



INTERNATIONAL BILINGUAL PRIVATE SCHOOL

MIDDLE YEARS PROGRAMME – MYP1

Course Overview for Families

OBJECTIF DU DOCUMENT

This document presents the main subjects offered in MYP1 at EPBI. It provides families with a better understanding of the objectives of each subject, the content studied, assessment methods, and expectations regarding work, participation and engagement.

SOMMAIRE

- English Language and Literature
- Integrated Sciences
- Mathematics
- Individuals and Societies
- Arts
- French – Phase 1/2
- French – Phase 5/6
- Design
- Physical and Health Education
- Service as Action – MYP1 & MYP2



LITTÉRATURE ANGLAISE

Teacher: Joanna COWAN

Course Overview

In MYP1, students explore key concepts in language and literature and examine how texts and language function in different contexts, from everyday life to the wider world around them. The course follows an active, inquiry-based approach in which students work closely with their teacher and peers to develop their ability to conduct independent research, formulate relevant research questions, and make connections between the study of language and literature and contemporary global issues.

Students become familiar with essential literary and linguistic concepts such as audience and purpose, genre, context, characters, themes, setting, style and point of view. These concepts are explored through a variety of reading, writing, speaking, listening and visual literacy activities.

Programme and Works Studied

The main course textbook is Language & Literature (MYP by Concept 1), published by Hodder Education.

- Number the Stars by Lois Lowry.
- Wonder by R. J. Palacio.

Students must have their own copies of both books and will be informed when they need to bring them to class.

Work and Expectations

Throughout the course, students are encouraged to develop their creativity and curiosity through research projects, interdisciplinary learning and reflective writing activities.

- All work must be submitted on time and in the required format.
- Students use Grammar in Use to strengthen their English grammar skills. Weekly exercises are completed at home and submitted through Google Classroom for checking. Answer keys are provided to support self-correction and reflection. These exercises do not count towards the final grade, but completing them regularly is expected each week.

Academic integrity is a fundamental IB requirement. The use of artificial intelligence tools such as ChatGPT is not permitted for assessed work. All submitted work must be the student's own and reflect their individual skills and effort. This rule will be applied strictly.



SCIENCES INTÉGRÉES

Teacher: Stéphanie BADAROUX

Course Overview

The MYP1 Integrated Sciences programme places inquiry at the heart of learning. Through the scientific process, students are encouraged to ask questions, formulate hypotheses, and then answer them through research, experimentation and analysis. This approach enables them to develop curiosity, ingenuity, critical thinking and creativity while acquiring solid scientific knowledge and skills.

The programme also promotes essential values such as open-mindedness, respect for ethical principles and collaborative work. The aim is to develop students with strong scientific foundations who can use their knowledge thoughtfully and communicate their findings effectively.

Programme Objectives

- Develop collaboration and communication skills.
- Strengthen analytical thinking and problem-solving skills.
- Understand science, its interactions with the world, as well as its limitations and benefits.
- Develop an awareness of environmental issues.
- Learn to make informed and thoughtful decisions.

Course Organisation

- 2 hours per week dedicated to the four programme units, including lessons, guided work (TD) and practical work (TP).
- 1 hour per week of guided research, supporting students in their research processes so that they progressively develop this essential skill.

Assessment

Skills are assessed through criterion-related formative and summative assessments based on authentic tasks.

- Criterion A – Knowing and understanding: acquire scientific knowledge and apply it to solve problems.
- Criterion B – Inquiring and designing: develop intellectual and practical skills by designing a scientific process that provides answers to the questions being studied.
- Criterion C – Processing and evaluating: collect, process and interpret data, then analyse the results in order to formulate evidence-based conclusions.
- Criterion D – Reflecting on the impacts of science: develop a broad understanding of science, its impact on society and the environment, and use accurate scientific language.

Development of the IB Learner Profile

Throughout the different units, students develop many attributes of the IB Learner Profile within the Middle Years Programme. As in every subject, science teaching is part of a holistic approach to learning. Links with other subjects are regularly highlighted in order to promote an interdisciplinary understanding of the world around them.



MATHÉMATIQUES

Teacher: Nasrin HADDAD BARAKAT

Course Overview

Mathematics is an essential tool for inquiry and for understanding the world around us through its universal language. The aim is for students to become confident users of mathematics and to use it as a tool for thinking, inquiry and problem-solving rather than as a simple series of abstract numbers and formulas to memorise. An essential philosophy of the MYP Mathematics programme is to teach mathematics through real and relevant contexts in order to develop curiosity and enjoyment of learning.

Objectives and Approach

The MYP1 Mathematics programme aims to develop students' understanding of key concepts through the acquisition of knowledge, the application of ideas to solve problems, sharing and collaboration with peers, as well as data analysis and the use of mathematics in everyday life.

Success also depends on active participation in class, thorough note-taking, engagement in debates and discussions, research, and completing homework on time. Insufficient engagement may have a negative impact on results.

Topics Studied

- Numbers.
- Operations and estimation.
- Number lines.
- Percentages.
- Equations.
- Identification and classification of geometric elements.
- Angles.
- Perimeter, area and volume.
- Cartesian plane.
- Data management.

Assessment and Expectations

The assessment criteria are directly linked to the objectives of the IB MYP Mathematics programme and measure students' development of skills.

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

Each criterion is assessed through a range of tasks, including poster presentations, tests, supervised assessments and homework.



INDIVIDUS ET SOCIÉTÉS

Teacher: Megan TALY

Course Overview

Individuals and Societies is a social studies programme that encourages students to respect and understand the world around them. It provides them with the skills needed to study historical, contemporary, geographical, political, social, economic, technological and cultural factors that affect individuals, societies and environments, while considering local and global contexts.

Through this course, students discover a wide range of disciplines such as history, geography, civics and economics. By examining the past, present and future, they develop critical-thinking skills and a global perspective. The programme encourages students to inquire through research, analyse evidence and engage in meaningful discussions about the factors that shape individuals and societies.

The MYP1 Individuals and Societies course is designed to nurture students' curiosity, creativity and empathy. They explore their own identity and understand how they are connected to wider social structures. By studying local and global contexts, they develop a better understanding of the challenges faced by individuals and societies around the world.

Programme – Four Units

- How can maps give us an idea of time, place and space?
- What can we learn from different civilisations?
- Where do we live?
- What does it mean to be a global citizen?

Learning Approach and Organisation

Statements of inquiry guide research and understanding of the key concepts covered in the programme. Students are supported by the teacher as they explore primary and secondary sources, investigate current events, study case studies from different regions and create presentations using creative digital media.

Students have three hours per week of Individuals and Societies, including one hour of research dedicated to topics covered in class and projects. Lessons integrate the four main MYP skills: knowing and understanding, inquiring, communicating and thinking critically. They also develop ATL skills and IB Learner Profile attributes.

Assessment

- Criterion A – Knowing and understanding.
- Criterion B – Inquiring.
- Criterion C – Communicating.
- Criterion D – Thinking critically.

Students are assessed through individual written work, presentations and group collaboration. A participation grade is also awarded each semester, taking into account participation in discussions, engagement, completion of activities and respect for deadlines.



ARTS

Teacher: Madiana ROSE

Course Overview

MYP1 Arts is a dynamic course designed to stimulate imagination, challenge perceptions and create a link between creative expression and modern innovation. By exploring how art and design shape our world, students learn to transform abstract ideas into concrete, human-centred creations. The course encourages students to develop a curious and empathetic view of the world while building their personal identity and aesthetic awareness in real-life contexts.

Programme and Projects

Throughout the year, learning is organised into distinct, practical units that develop visual, digital and performance skills.

- Visual Arts: exploring creativity and connections, interpretation, narrative construction, the study of different artistic styles and the application of these techniques in personal projects.
- Drama and Theatre: work on writing, acting and expression, with a particular focus on developing empathy, compassion and active communication skills.

Process and Assessment

The creative process is at the heart of the course and requires active participation, research and critical thinking. Students continuously document their ideas, research and reflections in a personal logbook or process journal. Being prepared, presenting work on time and actively participating in discussions are essential elements of engagement.

- Criterion A – Researching artistic movements and contexts.
- Criterion B – Developing and experimenting with ideas.
- Criterion C – Creating or performing a final artwork.
- Criterion D – Evaluating artistic development and the role of the arts in the world.

The four criteria are equally weighted. Supervised assessments may also be organised by the school.



FRANÇAIS – PHASE 1/2

Teacher: Wilfrid SCAMARONI

Course Overview

Studying an additional language within the MYP gives students the opportunity to discover the characteristics, processes and art of language, the concept of culture, and to understand that there are different ways of living, behaving and viewing the world.

The teaching and learning of the language acquisition course is organised into six phases. The phases do not correspond to an age group or to the different years of the MYP. Students do not necessarily begin in Phase 1: they may start at any phase according to their prior knowledge and complete the MYP at any phase depending on the skills they have acquired. Phases 1 and 2 aim to progressively bring students towards A1/A2 level of the CEFR.

Students use a wide range of digital texts, the textbook, workbook and handouts to develop their knowledge, language skills and understanding of different concepts. They work independently or in groups to develop transferable Approaches to Learning (ATL) skills.

At the beginning of each unit, a statement of inquiry is established. Each unit is designed to develop understanding of a key concept and one or two related concepts. Students respond to factual, conceptual and debatable inquiry questions. Each unit is taught within a global context and includes an interdisciplinary project involving French, Individuals and Societies and Sciences.

Programme – Three Units

- Unit 1 – What are the main factors that influence the construction of identity?
- Unit 2 – What are the characteristics of successful advertising?
- Unit 3 – How do writers represent our planet and the universe?

Assessment

The course objectives are organised around three areas of communication:

- Oral communication.
- Visual communication.
- Written communication.

Students are regularly assessed through oral and written activities: writing tasks, listening and reading comprehension, grammar and vocabulary tests, questionnaires, presentations, group work, homework, dictations, projects and supervised assessments.

- Criterion A – Listening comprehension.
- Criterion B – Reading comprehension.
- Criterion C – Spoken production.
- Criterion D – Written production.

Each criterion is assessed at least once per semester and graded out of a maximum of 8 points. Comprehension tasks use multimodal texts. Classroom, through G Suite, is used to distribute programmes, messages, documents, assignments and feedback and complements the use of Pronote.



FRANÇAIS – PHASE 5/6

Teacher: Sabrina PALAMARA

Course Overview

Studying an additional language within the MYP gives students the opportunity to discover the characteristics, processes and art of language as well as the concept of culture, and to understand that there are different ways of living, behaving and viewing the world.

The teaching and learning of the language acquisition course is organised into six phases. The phases do not correspond to an age group or to the different years of the MYP. Students do not necessarily begin in Phase 1: they may start at any phase according to their prior knowledge and complete the MYP at any phase depending on the skills they have acquired. Phases 5 and 6 aim to progressively bring students towards B1+/B2 level of the CEFR.

Students use a wide range of digital texts, a textbook and handouts to develop their knowledge, language skills and understanding of different concepts. They work independently or in groups to develop transferable ATL skills.

Each unit is built around a statement of inquiry, a key concept and one or two related concepts. Students respond to factual, conceptual and debatable questions. Units are taught within a global context and include an interdisciplinary project involving French, Individuals and Societies and Sciences.

Programme – Three Units

- My Identity.
- The World: Planets and Elements.
- Media and Advertising.

Assessment

The course objectives are organised around three areas of communication:

- Oral communication.
- Visual communication.
- Written communication.

Students are regularly assessed through oral and written activities: writing tasks, listening and reading comprehension, grammar and vocabulary tests, questionnaires, presentations, group work, homework, dictations, projects and supervised assessments.

- Criterion A – Listening comprehension.
- Criterion B – Reading comprehension.
- Criterion C – Spoken production.
- Criterion D – Written production.

Each criterion is assessed at least once per semester. Comprehension tasks use multimodal texts combining spoken or written language with other modes, including still and moving images.



DESIGN

Teacher: Nasrin HADDAD BARAKAT

Course Overview

Design, and the technologies developed through it, have profoundly changed our society. It has transformed our access to information, our communication, our approach to problem-solving and the way we work. Design creates a link between creativity and innovation: it considers ideas, possibilities and constraints, then develops and adapts new solutions through experimentation, prototyping and adaptation. The human user is at the centre of the process, through their needs, wishes and limitations.

Objectives and Approach

In MYP1 Digital Design, students develop their knowledge and understanding across different disciplines through research and critique in order to create solutions to identified needs using the Design Cycle. Technology is used to access and analyse information, represent ideas, create solutions and overcome obstacles.

- Document their research and ideas.
- Submit work and documents by the required deadlines.
- Continuously contribute ideas and solutions to support the design process.
- Participate actively in discussions and oral presentations.

Projects

MYP Design encourages practical work and the development of the skills needed to address specific problems. Students explore the impact of design innovation on everyday life, global society and the environment. They are encouraged to consider different cultural, social, historical and environmental contexts, respect different viewpoints and appreciate alternative solutions.

Two projects are planned this year:

- Choose an IB Learner Profile attribute and present their understanding of this quality in the form of a visual poster.
- Create a digital NFT made exclusively from precise geometric shapes.

Assessment and Expectations

- Criterion A – Inquiring and analysing.
- Criterion B – Developing ideas.
- Criterion C – Creating solutions.
- Criterion D – Evaluating.

Each criterion is assessed through poster and/or oral presentations, supervised assessments and homework, but above all through the “Design Process Logbook”, which must be kept rigorously up to date.



ÉDUCATION PHYSIQUE ET À LA SANTÉ

Teacher: Thibaut BOUSIGE

Course Overview

Physical and Health Education aims to help students understand the importance of physical activity in maintaining a healthy and balanced lifestyle. Through this programme, students develop the knowledge, skills and attitudes needed to adopt healthy habits as part of a holistic approach to well-being. They explore different concepts in order to better understand health-related issues and make informed choices about their quality of life.

The programme is based on two complementary dimensions: developing health-related knowledge and skills, and engaging in physical activity while adopting attitudes that promote well-being.

Through varied and dynamic learning experiences, students develop many IB Learner Profile attributes, particularly collaboration, communication and reflection. This course also contributes to the development of their identity as global citizens. It encourages them to build respectful relationships, understand the links between individuals and societies, and act responsibly and openly towards others.

Objectives

- Understand the benefits of physical activity for a healthy and balanced lifestyle.
- Collaborate and communicate effectively.
- Develop research skills and actively participate in a range of activities.
- Build healthy relationships and adopt responsible behaviours.

Organisation

- 1 hour of Health Education per week (MYP1 and MYP2).
- 1 hour of Physical Education per week (MYP1 and MYP2).

Learning is assessed through formative and summative assessments based on clear criteria and authentic tasks. Throughout these units, students develop and strengthen the different IB Learner Profile attributes.



SERVICE AS ACTION – MYP1 & MYP2

Teacher: Sabrina PALAMARA

Programme Objective

Service as Action is an integral part of the IB MYP and aims to develop aspects of the IB Learner Profile, particularly caring, defined as the ability to show empathy, compassion and respect. Students are encouraged to serve and take action in order to make a positive difference in the lives of others and in the world around them.

During a weekly course, students explore different types of action and reflect on how they can design projects of their choice to put these principles into practice.

Types of Action

- Direct service: interaction with people, the environment or animals, such as tutoring or working in a community garden.
- Indirect service: action benefiting the community or local environment without direct interaction, such as creating or improving a website, educational materials or fundraising.
- Advocacy: promoting an action or an issue of public importance, for example through an awareness campaign.
- Research: collecting and analysing information in order to inform or change local practices.

Project Process

- Investigation.
- Planning.
- Taking action.
- Reflection.
- Presentation.

Students work individually or in small groups to reflect, discuss, share, present and observe the Service as Action projects carried out in their class. A guide supports them from the initial brainstorming through planning, implementation and reflection to the final presentation.

All information collected to carry out the projects – sources, research notes, data, lists, sketches, photographs and screenshots – must be recorded and saved in the logbook.

This MYP component is a meaningful challenge and requires students to commit to a cause and make a significant effort. It can therefore create important benefits both for students and for the communities they choose to serve.



UN ENGAGEMENT PARTAGÉ POUR LA RÉUSSITE

The MYP is based on a balance between knowledge acquisition, skills development, inquiry, reflection, creativity, independence and international-mindedness. Across all subjects, students are encouraged to become active learners who can communicate, collaborate, think critically and progressively take ownership of their learning.

Success depends on consistent student engagement: being prepared with the required materials, participating in class, completing independent work, meeting deadlines and investing in projects. Family support and dialogue with the teaching team also contribute to creating the conditions for students' progress.