point for the production of the writing task. Examples: a short written text with images, a written text laid out.

Each criterion is evaluated on a maximum of 8 points

In order to optimize the learning of our students and ensure more effective monitoring of their progress, we benefit from the implementation of the « **Classroom** » application via the « **G.Suit** » platform.

Indeed, this instrument of communication (set up and tested during confinement) allows us to distribute all the course programs, messages, documents, work to be done and corrections.

French : Phase 5/6

Sabrina PALAMARA

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

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

Students will be assessed in three different ways:

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

In compliance with European standards, at the end of the year the 6eme should reach the A1+/A2 level. As the 6emes' Principal teacher my role is to create a climate of trust confidence in order to be able to break communication barriers. This will help make it easier to deal with daily issues or frustrations. I can be made available to all those parents wishing to discuss their child's welfare in an effort to make this school year as pleasant and smooth as possible for all.

The three units studied this year are:

Sport et éthique

- La solidarité
- La Francophonie



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Assessment:

In MYP French B, the purposes and targets for learning language are divided into three areas of communication:

- Oral communication
- Visual communication
- Written communication

Students will be assessed continually -formative and summative- through oral and written activities: written production, reading comprehension, linguistic tests (grammar, vocabulary), quizzes, oral presentations, teamwork, homework exercises, dictations, projects and Devoirs Surveillés (DS) ...

In order to measure a student's progress and achievement in each phase of the course, four criteria have been established by the IB. These criteria correspond directly to the four objectives. Each criterion will be assessed at least once each semester.

Texts used for the listening and reading task will be written and spoken multimodal texts. This means that the texts will have the spoken and written mode and other modes such as visual still images or visual moving images.

A: Listening.

B: Reading

C: Speaking

D: Writing

Design : Nasrin HADDAD BARAKAT

Introduction

Design, and the resultant development of new technologies, has profoundly changed our society by transforming how we access information, how we adapt our environment, how we communicate, how to solve problems and how we work and live. Design is the link between innovation and creativity, taking an idea through a set of possibilities and constraints associated with systems, allowing them to redefine and manage the generation of further ideas through prototyping, experimentation, and adaptation. It is human centered and focuses on the needs, desires and limitations of the end user. The use of well-established design principles and processes increases the probability that a design will be successful.



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Objectives and teaching

Digital design MYP 2 students are encouraged to develop knowledge, and understanding from different disciplines, via research and critical thinking, to design and create solutions to problems using the design cycle. Use and application of technology is necessary to access information, analyze information, model and create solutions, and solve problems. The student is expected to continually document his/her researched information, creations and innovations. The student is required to present the assignments on time and continuously think of ideas and solutions to be added during the design process into the personal design logbook. They are expected to actively participate in discussions and oral presentations. Lacking to do so, shall adversely affect the student's grades and appreciations.

Topics

MYP design encourages putting into use the MYP Design Cycle in practical work to develop problem-solving and design-specific skills. They are invited to develop an appreciation of the impact of design innovations for life, global society and environments. The learner is walked through the past, present and emerging designs within cultural, social, historical and environmental contexts. They shall be introduced to the fundamentals and principles of design and shall respect the others points of view and appreciate alternative solutions to problems. This is to be done via the realization of 2 projects this year:

1. The learners are invited to create a storyboard based on their favorite book whilst presenting their personal comprehension of these values.
2. The learners shall be requested to digitally create a pamphlet to raise awareness about bees and their importance.

Assessment and Student engagement

The assessment criteria are directly related to the objectives of the IB MYP Design program. These objectives are used to measure the student's acquisitions in Design; thus, the grades are based on their growth and development in each of the following categories (*IB MYP Design Guide, Sep 2014*):

- Inquiring and analyzing
- Developing ideas
- Creating the solution
- Evaluating the end product

Each criterion is assessed using different evaluations such as oral and poster presentations, tests, and homework, but first and foremost, how rigorously the Design Process logbook is kept.



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PHE : Stephanie BADAROUX

The purpose of this course is to give learners the opportunity to understand the value of physical activity. The Health education program will give them the skills to adopt a healthy and balanced life (in a global dimension).

They will explore different concepts to raise awareness of well-being and a good lifestyle (make wise choices).

Two dimensions in this program:

- acquisition of knowledge and skills (= Health)
- physical activity and good attitude to adopt

They will develop through a dynamic learning many qualities of the learner's profile (through collaboration and communication for example).

This physical education and health program will allow students to develop their identity as a citizen of the world (respect for others, establishing links between people, nations,...).

The objective of this program will aim at:

- understand the value of physical exercise (a healthy and balanced life)
- collaborate and communicate effectively
- research and participate to different activities
- build healthy relationships and be responsible

Classroom work will be divided as follow:

- 1 hour of Health education (MYP 1 and 2)
- 1 hour of Physical education (MYP 1 and 2)

Skills will be validated by formative and summative assessments (authentic tasks). The students will reflect in these units on the learner profile attributes.



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ATL : Joanna Cowan

The approaches to learning (ATL) could be defined as 'learning about how to learn'. There are five ATL skills areas : social, communication, thinking, self-management and research skills.

This course will explore all of these skills through some components of each of these skills e.g. Communication skills = use a variety of speaking techniques to communicate with a variety of audiences, research skills = media literacy, seek a range of perspectives from multiple and varied sources...

Every week, the MYP 2 students will spend 1 hour in class practicing one of the components of each of these skills.

There will be no formal assessment. Indeed, ATL skills do not need to be graded, scored, marked or given any value other than their intrinsic value of helping students to complete academic tasks and achieve all their normal school goals more efficiently and more effectively than before.

SERVICE AS ACTION

Stéphanie Badaroux & Sabrina Palamara

Service as Action is a part of the IB MYP program aimed at developing aspects of the IB learner profile, most essentially "caring". The IB learner profile defines caring as, "the ability to show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us." In Service as Action the students will have the opportunity to explore what types of actions can be taken to make a difference to other individuals or a community at large. This will be a weekly lesson where students will be able to reflect on this attribute and design a project of their choice to demonstrate these principles. They will consider how they might be able to apply the following types of actions:

1. **Direct service:** Involves interacting with people, the environment, or animals, such as tutoring or working in a community garden.
2. **Indirect service:** Benefits the community or local environment without direct interaction, like creating or improving a website, educational materials, or raising funds for a community shelter.
3. **Advocacy:** Promotes an action or issue of public importance, such as creating anti-bullying resources or starting an awareness campaign about teenage smoking.
4. **Research:** Involves collecting and analyzing information to report on a topic to change local practices, such as determining the most effective plastic bottle recycling strategy.



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Students will work individually or in small groups to brainstorm, discuss, share, present, and observe the ongoing Service as Action projects within their class. For their projects pupils will be asked to complete the following elements of a Service as Action project:

- Investigating
- Planning
- Taking action
- Reflection
- Presentation