



## ECOLE PRIVEE BILINGUE INTERNATIONALE

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### MYP3 Class Teaching Staff

#### English Literature - Joanna COWAN

In MYP 3 we will be working with language as a vehicle for thought, creativity, reflection, learning and self-expression. Students will comprehend aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works. They will also develop the skills involved in speaking, listening, reading, writing and viewing in different contexts. The role of literature both culturally and historically will be examined throughout the year through activities which mirror the cultural diversity of the students themselves. While students in MYP 3 Language and Literature will encounter a great breadth of literary and visual texts from various disciplines, the core subjects this year will be how literature and film shape our ideas about love, love poetry, the purpose of comedy, gothic fiction, how the news has evolved, conventions of news reports, dystopian fiction, science fiction as social critique, the aim of education, biographical film and how education can empower us. We will be working with the *Language & Literature* (MYP by Concept 3) book from HODDER EDUCATION. The pupils will also read *Rebecca* by Daphne du Maurier and *The Outsiders* by S.E. Hinton. 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 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. 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 3 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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Students will reflect in these units on IB learner profile attributes.

Like any other subject, MYP3 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

MYP mathematics courses help to prepare the learners for the study of group 5 courses in the IB Diploma Programme (DP). As students progress from the MYP to the DP or IB CC, the emphasis on understanding increases as students work towards developing a strong mathematical knowledge base that will allow them to study a wide range of topics. Through this process, they also work on communicating their ideas in ways that allow others to understand their thinking. The MYP mathematics objectives and criteria have been developed with both the internal and external assessment requirements of the DP in mind.

### Objectives and approach to learning

MYP mathematics aims to provide all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare them to use mathematics in their workplace and life in general.

The aims of MYP mathematics in year 3 are:

- To encourage and enable students to enjoy mathematics, develop curiosity and begin to appreciate its elegance and power,
- To develop an understanding of the principles and nature of mathematics,
- To communicate clearly and confidently in a variety of contexts,
- To develop logical, critical and creative thinking
- To develop confidence, perseverance, and independence in mathematical thinking and problem-solving,
- To apply and transfer skills to a wide range of real-life situations,
- To appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics,
- To appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.



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### Learning Topics:

The Middle Year Programme in mathematics for students in year 3 is composed of four main axes, which are:

- Numbers and algebra
- Geometry and trigonometry
- Modeling real-life situations using linear and quadratic functions
- Statistics

### Assessments

The objectives of the course are defined according to the published guidelines for MYP students (IB-MYP Mathematics Guide, September 2014) which are used to assess the learners' level of improvement and achievement. The assessment process is based on the review of numerous skills and competences and is established according to four criteria as described below:

- Criterion A: Knowing and understanding
- Criterion B: Investigating patterns
- Criterion C: Communicating
- Criterion D: Applying mathematics in real-life contexts

Each criterion is assessed at least once every semester using various ways of evaluation including the completion of classroom questions, quizzes and tests, homework, real-life case studies, or through class presentations and discussion.

### Expectations

The following points are very important for improvement and success; and a specific attention will be done all year long to insure that the learners follow the guidelines:

- All reports and exam papers written by the learners must be focused, coherent, well-structured and concise.
- The quality of the reports and exam papers written by the students will be taken into account and will have to be done again if this rule is not respected. This will also be associated with the loss of 1 mark out of 8 each time a task must be done again.
- All reports and exam papers written by the students must be done using a double-sheet paper, which front page will be used to indicate the name of the learner, the date and the subject. Once again, if this simple rule is not followed by the student, the tasks will have to be done again with a loss of 1 mark each time.



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- All learners must come to the Maths class with a notebook, 2 pens (1 black/blue and 1 red/green/...), 1 pencil, a ruler and the expected calculator. Any missing material will lead to an observation.
- No computer will be accepted during class time except if required by the teacher. The paper version of the book is mandatory and the digital version can be used by the learners during research or at home.

### 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)

The MYP 3 Individuals and Societies course offers a multidimensional exploration of subjects such as history, geography, economics, civics, and sociology. Through the study of these disciplines, students will develop an understanding of human behavior, societal structures, and the interconnectedness of global issues.

Students will explore key concepts such as population change, governance, social systems, technology and sustainability. By engaging in research projects, discussions, and debates, students will develop their critical thinking, analytical, and communication skills. Students will learn to evaluate multiple perspectives, interpret evidence, and make well-reasoned judgments about complex social issues. They will also gain the tools to critically analyze the world around them, identify social patterns, and propose innovative solutions to the challenges faced by societies around the globe.

The Individuals and Societies MYP 3 course will cover four units:

1. How are societies governed?
2. What are natural hazards and how do societies respond to them?
3. Where are all the people?
4. How can new technologies affect our identities and relationships?



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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.

### **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.



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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.

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.



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### 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.

#### 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.





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### **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.

#### Assessment:

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

- Oral communication
- Visual communication
- Written communication



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Student 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.

### 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



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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.

This computer program will complement that of « **Pronote** » already used.

### **French : Phase 5/6 - Ange SCHNEIDER**

#### 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

Student 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 and ethics.

Unité 2 : What is to be human ?

Unité 3 : HOW do the media and advertising influence our daily lives?

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



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Example: a short written text (caption) with one or more images, visuals or photographs.

### 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

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

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## **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.

### *Objectives and teaching*

Digital design MYP 3 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



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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. The student is 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 others points of view and appreciate alternative solutions to problems. They are also required to apply the notions of design problem and design brief, and create a design product profile and characteristics. This is to be done via the realization of 2 projects this year:

1. The learners are invited to create a movie showing school children promoting cyber security. The learners are invited to express their personal understanding of a story or poetry or any text of their choice into a visual representation called a storyboard.
2. The learners are invited to create using home design applications to create a dream home for their grandparents.

### *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 - Dany MULLER

#### Introduction

Globally, physical activity and health play a vital role in diplomacy and enable the organization of international competitions such as the Olympic Games. These events foster strong links between nations, cultures, peoples, and their environments, promoting peace worldwide while respecting the spirit of competition. Physical education and health classes support the development of students' knowledge and skills, encouraging them to lead healthy and balanced lifestyles within a global context. Through group activities and teamwork, students learn to share and communicate their ideas and knowledge. They gain a better understanding of their bodies and develop new skills related to self-discipline, collaboration, and communication, all while respecting and accepting the ideas of others.

#### Objectives and Approach to Learning

Physical education and health classes focus on both the theoretical knowledge of sport and health and learning through physical activity. This teaching encompasses factual, conceptual, procedural, and metacognitive dimensions with the following objectives:

- Explore global educational concepts
- Participate actively and effectively in various sporting activities
- Understand the value and importance of physical activity
- Develop and maintain a healthy and balanced lifestyle
- Collaborate and communicate effectively with others
- Establish constructive social relationships
- Reflect on and share personal experiences

The teaching is based on four domains of application:

- **Awareness of Health Benefits:** Educating students on the importance of sports activity for health.
- **Action Plan for Improvement:** Implementing an action plan to enhance sports performance.
- **Skill Development:** Improving technical and conceptual capacities and skills through regular sports practice.
- **Performance Perception:** Enhancing students' self-perception of their performance to help them set goals, take thoughtful actions, and evaluate their progress.



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By integrating these domains, students are encouraged to develop a comprehensive understanding of physical education and health, preparing them to thrive in a global context.

### Planned Objectives:

- **Educational Games:** Targeting the invasion of opposing territory (e.g., dodgeball, turbo touch)
- **Team Sports:** Including rugby-flag, handball, football, volleyball, and more
- **Gymnastics and Aerobics:** Incorporating flexibility and stretching exercises
- **Athletics:** Activities such as running, high jump, hurdle race, and various throwing events

### Evaluation:

MYP students work over a period of five years, and their progress is assessed against the IB learning objectives (IB-MYP PHE Guide, September 2017). This evaluation process revolves around four criteria:

- **Criterion A:** Knowledge and understanding
- **Criterion B:** Planning for performance
- **Criterion C:** Applying and performing
- **Criterion D:** Reflecting and improving performance

Criteria A, B, and D are assessed at least once per semester through various forms, including classroom activities, multiple-choice questions, homework, case studies, and oral presentations. Criterion C (performance) is evaluated during sport activity and in sport situations.

### Approaches to Learning (ATL) : Joanna Cowan

The Approaches to Learning (ATL) course focuses on developing essential skills for the academic and personal growth of the students throughout the five year IB MYP program.

The ATL course is designed to equip students with a set of transferable skills that will support them in all areas of the MYP curriculum and beyond. These skills are grouped into five categories: communication, social, self-management, research, and thinking skills. For example one type of communication skill is the ability to use a variety of speaking techniques to communicate with a variety of audiences or an example of a research skill includes seeking a range of perspective from multiple and varies sources to demonstrate media literacy. By honing the skills in each category, students will become more effective learners, capable of thinking critically, collaborating with others, and managing their own learning processes.





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This class will meet for one hour a week and focuses on activities and projects that will challenge the students to apply these skills in different contexts. These skills are meant to be developed throughout the IB MYP curriculum, from MYP 1 to MYP 5. Over time, students can identify themselves and their competence in any learning strategy using the following terms:

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)
- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/using—students employ the skill confidently and effectively (demonstration)
- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation).'

*(MYP : From principles into practice pg.1)*

The students will endeavor to continue to improve their ability to communicate ideas clearly, work collaboratively with their peers, manage their time effectively, conduct thorough research, and think analytically and creatively. ATL skills are **not formally assessed** in the MYP. The aim in developing ATL skills is to foster independent, lifelong learners prepared to achieve their goals.

### **MYP 3,4,5 SERVICE AS ACTION - Sabrina Palamara & Stéphanie Badaroux**

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.



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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.

They 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 works pupils will be asked to complete the following elements of a Service as Action project:

- Investigating
- Planning
- Taking action
- Reflection
- Presentation

Students will receive a guide to help them understand and structure each step of their Service as Action projects, from initial brainstorming to planning, execution, reflection, and final presentation at the end of the school year. All information gathered to complete their projects such as sources, research notes, data, lists, sketches, photos, or screenshots must be recorded and saved in their process journal.

This component of the MYP program is a good challenge and requires students to invest in a cause with substantial effort, which will result in significant rewards for both the students and the communities they choose to serve.

### IB MYP 3 and 4: Community Project

What exactly is the Community Project for our MYP3/4 students?

IB schools offering an MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in community project. At EPBI, the community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through work experience and service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to a week-long placement in their chosen association or charity. The community project will be completed.



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Dates of work placement:

**MYP 3: Monday 4th March to Friday 8th March 2026**

**MYP 4: Monday 11th June to Friday 15th June 2026**

Students will demonstrate their work placement reports in the form of an oral presentation.

**The aims of the MYP projects** are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- carry out work experience in their chosen field
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

### **The objectives in the MYP community project**

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their study and work experience. The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

#### **Objective A: Investigating**

- .Define a goal to address a need within a community, based on personal interests
- .Identify prior learning and subject-specific knowledge relevant to the project
- .Demonstrate research skills

#### **Objective B: Planning**

- .Develop a proposal for action to serve the need in the community
- .Plan and record the development process of the project
- .Demonstrate self-management skills



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### **Objective C: Taking action**

- .Carry out a week-long work experience
- .Demonstrate service as action as part of the project
- .Demonstrate thinking skills
- .Demonstrate communication and social skills

### **Objective D: Reflecting**

- .Evaluate the quality of the service as action against the proposal
- .Reflect on how completing the project has extended their knowledge and understanding of service learning
- .Reflect on their development of ATL skills

Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.