



ECOLE PRIVEE BILINGUE INTERNATIONALE

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MYP4/5 Class Teaching Staff

English Literature - Joanna COWAN

MYP 4 and 5 Language and Literature will help students prepare for the rigorous higher-level English courses of the IB Diploma Program. Throughout the course students will practise literacy skills through oral expression, reading, writing, literary analysis and critical thinking, working with a collection of intriguing and diverse texts. We will be working with the following novels, which serve as mandatory reading for the class:

- Lord of the Flies by William Golding
- Animal Farm by George Orwell

Students will learn to explore *literature and narrative concepts* from a wide variety of cultures and traditions, both fiction and nonfiction in a variety of genres, purposes, and styles. They will also develop *reading skills* to interpret, analyse, discuss and evaluate across different texts, authors and genres. Students will also develop essential *writing skills* of style, sentence formation, usage/grammar, mechanics and spelling. They will learn to apply *linguistic and literary concepts* and skills in a variety of authentic contexts, and how to discuss the relationships between the *elements of literature* including satire, irony, symbolism, and plot. Opportunities to further explore and reflect on learning will be given through *independent and group projects*. The aim is to enable students to increase their knowledge of literature genres and terminology, encourage them to be careful and critical readers, help them practise formal oral presentation skills and develop a lifelong interest in reading.

Students will engage in various discussions and text analysis based on the knowledge they have acquired. This will provide them with the cognitive skills to unlock the content and deeper meaning of classic, international and contemporary literature. They will develop the ability to “close read” and creatively explain and defend their understanding of a text.

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.



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Sciences (Physics, Chemistry and Biology) - Nasrin HADDAD BARAKAT

Introduction : With inquiry at the core, the MYP sciences, namely Physics and Chemistry and Biology, aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP Physics, Chemistry and Biology curriculum must explore the connections between science and everyday life. Scientific Inquiry fosters critical and creative thinking about research and experimental design, as well as, the identification of assumptions and alternative explanations. Science within the Middle Year Program (MYP) encourages inquiry, curiosity, and ingenuity. That's why Sciences for Middle Year Program students has been developed to meet high standards for scientific inquiry, technological design, safety, and practices of science. These fundamentals are progressively acquired by the end of the program, to prepare the students for the component of DP subjects in Physics, Chemistry and Biology and thus the international baccalaureate.

Objectives and teaching : Sciences for MYP 4&5 students aims 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, analysing 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 rigorous note taking, participating in discussions, independent researching, and duly completing assignments given in class or at home. If any of the above has failed to be presented on time and as requested, this shall adversely affect the student's grade.

The teaching program is based on a transversal approach, where a global question concerning our everyday lives is posed and by the end of the unit all the core concepts are answered for.

Physics Topics : These core concepts are the following:

1. Function (Forces and Motion, Newton's Laws, power and electric circuits)
2. Consequences (Electric and magnetic fields, electromagnetic forces and induction, AC&DC, generation and transmission of electricity)
3. Development (Measurements in science, Waves and wave phenomena)
4. Patterns (Imaging and applications, radioactivity and decay)
5. Movement (Motion graphs, Magnetism and magnetic fields)
6. Energy (Work, Power, energy transfer and transformations, renewable energy)

Chemistry Topics : These core concepts are the following:

1. Periodic Table (Periodic trends, Metals and non-metals, transition metals, Noble gases)
2. Matter (Electron configuration and valency)



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3. Bonding (Chemical reactions and the conservation of mass, mole concepts and chemical calculations)
4. Types of chemical reactions (Acids and bases, PH and indicators, acid and base characteristics, factors affecting chemical reactions)
5. Balance (Chemical and Structural formulae, balancing equations, reversible reactions)
6. Pure and Impure substances (Separation methods)

Biology *Topics* : These core concepts are the following:

1. Movement (Osmosis, Tropism, Gas exchange, Transport and circulation)
2. Patterns (DNA, Genome mapping and applications, cell division, reproduction, life cycles)
3. Evidence (Human health and vaccination)
4. Models (Overexploitation, Human influences)
5. Transformation (Biochemistry and enzymes, Word and chemical equations, Photosynthesis)
6. Interaction (Nervous System, Competition, Pathogens/parasites, Predator/prey, Food chains and webs, Interdependency)

Assessment and Student engagement: The assessment criteria are directly related to the objectives of the IB MYP science 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 Science Guide, Sep 2014*):

- Knowing and understanding
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impact of science

Each criterion is assessed using different evaluations such as oral and poster presentations, quizzes and tests, homework, study cases or lab work and reports.



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Mathematics - Dany MULLER

Introduction

MYP mathematics lessons and activities are designed to prepare students for Group5 courses in the IB Diploma Programme (DP). As students transition from the MYP to the DP or IBCC, there is an increased emphasis on understanding, aiming to develop a robust mathematical knowledge base that enables the study of a wide range of topics. Throughout this process, students also focus on effectively communicating their ideas, ensuring that others can understand their thinking. The objectives and criteria of MYP mathematics have been developed with both the internal and external assessment requirements of the DP in mind.

Objectives and approach to learning

MYP5 mathematics aims to equip all students with the knowledge, understanding, and intellectual capabilities needed for advanced mathematics courses in the Diploma Programme. The mathematics curriculum for MYP4 and MYP5 is designed to teach students how to select and apply appropriate mathematical tools to solve a variety of real-life problems in both familiar and unfamiliar contexts.

The course builds on the skills acquired in MYP1, MYP2, and MYP3, with the goal of fostering critical thinkers, researchers, inquirers, and risk-takers. To achieve a good grade in mathematics, students must use appropriate mathematical language and terminology when writing reports or solving real-life mathematical problems.

It is essential for students to understand the expectations and put in sufficient effort to learn and correctly apply mathematical notations, symbols, and terminology. By the end of MYP4 and MYP5, students should have developed and improved the following competencies:

- **Problem-solving skills:** The ability to use mathematical strategies to solve problems in both mathematical and real-life contexts.
- **Communication skills:** Proficiency in oral and written communication using mathematical language, symbols, and notation, as well as a range of forms of representation (e.g., drawings, diagrams, graphs, tables).
- **Thinking skills:** Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation, and accuracy.
- **Information-literacy skills:** The ability to effectively use the library and other media to access information, critically selecting and judging the quality of information.



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- **Communication and technology skills:** Confident use of computer applications and calculators when analyzing problems, expressing clear mathematical reasoning through technology.
- **Collaborative skills:** The ability to work effectively as a team member, listening and interacting with others, and respecting and considering different points of view.
- **Reflection skills:** The ability to evaluate one's own work and performance, identifying personal strengths and weaknesses to improve learning.

Learning Topics:

The Middle Years Programme in mathematics for students in their 4th and 5th years closely mirrors the Diploma Programme, though it varies in complexity and application range. The course is structured around four main axes:

- Numbers, algebra, and sequences and series
- Geometry and trigonometry
- Modeling real-life situations using functions
- Probability and statistics

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

- **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 through various methods, including classroom questions, quizzes, tests, homework, real-life case studies, and class presentations and discussions.

Expectations

The following points are crucial for improvement and success, and specific attention will be given throughout the year to ensure that learners adhere to these guidelines:

- **Focused and Well-Structured Work:** All reports and exam papers written by learners must be focused, coherent, well-structured, and concise.



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- **Quality and Accountability:** The quality of reports and exam papers will be strictly evaluated. If the guidelines are not followed, the work will need to be redone, resulting in a loss of 1 mark out of 8 each time a task must be redone.
- **Proper Submission Format:** All reports and exam papers must be submitted on double-sheet paper. The front page should include the learner's name, the date, and the subject. Failure to comply will result in the work having to be redone, with a loss of 1 mark each time.
- **Required Materials:** All learners must come to math class with at least 2 notebooks (one for lessons and one for exercises), 2 pens (one black/blue and one red/green/...), 1 pencil, a ruler, and the required calculator. Any missing materials will lead to an observation.
- **Use of Technology:** Computers are not permitted during class time unless explicitly required by the teacher. The paper version of the textbook is mandatory; the digital version may be used during research or at home.

PHE MYP4 - 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



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- 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.

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



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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.

Individual and Societies - Megan TALY

The Individuals and Societies MYP 4 & 5 program is composed of units that include history, culture, civics, economics, and geography topics. This program 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 4 & 5 Individuals and Societies course builds upon the knowledge, skills, and insights students have acquired from previous years. In this course, students critically examine a variety of complex societal issues, historical events, and global challenges. Through rigorous research, analysis, and synthesis, they will develop a sophisticated understanding of the interconnectedness of individuals, societies, and the broader world.

The course fosters independent inquiry, encouraging students to formulate research questions, design investigations, and explore diverse perspectives. They will engage in advanced research, evaluate sources, and develop their capacity to think critically, analytically, and creatively.

This course places great emphasis on developing their ability to communicate effectively, both orally and in writing. Through presentations, debates, and essays, they will refine the skills needed for articulating complex ideas and constructing well-reasoned arguments based on evidence and critical analysis.

The MYP 4 & 5 Individuals and Societies course will cover four units:

1. Why do individuals form social groups?
2. How do empires work?
3. What impact do humans have on natural environments?
4. Can urban systems be managed sustainably?



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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 - Megan TALY

In the MYP 5 Art course, students will have the opportunity to explore a variety of different aspects in the field of film studies as well as documentary filmmaking. This course will encourage students to develop a deeper understanding of the filmmaking process, develop creative analytical skills and some technical skills as they explore the art of filmmaking as a form of creative expression. This course, which will meet for 1.5 hours a week, is intended to introduce students to topics and types of projects in the DP film course.

The first half of the year will focus on the film studies component of the course. Students will analyze films from various genres and different cultural contexts. They will learn about film terminology and concepts by examining narrative structures, cinematography, editing techniques, sound design, and the impact of these elements on storytelling. Through critical analysis and interpretation, they will gain insight into the ways in which filmmakers communicate their ideas and evoke emotions.



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In the second half of the course students will be introduced to documentary filmmaking. They will study notable documentaries and documentary filmmakers. Additionally, through a hands-on project, they will apply their film knowledge and developing skills to the process of producing a short documentary. This will allow them to explore research methodologies, storytelling techniques, interviewing skills, and ethical considerations in representing real-life subjects and narratives.

This course will give the students an opportunity to develop their creative skills and artistic sensibilities. They will reflect on their own unique aesthetic preferences and cultural perspective in order to understand how they impact their own self-expression.

Students will work independently and in groups to develop film projects. The main projects in the course will include a written analysis of a film as a text to interrupt using their framework of film knowledge to critically review a film, a short film project to explore sound effects, and the creation of a short documentary starting from conception into production and finalized in post-production.

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

- Criterion A: Investigating
- Criterion B: Developing
- Criterion C: Creating / Performing
- Criterion D: Evaluating

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, engaging with and completing classroom activities, as well as meeting assignment deadlines.

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



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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

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.



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The four 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. 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.



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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 - Karl SUIR

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 5 and 6 students (equivalent C1 to C2+ 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.

The first unit will enable us to consider the following question: What factors influence good health?

The second unit will get us thinking about the following question: How can we help our planet, Earth?

The third unit will address the following question: Are technological advances positive?



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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

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.

A: Comprehending spoken and visual text — *this objective involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.*

B: Comprehending written and visual text — see criterion A but for a written and visual text.

C: Communicating in response to a spoken, written and visual text

D: Using the language in spoken and written form

French MYP 3, phases 5 et 6 - M. SCHNEIDER Ange-Jean

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.



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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

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.



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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

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 . 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) allow us to distribute all the course programs, messages, documents, work to be done and corrections.



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ATL - Approaches to learning: MYP 5 - Joanna Cowan

I. IB philosophy

Through approaches to learning (ATL) in IB programmes, students **develop skills** that have relevance across the curriculum and “**learn how to learn**”.

ATL skills provide a solid foundation for learning independently and learning with others. ATL is like a **common language** that students and teachers can use.

II. ATL skill categories and clusters

There are **5 ATL skill categories** expanded into 10 developmentally-appropriate skill clusters:

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

ATL skills are **interconnected**: individual skills & clusters frequently overlap.

1-Communication: I. Communication skills - examples:

- § **Exchanging** messages and information effectively through **interaction**.
- § **Reading, writing** and using language to gather and communicate information

2-Social: II. Collaboration skills – examples:

- § **Working effectively** with others
- § **Use social media** networks appropriately

3-Self-management:



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§ III. Organization skills - examples:

Ø **Managing time** and tasks effectively

§ IV. Affective skills - examples:

Ø Managing state of mind (Self-motivation, perseverance...)

§ V. Reflection skills - examples:

Ø (Re)considering the process of learning

Ø Choosing and using ATL skills

4-Research:

§ VI. Information literacy skills- examples:

Ø Finding, interpreting, judging and creating information

§ VII. Media literacy skills - examples:

Ø Interacting with the media to use and create ideas and information.

5-Thinking

Ø VIII. Critical-thinking skills - examples:

§ Analysing and evaluating issues and ideas

Ø IX. Creative-thinking skills - examples:

§ Generating novel ideas

§ Considering new perspectives

Ø X. Transfer skills - examples:

§ Using skills and knowledge in multiple contexts

III. The focus of ATL in the MYP

ATL in the MYP helps students to develop the self-knowledge and skills they need to enjoy a lifetime of learning and to become confident, independent, self-managed learners.

ATL uses a wide range of content, developed through MYP concepts and contexts, as a vehicle for effective learning strategies or processes. Likewise, ATL skills can be powerful tools for exploring significant content.

ATL skills empower students to **meet the** challenging **objectives** of MYP subject groups, prepare **for** further success in rigorous academic programmes like the **DP**.

The most effective way to develop ATL is through ongoing, process-focused **disciplinary** and **interdisciplinary** learning.



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Key questions to be answered with respect to ATL skills:

- How do I organise my work?
- How do I organise my revision?
- How can I best prepare for DP?
- What skills can I improve?
- What new skills can I learn?

IV. Assessment of ATL in the MYP

ATL skills are **not formally assessed** in the MYP.

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.
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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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 4: Community Project

We are pleased to announce that we will be the **Community Project supervisor (CP)** for this academic year 2025-2026. We will have 1 and a half hours together every week.

So 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 the 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.

Dates of work placement:

2nd-6th June 2026



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

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

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

Objective B: Planning

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

Objective C: Taking action

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



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Objective D: Reflecting

- i. Evaluate the quality of the service as action against the proposal
- ii. Reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. 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.

So I wish the students best of luck with their community projects this year!

Personal Project MYP5 - Megan TALY

I am pleased to announce that I will be the **Personal Project supervisor (PP)** for this academic year.

The class is 1 hour a week and is dedicated time for each student to work individually on a personal project during the academic year. This personal project will give students an excellent opportunity to produce truly personal and often creative products in order to demonstrate their consolidation of learning throughout the MYP curriculum.

Students will engage in practical explorations through a cycle of inquiry, action and reflection. The MYP personal project will also help students to develop the attributes of the IB learner profile; providing them with an essential opportunity to demonstrate ATL skills developed throughout the MYP programme and continue to further foster their development as an independent, lifelong learner.

The aims of the MYP personal project are to encourage and enable all students to:

- participate in a sustained, self-directed inquiry within a global context,
- 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 and
- appreciate the process of learning and take pride in their accomplishments.



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There will be three official meetings that each student will have with their supervisor throughout the academic year. The **first one** will take place in **early October** to validate the choice of topic for the PP. The **second will be in January** in order to check on progress and the **final meeting will be in March** for the final version of the PP report.

The personal project, in the form of a project report, will be assessed at the end of the school year using rigorous IB MYP assessment criteria (Investigation, Planning, Taking Action, and Reflection). Students will also be able to present their project to the class at the end of the academic year.

Here at EPBI, every teacher uses Google Suite for Education and has a “**Classroom**” for every subject. Within the MYP5 Personal Project classroom you will find:

- **Personal Project Student handbook**
- **Homework File**

This will be clearly explained to students at the beginning of the new school year.

IB MYP 5: Theory of Knowledge - Teacher: Joanna Cowan

I am pleased to announce that I will be the **Theory of Knowledge (TOK)** teacher for this academic year 2024-2025.

We will have 1 hour together every week to introduce the students to this very brand new subject of TOK.

Of course, using correct English is important. Language and grammar mistakes will not be dealt with in class unless they really need to be explained to the class as a whole. Instead I will concentrate on learning **new TOK vocabulary** associated with each theme (Area of Knowledge and Ways of Knowledge), **learning the facts** and being able to **read / talk / write and speak** English in class. **Activities will be fun and interesting** during class time. **Reading** will be done in class too as well as at home. **Homework will be given every week which will usually consist of reading or answering questions on a given topic learnt in class.** Pupils will also be asked to **work in small groups** on various projects and to give **presentations to the class**. We will also watch short videos to highlight and support what we have been learning together.

Students will be prepared for the assessment side of the IB TOK course. This involves **2 types of evaluation**:



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1. An **extended essay** of 800 words about a knowledge question
2. An **exhibition** about a real life situation/object or image which is then linked to a specific knowledge prompt (15 minutes) and maximum 950 words.

So what is TOK and why is it so important in the IB programme?

TOK is part of the common core syllabus at IB DP level. Here at EPBI we would like to initiate our MYP 5 students to the basic notions of TOK. By introducing this subject earlier on in the IB curriculum, students will be able to get a grasp of TOK and what it means, how it works etc.

The main question that I will ask students during this course is “how do we know?”. We need to ask ourselves where our knowledge comes from and how much we actually trust this knowledge to be true. This course will encourage students to think critically and take an active part in their learning rather than passively accepting what they are taught. Critical thinking involves such things as asking pertinent questions, using language carefully and precisely, supporting ideas with evidence, arguing coherently and making sound judgements. Students will be encouraged to think critically in every subject they study from Maths and Chemistry through to History and French Literature.

TOK is designed to help students reflect on and further develop the thinking skills they have already acquired in their education so far. TOK is in the common core of the IB DP course, making it critical and linked to all subject areas.

Students will have to ask themselves these types of questions using typical TOK language:

1. *Meaning*: What does it mean?
2. *Evidence*: What counts as evidence?
3. *Certainty*: How certain is it?
4. *Perspective*: How else can we look at it?
5. *Limitations*: What are the limitations?
6. *Value*: Why does it matter?
7. *Connections*: How similar/different is it to/from ...?

The questions raised in this course won't usually have definite answers, but this doesn't mean to say they are less important. This class should help to provoke thought and stimulate ideas linked to the student's own experience in order to help them draw their own conclusions.

Here at EPBI, every teacher uses Google Suite for Education and has a “**Classroom**” for every subject. Within the MYP 5 TOK 2023/2024 classroom you will find:



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- **Lesson Documents File** with lesson summaries and extra resources (Internet web links, audio etc.) that we have done during lesson time
- **Homework File** with homework correction.

This will be clearly explained to students at the beginning of the new school year.

So I welcome your children to the TOK lessons with me. I hope it will be a productive academic year for them, for their English and for The Theory of Knowledge.