

## **French : 4eme**

### **Brigitte VIDAL**

The objectives of this course are to consolidate the previous years of work in French.

Grammar and spelling are dealt with through practice exercises, tests and dictations. Language is the object of observation and reflection. You need to understand the text before trying to solve any problems.

Literature will deal with the world, other people and oneself. We will look at different texts and passages from various time periods and genres. We'll learn to do critical analysis and interpretation of texts.

These short studies will overlap with works of art in other fields.

Students will have to do written book reports on a literary work, identifying the main characters and giving a point of view about the book.

Written work can tackle the form of a letter, article for the press, putting forward an argument, description etc.

Oral work is important too as they need to develop their reasoning and debate skills as well as being able to structure their thoughts and ideas.

Personal reading is required too with written book reports to hand in. These will also be done as presentations in class.

## **HISTORY AND GEOGRAPHY**

### **Karl suir**

The history-geography program in fourth grade is a continuation of that in fifth grade. Students attend classes 3 hours a week. As with the entire secondary school programme, classes will be accompanied by lessons on moral and civic education.

**HISTORY:** From the French Revolution to colonization

In the 4ème class, the programme focuses on French history in the 18th and 19th centuries. The discovery of the Age of Enlightenment provides a link between Europe's opening up to the world and the transformations it underwent in the 18th century. This period was also marked by major political changes. In particular, the French Revolution will be discussed. The students continue their learning with Europe and the Industrial Revolution. The dynamism of the economy, technology and science are now taken into account in the contemporary world. They also take a more critical look at the effects of European domination, through the study of a colonial society.

Finally, society, culture and politics in 19th-century France complete the history programme. Students examine the democratization of the country over the course of the century, and in

particular the republican project to unite the country around the values of 1789. They also look at women's demands for equality with men.

In geography, urbanization and globalization are at the heart of the programme. Urbanization is profoundly changing spaces, territories and societies. On a global scale, cities play a structuring role, even if they are unevenly connected to globalization networks.

Next, students will examine transnational human mobility, a major component of contemporary globalization. They contribute to the transformation of territories, economies and societies. Students will delve into two main human components: migration and tourism. Finally, students are invited to reflect on the effects of globalization dynamics on territories and their spatial implications. We'll see that seas and oceans are areas of development, conflict and geopolitics.

This programme will enable us to work on a number of skills:

Finding our bearings in time: building historical reference points,

Finding one's bearings in space: building geographical reference points,

Reasoning, justifying an approach and the choices made,

Be informed in the digital world,

Analyze and understand a document,

Use different languages in history and geography,

Cooperate and share (classroom, shared document, etc.).

#### **4ème Bilingual Group: History / Geography / EMC 2025/2026**

**Teacher: Helen THIRTLE-LEOTARD, Head of the Language Department**

I am pleased to announce that I will be the History and Geography teacher for this academic year 2025/2026.

I will have 3 hours every week with this bilingual class studying various aspects of History and Geography in English. The aim of these lessons in English is of course to learn facts and figures in History and Geography. However, we consider that the principal objectives of having these lessons in English are for the pupils to have access to more English with a native-English speaking teacher, to be able to express themselves better and to communicate in English about the topics presented in class.

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 vocabulary associated with each theme (for example "The Enlightenment" in History or "Global Sea Trade" in Geography), 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.

**Both the History and Geography programmes in 4ème are rich and fascinating:**

**The History programme** starts with 18<sup>th</sup> Century Europe, The Enlightenment, The Atlantic Slave Trade, The French Revolution, Napoleon, The Rise of Nationalism, and finally Imperialism leading up to the beginning of the 20<sup>th</sup> century.

**The Geography programme** starts with Global Sea Trade, Human Migration, Global Command Centres, Globalisation, The USA, Emerging Nations, Brazil, India and China.

**The EMC programme** will deal with two themes,

- Human Rights and Freedoms and
- Defending Democracy: Security and National Defence.

Every term there will be 2 or 3 tests (or Devoirs Surveillés) to check that lessons have been learnt and assimilated correctly. It will also give me the opportunity to see who needs more help and advice during these History and Geography classes. The tests will be about the themes covered recently in class and pupils will be carefully prepared for each test. Revision notes and explanations for the test will be given to pupils about one week before the assessment. Pupils will not be penalised for their English, but encouraged to correct their mistakes after the test is handed back.

Here at EPBI, every teacher uses Google Suite for Education and has a “Classroom” for every subject. Within the 4<sup>ème</sup> History-Geography Bilingual 2025/2026 classroom you will find:

- Lesson Documents File with lesson summaries and extra resources (Internet web links etc.) that we have done during lesson time
- Homework File with homework correction
- DS File with the DS assessment tests and corrections

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

So I welcome your children to the History and Geography lessons in 4<sup>ème</sup> with me. I hope it will be a productive academic year for them, for their English and for History and Geography in English.

# Mathematics

## Daniel GUY

The programme in 4ème continues from where we finished at the end of the 5ème school year. We'll continue calculations with negative numbers, look at fractions and powers.

In the 20 years of teaching mathematics and mental arithmetic, I have established a work methodology along with a set of rules. The main points are:

### *Work methodology*

The lesson is delivered in a Powerpoint format on the interactive digital board and must be learned for the following class period so that we may proceed without having to go over previous lessons. Rest assured, there will never be 10 pages to learn for the following day.

We then put the lesson in practice through several exercises that we correct in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

### *Calculators*

All students must have their calculators with them at all times (the model suggested by the school) even if we will rarely use them -the point is for students to know how to count and not punch keys.

### *School Supplies*

Geometry tools are indispensable: ruler, protractor, compass, triangle and of course pencils and eraser. Students without their instruments will not be allowed in class.

### *Assessments*

Students are required to take regular assessment tests or *Devoirs Surveillés*, but there will also be tests in class whether scheduled or not. To make sure no one is left at a disadvantage, exam questions will be based on algebra and geometry. Revisions –based on the two previous units - for the exam are given at least a week prior to the exam and posted on *Pronote*.

### *Kangourou Competition*

*Pupils will participate in the Kangourou competition, a fun way to discover Maths differently!*

### *Web site*

I have my own website where students can find the different lessons studied in class along with interesting links to other sites.

<https://sites.google.com/site/danielepbi34670/>

## **Physics and chemistry**

**Daniel GUY**

### *Work methodology*

The physics lesson is delivered in a Powerpoint format on the interactive digital board and must be learned for the following class. This year we will work with an exercise / activity book too. All exercises will be corrected by myself or by students in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

### *Assessments*

Students are required to take regular assessment tests or *Devoirs Surveillés*, but there will also be tests in class whether scheduled or not. Students will take their Brevet test at the end of the school year so there will be plenty of practice and mock exams too.

### *Activities*

Students will be able to do experiments in order to put into practice what they have learnt in the classroom.

### *Practicals*

*Practicals will be organised as often as possible during the school year.*

### *Web site*

I have my own website where students can find the different lessons studied in class along with interesting links to other sites.

<https://sites.google.com/site/danielepbi34670/>

## **SVT English Bilingual Section**

**Stéphanie Badaroux**

### *Introduction*

At this academic level, scientific explorations and investigations are obviously led at a higher level than during the previous academic years where the main objectives are to homogenize the students' level of knowledge, to acquire improved methodology of work and to develop the pupils' logical and critical thinking skills. A successful completion in life sciences at this level of study is essential to get well prepared for the "brevet des collèges" which is due at the end of 3ème or the 9<sup>th</sup> grade/Year 10..

### *Objectives*

Life sciences involve acquisition of skills in risk management, development of sustainable resources and important knowledge with respect to Human health and society and environment. At this level of the middle year programme, it is important that all students watch the news and read newspapers so that class discussions can be led on factual information and real cases to study. Indeed, even if targeted lectures are still provided in class to further improve pupils' knowledge and competences; overall, this year's approach to learning is highly based on class discussion, data analysis, problem solving and practical activities. Accordingly, students are expected to spend a great part of their time investigating various aspects of life sciences by themselves. At this level of study, they are starting to become independent learners and are expected to actively participate in their own learning process.

Approaches to teaching are;

- Videos and "powerpoint" presentations
- The use of Case Studies during which working hypotheses are established before being (in)validated using scientific tools and logic, the use of worksheets to analyze scientific documents and solve problems
- Realization of poster and/or oral presentations to improve pupils' communication skills.
- Practical studies in the laboratory are carried out once every two weeks and this is notably done to enable pupils to better understand life sciences and to look at this domain of sciences in a logical and dynamic manner.

Finally, because it is easier to learn life sciences by being involved in a dynamic manner, it is also expected that all pupils actively participate in class discussions and get involved in their own learning as previously stated. This must be made through sustained work done at home before and after class.

### *The programme*

The three axes are:

- Planet Earth, environment and the human footprint,
- Evolution and variation of the living organisms,
- The human body, health and disease.

### *Assessment*

- DS, These are one hour exams performed two to three times per trimester to evaluate the student's knowledge. These exams carry a coefficient of 2.
- Oral presentations and student class participation, these carry the coefficient of 1 and 0.5 respectively.
- Experimentation and report writing, these carry the coefficient 1.

## **Teaching SVT 4eme Euro (Life and Earth Sciences)**

### **Stéphanie Badaroux**

-Life and Earth Sciences programmes (SVT) are not annual but are designed for a three-year cycle.

In each chapter, a notion is introduced and treated in a progressive and more in-depth way (5°, 4° then 3°).

-The student is at the centre of the teaching process.

-Three topics are studied: -the planet Earth, the environment and human action

-the living world and its evolution

-the human body and health

-The aim of the SVT syllabus, starting in 5eme, is to develop students' scientific attitudes (curiosity, open-mindedness) and abilities (observation, modelling and experimentation).

-In **Quatrième**, they will study:

-the internal and external dynamics of the globe

-the impact of human activities on natural resources and ecosystems

-nutrition of living beings at the cellular scale

-health and nutrition

- health and diet
- physical exercise and the nervous system
- the transmission of life

In addition we will use "Google Classroom" as a teaching interface.

-Assessment : the lesson must be learned and, above all, understood well in order to be able to pass the assessment exercises and the DS which conclude the chapter. They enable the objectives to be evaluated.

Sciences (SVT) are a living subject, students will make presentations, experiments, methodology and research work, allowing them to understand this subject in a more concrete way.

## **ENGLISH Bilingual Group**

### **Vanessa Baker**

The 4eme English bilingual group will have three hours of lessons per week.

For this year's curriculum, we will be using the Englishfile Intermediate PLUS book, its Workbook, and its virtual interface "Oxfordonlinepractice".

We will reinforce what they have learned at the B1+ level and push them well into the B2 level.

In 4ième, our teaching objectives focus on fostering students' autonomy and their capacity to adapt to various communication scenarios, even those that may be new or unexpected. During this phase, students will encounter more advanced texts and engage in comprehension as well as reformulation exercises of greater complexity. By the end of the year, they should have developed the skills necessary to smoothly transition from written to spoken language, and vice versa.

### **Programme**

**The study of language covers 5 language skills:**

#### **1. Listening and Understanding:**

Oral texts of various kinds (adversarial debate, fictional narrative...), a conversation on a familiar or topical subject, a range of oral media to be compared.

#### **2. Reading:**

Understand written texts of different kinds, identify the narrative structure of a story, locate information in a text, cross-reference a range of written materials, relate information in order to construct meaning and ask questions.



### **3. Reacting and Discussing:**

Exchanging information, expressing feelings and reacting to someone else's feelings, reformulating a point that another person has not understood, summarizing key information from a document in order to communicate this key information to someone else.

### **4. Speaking:**

Presenting and describing (events, past activities, personal experiences), telling stories, expressing a personal opinion and arguing one's position, formulating hypotheses.

### **5. Writing and reacting in writing:**

Taking notes and reformulating them in a structured way, summarizing and reporting, reacting in writing to a given situation or message, writing a story, an article, an advertisement, writing in the style of...

Students will be assigned 3 to 4 individual projects that they will independently work on during their holiday breaks. These projects will encompass the task of preparing presentations on a book, a film, and a topic of their choosing.

Normally, homework will not be assigned during the week, but there will be homework over the weekend. This homework can either be a written assignment to be handed in and graded, or it can involve vocabulary learning, which will be systematically tested and graded during the first session of the week.

As for the assessment methods, they will be conducted as follows: We will conduct assessments in class with variable coefficients AND there will be assessments held for all classes in school with a significant coefficient.

#### **The assessments in class will be**

- regular homework assignments to be returned via the "Classroom":
- oral production, for example on a theme worked on together in class
- vocabulary and grammar tests
- oral or written assessments after each unit worked on in class

**As to the assessments scheduled for all classes in school**, they are called DS: Devoir surveillé. These assessments will focus on the units that have been covered in class. The DS assessments will carry a significant weight (coefficient of 2).

You are encouraged to follow the course content and view the assignments on the "Classroom."

## **ENGLISH EURO section**

### **Vanessa Baker**

This year, we will have a small mixed class divided into two levels: Level 1 and Level 2. This class will consist of a small number of students. Eventually, both levels will collaborate on the same lessons.

For this year's curriculum, we will be using the Harmonize 1 book, its Workbook, and the virtual interface.

Initially, there may be different activities for each level, at other times there may be the same activities but with a different focus for each level. In this way, the same topics can be presented to both groups.

The 4eme EURO group will have three hours of lessons per week, covering reading, conversation, speaking, fun grammar exercises, and vocabulary.  
I plan to exclusively communicate in English with your children, except in rare cases when they misunderstand instructions.

In order to promote the linguistic development of the students, we will also engage in various projects, **called The Project Week.**

They will be given the task of preparing and presenting a project on a given topic, such as designing their own range of clothes or presenting their favorite sport. Your children will have the opportunity to showcase their projects during the presentations.

They will gradually learn how to use Google Slides, PowerPoint, and other programs to present their projects to the entire class.

During the project presentations, your children will have the opportunity to speak to their classmates. It is important that their classmates listen attentively as they will be required to answer subsequent questions. This exercise allows for the development of both oral comprehension and oral expression skills.

Homework will not be assigned during the week, but there will be homework over the weekend. This homework can either be a written assignment to be handed in and graded, or it can involve vocabulary learning, which will be systematically tested and graded during the first session of the week.

In addition to the project presentations, your children in Group 2 may occasionally be asked to present topics they have already studied to their classmates in Group 1. This exercise will help them to consolidate what they have learned and to assert themselves in front of the class.

As for the assessment methods, they will be conducted as follows:

We will conduct assessments in class with variable coefficients AND there will be assessments held for all classes in school with a significant coefficient.

**The assessments in class will be**

- regular homework assignments
- oral and written production, for example on a theme worked on together in class
- vocabulary and grammar tests

**As to the assessments scheduled for all classes in school**, they are called DS: Devoir surveillé. These assessments will focus on the units that have been covered in class. The DS assessments will carry a significant weight (coefficient of 2).

The goal is to enhance the A1+ level and progress towards the A2 level. This level will be achieved not only due to the small number of students this year but also because of the varied levels among the students.

You are encouraged to follow the course content and view the assignments on the "Classroom."

## **SPANISH**

### **Sabrina Palamara**

The 4eme language learning aims revolve around:

Learning familiar words and expressions.

Communicating with simple questions, describing the environment, filling in a form.

Consolidating grammar

In order to achieve this, we will use a textbook with lessons and suggested activities. Students will be assessed in three different ways:

- Tests in class to gauge students' progress after a unit and assess their knowledge base.
- Regular assessment tests (*Devoirs Surveillés*)
- Written and oral assignments

In compliance with European standards, at the end of the year the 4eme should reach the A2/A2+ level.

## **Physical Education**

### **Welcome to the 2025–2026 School Year in 8th Grade P.E.**

My name is Antoine Haget, Physical Education teacher, and I'm pleased to present the programme for this new sporting year.

The 4ème year is a great opportunity to consolidate the skills acquired in previous years, enrich motor abilities, and strengthen both autonomy and teamwork through physical activities.

#### **Activities by Term:**

##### ♂ **1st Termr: Athletics (Relay & Sprinting)**

During the first term, we will focus on sprinting and relay racing. These activities will help develop coordination, power, and teamwork during races.

### **2nd Term: Volleyball**

The second term will be dedicated to volleyball, a team sport requiring anticipation, communication, and strategic positioning.

### **3rd Term: Non-Contact American Football**

We will end the year with an introduction to flag football, a non-contact version of American football that emphasizes tactics, explosiveness, and collective play.

### **P.E. Assessment**

Assessment will be ongoing throughout the year and will take into account:

- Technical and tactical skills
- Involvement, effort, and consistency
- Respect for rules and teammates
- Engagement in various social roles (player, referee, observer, etc.)

A mid-term evaluation will focus mainly on student engagement and behaviour. This will allow students to reflect on their involvement and make adjustments if needed before the end of the term.

### **P.E. Rules Reminder**

To ensure effective and enjoyable sessions for everyone, the following rules must be observed:

1. Appropriate sportswear is mandatory for each session.
2. A personal water bottle must be brought to every class.
3. Sun protection (cap, sunscreen) is recommended during hot weather.
4. Respect for others, equipment, and instructions is essential to ensure safety and quality group work.

If you have any questions, feel free to contact me at:

 [a.haget@epbi.net](mailto:a.haget@epbi.net)

## **Media and Information Literacy**

**Wilfrid Scamaroni**

In a constantly evolving world, where information is accelerating and becoming more complex, "Media and Information Literacy" aims to enable students to acquire the knowledge they need to inform themselves and form their own opinions.

In the 4ème class, students will work on essential concepts such as freedom of expression and journalistic ethics and its connection to democracy.

The programme will cover different media (television, radio, internet, etc.) as well as editorial strategies, their causes and consequences on our society and how power is exercised.

This subject also aims to warn students about the dangers of digital technology. We will cover essential topics such as harassment and its consequences, as well as respect for intellectual property.

Each lesson is designed to be as engaging as possible, allowing students to understand the issues related to information and its dissemination methods.

Assessments will focus on activities carried out in class.

### **Programme:**

**Theme 1:** Getting information

**Theme 2:** Manipulation

**Theme 3:** Journalism and democracy

**Theme 4:** Rules and digital practices

**Theme 5:** Class project

**Theme 6:** Internet, a dangerous space

**Theme 7:** The beginning and end of freedom of speech

Class projects are group activities that place students in the role of digital and information stakeholders. Depending on the year, these projects may include producing videos or writing a school newspaper.

## Technology Course

The Technology course aims to help students acquire knowledge and skills related to **scientific and technical objects (OST)** as well as **digital technologies**, within the context of sustainable development.

It enables students to:

- build technical references useful in their daily lives,
- develop a pragmatic approach to identifying needs and solving technical problems,
- learn how to analyze, design, create, and evaluate the performance of technical objects.

The curriculum was updated in 2024 and has been further revised this year to prepare students, starting from Year 8 (5ème), to acquire the targeted competencies. They will also develop knowledge that is useful for **using, exploring, or creating OST**.

Activities with a strong digital and computing focus will also progressively prepare them for the **PIX certification** (digital skills).

✦ **Lesson duration:** 1 hour per week

✦ **Lesson distribution:** see attached document

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### Structure of a Typical Lesson

- **15 min:** presentation and explanation of concepts or methods
- **10 min:** analysis of documents or videos + class discussion
- **25 min:** independent exercises (files, digital applications)
- **10 min:** collective correction

Students will also be expected to consolidate their learning between lessons.

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### Required Materials

- A laptop
  - Wifi access and Classroom (all lesson documents will be uploaded to a dedicated folder)
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### Areas of Study (common to Year 8, Year 9, and Year 10)

#### I. Objects and Technical Systems (OST): Uses and Interactions

- Evolution of OST
- Uses and impacts of digital technology in society
- OST within its environment
- Selecting OST in the context of sustainable development
- Performance of OST

## II. Structure, Functioning, and Behavior

- Materials and processes
- Components of the information chain (sensors, signals)
- Describing OST in structured data formats
- Information flow in a computer network
- Troubleshooting and repair
- Programming simple functionalities

## III. Creation, Design, Production, and Innovation

- Managing a technical project
  - Improving an existing OST
  - Choosing and testing material properties
  - Selecting energy sources
  - Assembling components
  - Modeling and manufacturing technical objects
  - Validating OST performance
  - Programming and coding small applications
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### Progression by Year Group

- **Year 8 (5ème):** discovery and use of everyday OST (operation, settings, configuration, tests). Introduction to basic technological culture.
  - **Year 9 (4ème):** deeper understanding of OST, including the technical conditions and constraints linked to their use.
  - **Year 10 (3ème):** practical activities linking science, technology, innovation, and invention, while considering needs, uses, and the life cycle of OST.
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### Student Assessment

- **Term tests (CT):** exam-style papers for Year 10, exercises, document analysis, and quizzes for lower years.
  - **Supervised tests (DS):** exercises and quizzes to review each chapter.
  - **Continuous assessment:** formative evaluation throughout the lessons (quizzes, exercises, small programs, projects).
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👉 Throughout the program, students will also develop **digital skills for PIX**, the official certification in digital competence, which can be used to support their academic and future career paths.