

Soirée d'information  
Choix des matières pour S4-S5  
2025-2027



# Ordre du jour

**17h30 - 19h30**

## **Réunion plénière**

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17h30 - 17h35

Mot de la Direction

17h35 - 18h10

Présentation par le coordinateur de S4-S7

18h10 - 18h30

Questions-réponses

18h30 - 19h25

Présentations des matières : Les professeurs de mathématiques et des matières optionnelles feront une brève présentation de leurs matières, suivie d'une brève séance de questions-réponses.

**19h30 – 20h20**

## **Réunions de section**

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Présentation présidée par les conseillers d'orientation nationaux et les professeurs principaux respectifs. Possibilité de discuter des implications de choix en vue du programme d'études S6-S7 et des futurs plans d'études.

**20h30**

## **Fin de la soirée**

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*Pour des raisons de sécurité, il est très important que toutes les réunions de section soient terminées à 20h20 au plus tard.*

# Choix des matières pour S4-S5

- Dates importantes
- Avant de faire votre choix
  - ✓ Programme en S4-S5
  - ✓ Description des matières
  - ✓ Politique d'évaluation en S4-S5
  - ✓ Programme en S6-S7 et Baccalauréat Européen
  - ✓ Orientation
- Comment compléter le formulaire
- Modifications des matières initialement choisies
- Présentations des matières

# Dates importantes

**Pendant la semaine du lundi 02/12/2024**

- ❖ Les parents reçoivent un e-mail contenant l'invitation pour la soirée d'information.
- 

**jeudi 12/12/2024**

- ❖ Soirée d'information (17h30 - 20h30)
- 

**vendredi 31/01/2025**

- ❖ Date limite pour retourner le formulaire avec les choix d'options au professeur principal
  - ❖ Date limite pour remettre le formulaire de changement de langue
- 

**April 2025**

- ❖ Tests de niveau linguistique. Des informations détaillées sur la date et l'organisation du test seront communiquées aux élèves concernés en temps utile.
- 

**Du lundi 30/06/2025 au vendredi 11/07/2025**

- ❖ Période pendant laquelle il est possible de demander une modification du choix initial de matières. Aucune réponse positive n'est garantie, veuillez lire ci-dessous pour plus de détails sur les demandes de modification du choix initial.

# Avant de faire le choix

Veillez consulter la brochure disponible sur le site web de l'école.

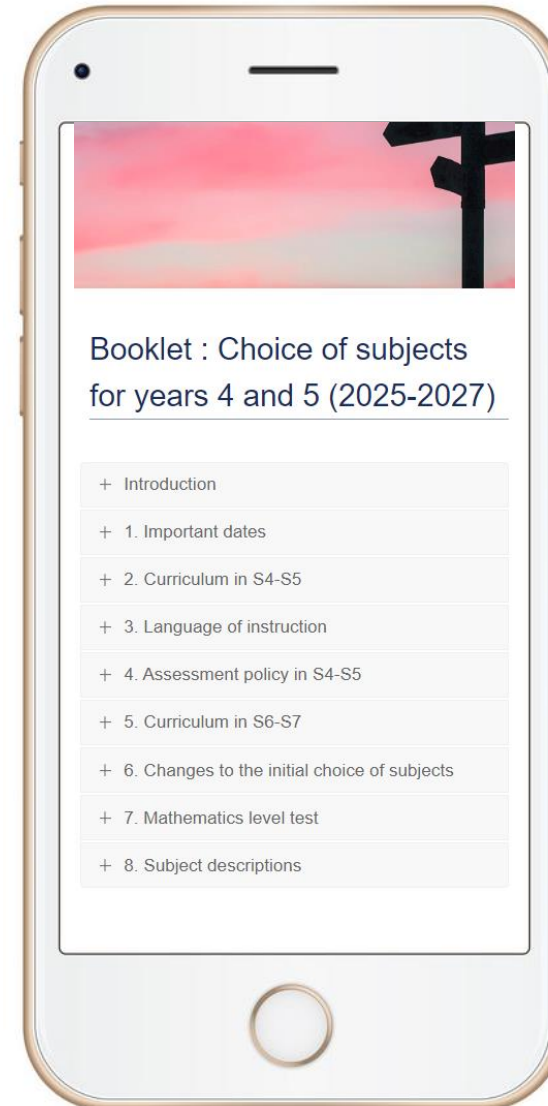
[Lien vers la brochure >>](#)

S3 ➔ S4-S5

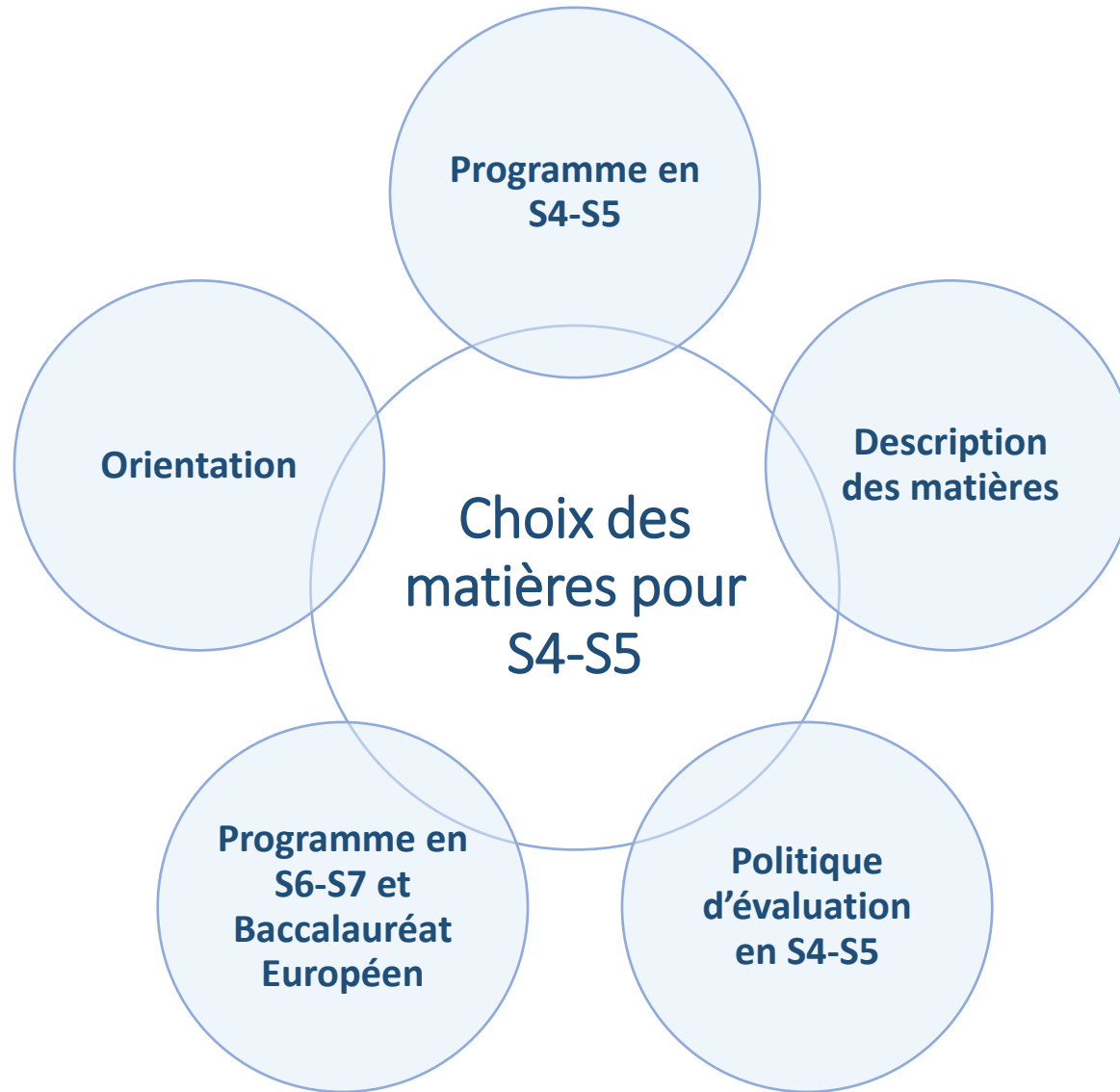
[\(wiki version\) Booklet : Choice of subjects for years 4 and 5 \(2025-2027\)](#)

[EN - Booklet : Choice of subjects for years 4 and 5 \(2025-2027\)](#)

Les versions française et allemande de la brochure seront publiées prochainement.



# Avant de faire le choix



MATIÈRES  
OBLIGATOIRES

MATIÈRES  
OPTIONNELLES

# Programme en S4-S5

<b>Matières obligatoires</b>	<b>Périodes</b>
Langue 1 (L1) (langue dominante)	4
Langue 2 (L2) (seconde langue)	3
Langue 3 (L3) (troisième langue)	3
Histoire	2
Géographie	2
Biologie	2
Chimie	2
Physique	2
Education physique	2
Morale ou Religion	1
	<b>23</b>
<b>Mathématiques</b>	4 ou 6
	<b>27 ou 29</b>

En plus des matières obligatoires, les élèves doivent choisir parmi les matières à options ci-dessous, de façon à ce que le total de périodes hebdomadaires soit compris entre un **minimum de 31 et un maximum de 35** pour les élèves qui ont pris **Mathématiques à 4 périodes** et un **minimum de 33 et un maximum de 35 périodes** pour ceux qui ont choisi **Mathématiques à 6 périodes**.



# Programme en S4-S5

Mathématiques	4 ou 6
	<b>27 ou 29</b>
<b>Matières à option</b>	<b>Périodes</b>
Grec ancien	4
Economie	4
Latin	4
Langue 4 (quatrième langue)	4
Autre Langue Nationale (ONL)	4
Art	2
ICT (Informatique)	2
Musique	2

En dehors de l'ONL, **la création de cours à option nécessite un minimum de 7 élèves**. Si un cours à option n'a pas le nombre minimum d'élèves au début de l'année scolaire, le cours est annulé. Dans ce cas, les parents sont contactés pour revoir le choix.

Étant donné que certaines des options doivent être programmées simultanément, **il se peut qu'il ne soit pas possible d'offrir toutes les combinaisons possibles de matières optionnelles**. Dans ce cas, les parents sont contactés pour revoir le choix.

## A propos des cours ONL

Seuls les élèves de catégorie I et II ont droit à l'enseignement de l'ONL. Les élèves de la catégorie III peuvent rejoindre les cours existants, mais les cours ne peuvent pas être organisés exclusivement pour les élèves de la catégorie III.

En principe, l'école propose les cours ONL suivants :

- Pour les **élèves d'origine finlandaise**, le **suédois/finnois** peut être demandé comme autre langue nationale, quelle que soit la section linguistique dans laquelle l'élève est inscrit.
- Pour les **élèves d'origine irlandaise**, l'**irlandais** comme autre langue nationale peut être demandé, quelle que soit la section linguistique dans laquelle l'élève est inscrit.
- Pour les **élèves d'origine maltaise**, le **maltais** peut être demandé, quelle que soit la section linguistique dans laquelle l'élève est inscrit.

Lorsque le nombre d'élèves est très petit, ceux-ci peuvent être enseignés dans des groupes d'années consécutives. **Veillez noter qu'il ne s'agit pas de cours pour débutants mais de cours en continuation des cours ONL des années précédentes.** Les élèves qui choisissent une Autre Langue Nationale (ONL) ne peuvent pas choisir la langue 4 (L4).

# Programme en S4-S5

<b>Matières obligatoires</b>	<b>Langue d'enseignement</b>	<b>Autres possibilités</b>
L1	Langue 1	
L2	Langue 2	
L3	Langue 3	
Histoire	Langue 2	
Géographie	Langue 2	
Biologie	Langue 1	
Chimie	Langue 1	
Physique	Langue 1	
Education Physique	Cours dispensés à des groupes mixtes d'élèves de différentes sections linguistiques dans n'importe quelle langue du programme d'études de l'élève	
Morale ou Religion	Langue 2	Langue 3, langue du pays d'accueil
Mathématiques 4 or 6	Langue 1	

## **Matières optionnelles**

Grec ancien	Langue 1	Langue 2, Langue 3, langue du pays d'accueil
Economie	Langue 2	Langue du pays d'accueil, Langue 1
Latin	Langue 1	Langue 2, Langue 3, langue du pays d'accueil
Language 4 (L4)	Langue 4	
ONL	Autre Langue Nationale	
Art	Cours dispensés à des groupes mixtes d'élèves de différentes sections linguistiques dans n'importe quelle langue du programme d'études de l'élève	
ICT		
Musique		

## A propos de la L2 comme langue véhiculaire

A partir de la 4e année secondaire, **les cours d'histoire, de géographie et d'économie doivent être dispensés dans la L2 (anglais, français ou allemand) et ne peuvent pas l'être dans la L1.** Des règles particulières sont établies concernant la langue d'enseignement de l'économie.

**Lorsqu'un changement de L2 est approuvé à l'entrée en S6, l'ancienne L2 reste la langue d'enseignement pour histoire, géographie et économie.**

# Avant de faire votre choix



Les coordinateurs de matières et les enseignants concernés ont rédigé des descriptions succinctes des matières.

[Descriptions des matières >>](#)

Les informations figurant sur chaque fiche de matière sont nécessairement limitées. Veuillez consulter l'enseignant ou le coordinateur de matière concerné (les coordonnées sont indiquées dans la brochure), si vous avez besoin de plus amples informations.

Vous pouvez aussi consulter les programmes pour chaque matière, ils sont disponibles sur le site web du Bureau du Secrétaire général des Ecoles européennes.

[Programmes \(www.eursec.eu\) >>](http://www.eursec.eu)

## Mathématiques

### Matières optionnelles à 4 périodes

- Grec ancien
- Economie
- Latin
- Langue 4 (L4)
- ONL (Autre Langue Nationale)

### Matières optionnelles à 2 périodes

- Art
- TIC
- Musique

## MUSIC

2 periods/week

### Objectives

The curriculum in years S4 and S5 is themed and builds on the skills and knowledge that pupils have acquired in previous years. It takes into account various aspects and learning objectives, in particular the fact that musical learning: composing and improvising:

- making music
- composing
- as well as listening to and analysing music

### Content

Over the course of the two years, the students should deal with five of the topics listed below. At the end, there is a final project in the second half of year 5 (Portfolio). The content, design and organisation of the project should be discussed individually with each student in order to take into account their different interests.

List of choice for study topics:

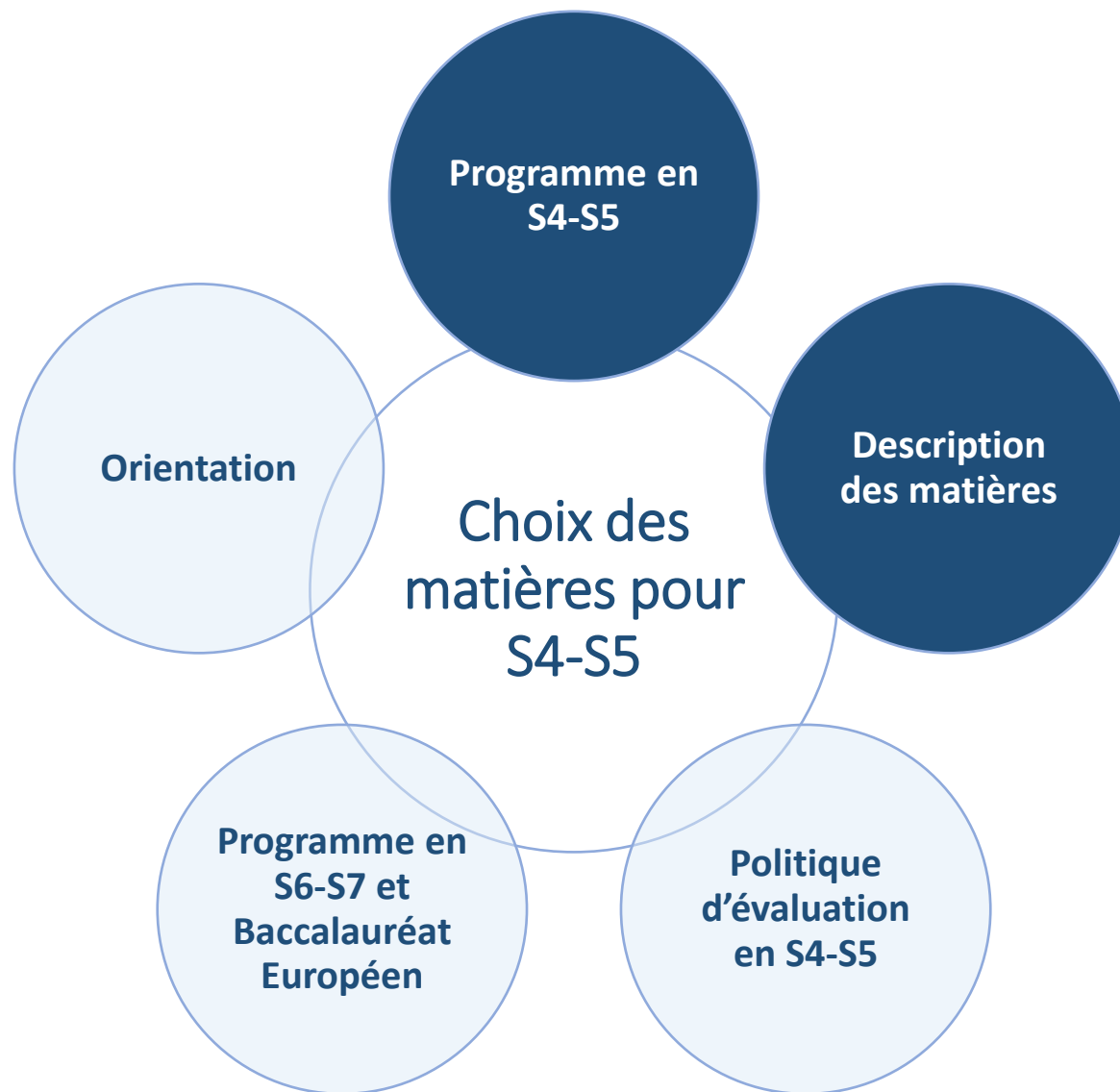
- Music for film
- Contemporary musical styles and cultures
- Music for dance
- Music for special occasions (functional music)
- Musical theatre (opera, musical)
- European 'folk' traditions
- Music and voice
- Programme music in the 19th Century
- Composing during the last 100 years

Theory, focused listening, and analysis of music from many different places, periods and styles round off this broad and ongoing exploration and provide a good platform for the Bac option in music, should this be chosen.

### Contact

For further information, please contact your Music teacher or the Music coordinator, Britta Schwarte-Straube-Kögler: [britta.schwarte-straube-kogler@teacher.eursec.eu](mailto:britta.schwarte-straube-kogler@teacher.eursec.eu)

# Avant de faire votre choix



# Politique d'évaluation en S4-S5

La politique d'évaluation en s4-s5 établit deux types d'évaluation, à savoir **l'évaluation formative** et **l'évaluation sommative**. L'évaluation formative se concentre sur le processus d'apprentissage. Summative assessment is used to evaluate pupils' learning at the end of a defined instructional period.

La note semestrielle comprendra deux composantes numériques : **Note A** et **note B**. La note A porte sur le processus d'apprentissage, en tant qu'évaluation formative. La note B représente une évaluation sommative.

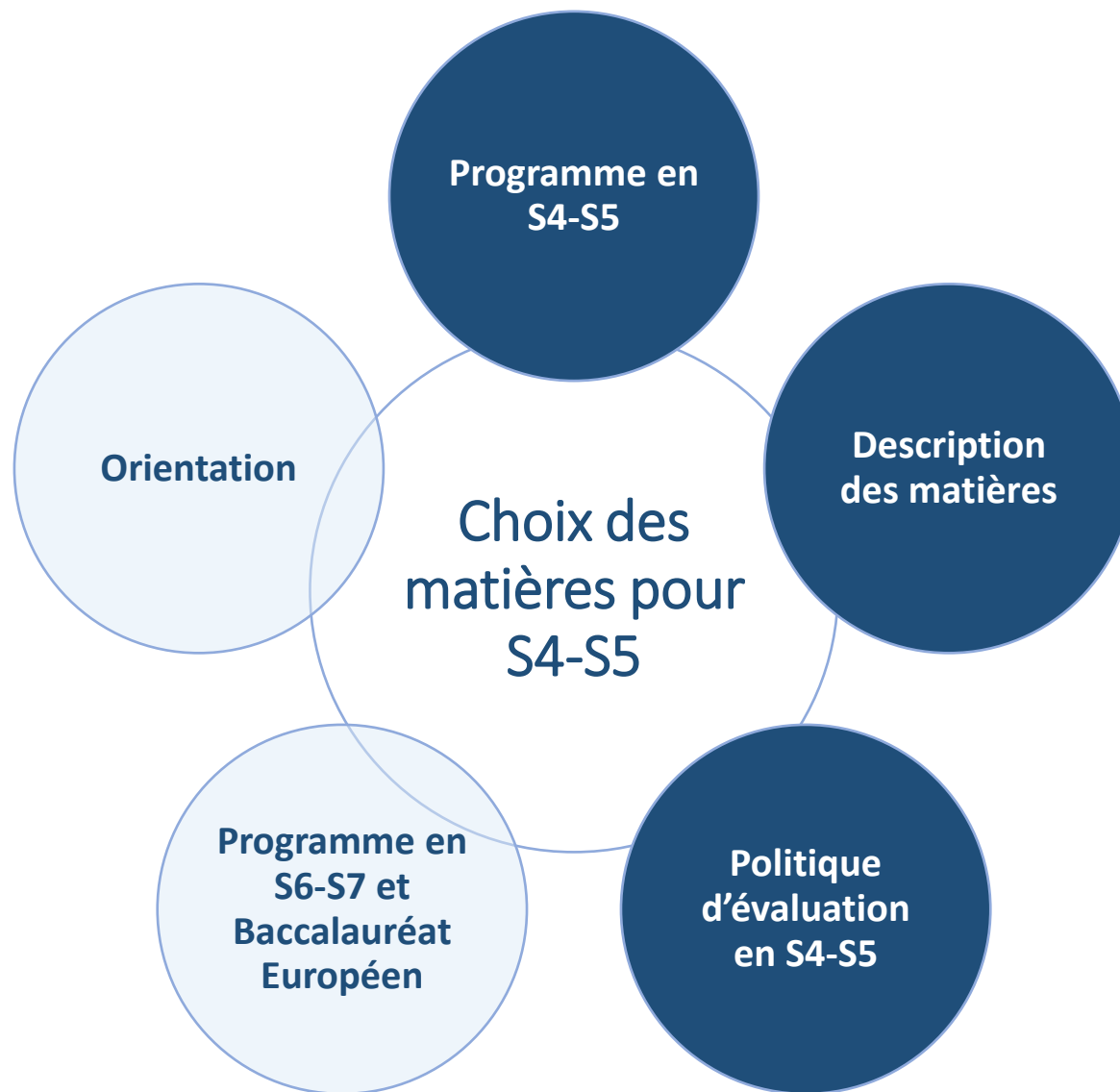
La **note finale** dans une matière donnée doit refléter l'ensemble des observations et résultats mis à disposition de l'enseignant. Elle constitue la base pour juger les progrès et le niveau de réussite de l'élève. Il ne s'agit pas nécessairement d'une moyenne arithmétique des notes semestrielles (deux notes A et deux notes B) mais cette note ne peut être inférieure à la note la plus basse, ou supérieure à la plus haute.

Il existe trois **modalités d'évaluation possibles sur lesquelles baser la note B** en fonction de l'année et de la matière, à savoir un **test B**, une **tâche alternative d'évaluation sommative (ASAT)** ou un **examen écrit (« compo »)**. En S4, il n'y a pas d'examen écrit. En s5, les examens écrits ont lieu à la fin du deuxième semestre. Le plan des modalités d'évaluation est revu chaque année scolaire.

<https://www.euroschool.lu/site/secondary-exams-schedules/>



# Avant de faire votre choix



# Programme en S6-S7 et Baccalauréat Européen

Veillez consulter la brochure disponible sur le site web de l'école.

[Lien vers la brochure >>](#)

S5 ➔ S6-S7

[\(wiki version\) Booklet : Choice of subjects for years 6 and 7 \(2024-2026\)](#)

[Presentation information evening 16.01.2024](#)

PDF versions of the booklets in the three working languages.

[DE -Broschüre : S6-S7 Fächerwahl \(2024-2026\)](#)

[EN - Booklet : Choice of subjects for years 6 and 7 \(2024-2026\)](#)

[FR - Brochure : Choix des matières S6-S7 \(2024-2026\)](#)

[Subject Information Sheets S6-S7 \(2024-2026\)](#)

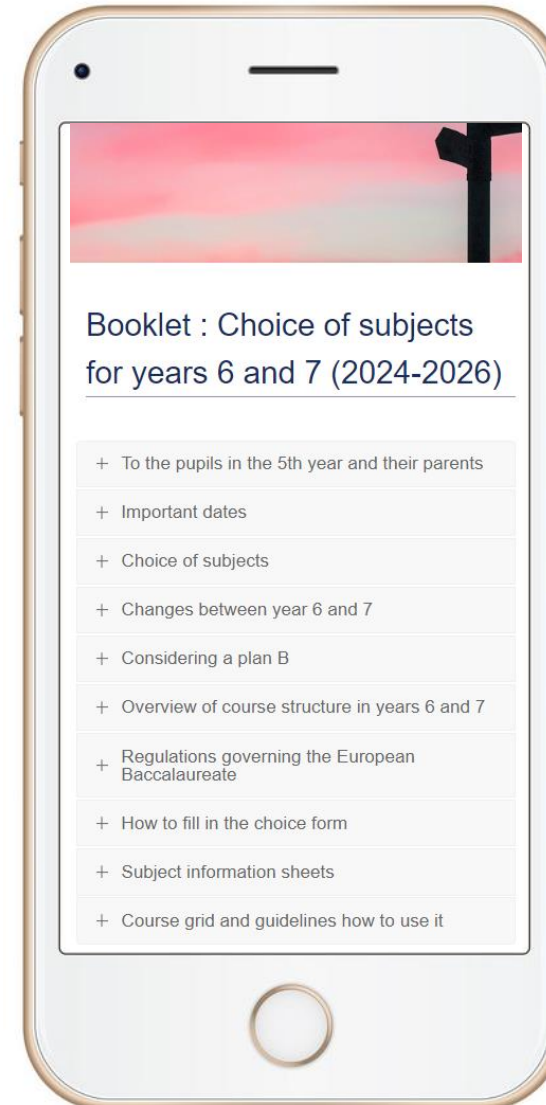
[New subject : STS \(Science, Technology, and Society\)](#)

Please use the [course grid](#) when completing the subjects choice form.

[DE - Formular der Fächerwahl - Einschreibungsantrag \(2024-2025\)](#)

[EN - Form for the choice of subjects - Application for enrolment \(2024-2025\)](#)

[FR - Formulaire pour le choix des matières - Demande d'inscription \(2024-2025\)](#)



## Restrictions dans les choix pour S6-S7 en fonction du choix et résultats en S4-S5

Les **Mathématiques 5 périodes** peuvent être choisies par un élève qui a suivi le cours de 4 périodes en 5e année seulement si toutes les conditions suivantes sont remplies : (a) sur recommandation de l'enseignant(e) de Mathématiques et (b) à condition que l'élève ait réussi un **test de niveau** requis.

Au début de la 6e année, les élèves ne peuvent normalement pas choisir une **matière optionnelle** qu'ils n'ont pas suivie en 4e et 5e année. Toutefois, le directeur et les enseignants concernés peuvent déroger à cette règle ... Les élèves devront passer une évaluation pour prouver que leur niveau est suffisant. Cette évaluation implique normalement un **test formel** sur les matières couvertes par les cours S4 et S5.

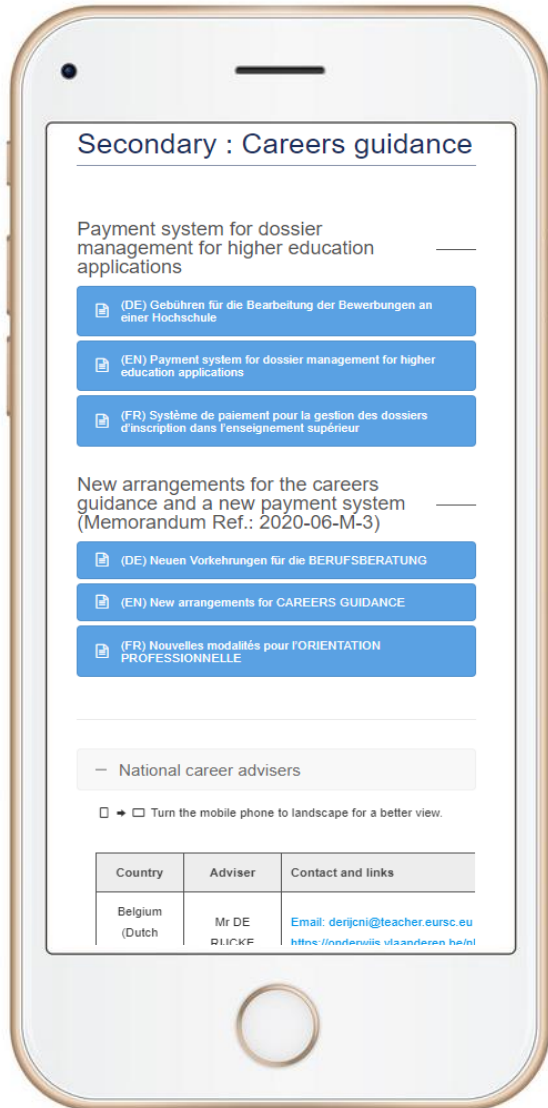
**« Un élève ne pourra pas poursuivre en 6ème année un cours commencé en 4e si les résultats indiquent qu'il n'a pas suivi cet enseignement avec profit en 4e et 5e années »**

La Direction peut consulter le Conseil de Classe ou le(s) enseignant(s) concerné(s) au sujet d'un choix particulier. Si la Direction n'approuve pas un choix, un nouveau choix doit avoir lieu.

# Avant de faire votre choix



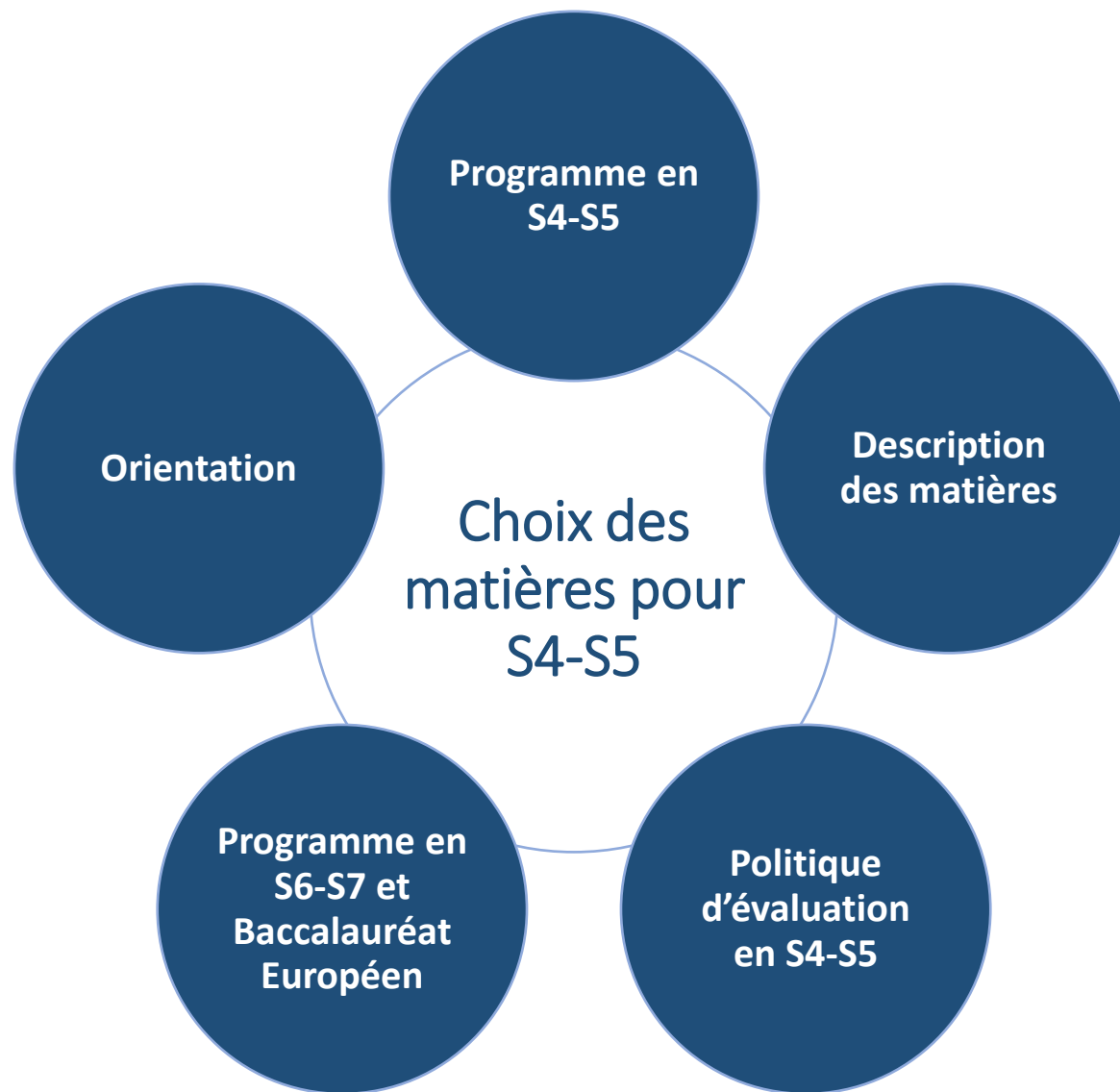
# Orientation



Veillez consulter les conseillers d'orientation nationaux au sujet des conditions d'admission pour les études supérieures que vous envisagez, de vos objectifs professionnels et de l'impact que cela peut avoir sur votre choix.

[>> www.euroschool.lu/site/secondary-careers-guidance >>](http://www.euroschool.lu/site/secondary-careers-guidance)

# Avant de faire votre choix



# Comment compléter le formulaire

## Matières choisies pour les 4e et 5e années

	Périodes
Tronc commun	23
Mathématiques (4 périodes) <i>ou</i>	
Mathématiques (6 périodes)	
Latin (4 périodes)	
Economie (4 périodes)	
Grec ancien (4 périodes)	
Langue IV (4 périodes) <i>Précisez la langue : ..... ou</i>	
ONL (4 périodes) <i>Précisez la langue : .....</i>	
Art (2 périodes)	
Musique (2 périodes)	
TIC (2 périodes)	
<b>Total #</b>	

*\* Si Mathématiques 4 périodes le total doit être compris entre 31 et 35 périodes.  
Si Mathématiques 6 périodes le total doit être compris entre 33 et 35 périodes.*

### Morale/Religion

Sélectionnez-en un seul, si une modification est souhaitée, changez en

<i>Morale</i>	<i>Religion catholique</i>	<i>Religion protestante</i>
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**Je reconnais que le choix formulé sur ce document est définitif pour les années 4 et 5.**

Date

Signature des parents

# Modification du choix initial des matières

A la fin de la S3, du **lundi 30/06/2025 au vendredi 11/07/2025**, il y aura une période de deux semaines pour **demander un changement du choix initial**.

Le choix de matières engage l'élève pour 2 ans : aucun changement, abandon ou ajout d'options n'est possible à partir de la rentrée en 4e année. Cependant, **un élève peut changer de Maths 6 vers Maths 4**

- à la fin du 1er semestre de la 4<sup>e</sup> année et,
- à la fin de la 4<sup>e</sup> année.

Le changement inverse (**de Maths 4 à Maths 6**) est possible à condition de passer un **test de niveau**. Dans tous les cas, le changement est soumis à l'approbation du Conseil de classe.



## Mathématiques

### Matières optionnelles à 4 périodes

- Grec ancien
- Economie
- Latin
- Langue 4 (L4)
- ONL (Autre Langue Nationale)

### Matières optionnelles à 2 périodes

- Art
- TIC
- Musique



**S4/S5**

**MA4**

**4 periods/week**

**MA6**

**6 periods/week**

<b>S4MA4</b>	<b>S4MA6</b>
<b>Basic calculations</b>	<b>Basic calculations</b>
<b>Radicals and surds</b>	<b>Radicals and surds</b>
	<b>Real numbers</b>
	<b>Powers and algebraic expressions</b>
<b>Proportionality</b>	<b>Proportionality</b>
<b>Linear models</b>	<b>Linear models</b>
<b>Simultaneous equations</b>	<b>Simultaneous equations</b>
<b>Polynomials</b>	<b>Polynomials</b>
<b>Right-angled triangles</b>	<b>Right-angled triangles</b>
	<b>Properties of the circle</b>
<b>Enlargement</b>	<b>Enlargement</b>
<b>similar triangles</b>	<b>Congruent and similar triangles</b>
	<b>vectors</b>
<b>Statistics</b>	<b>Statistics</b>
<b>Probability</b>	<b>Probability</b>

**S4**



**S5**



**S5**

**MA4**

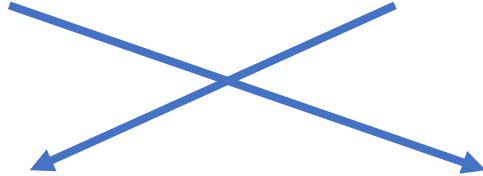
- Fonctions - probabilités – statistiques
- Modélisation de situations en économie, géographie, sciences....
- Niveau technique faible
- Peu ou pas de mathématiques après le baccalauréat

# S5



- Fonctions - probabilités – statistiques – vecteurs – géométrie analytique
- Programme classique de mathématiques pour tous ceux qui continuent à avoir des cours de mathématiques après le bac : section scientifique ou économique, architecture, médecine, etc.

**S4**



**S5**

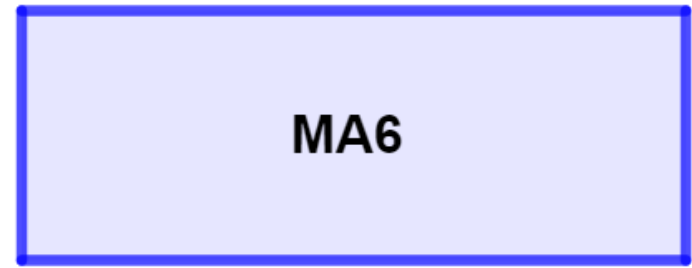


Enfin, quelle option choisir?

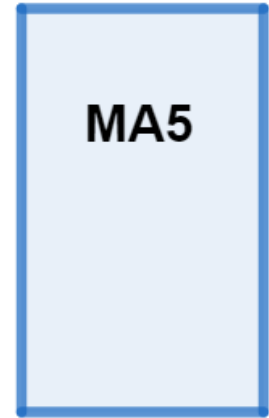
- Un travail sérieux et régulier en MA4 comme en MA6
- Des acquis solides indispensables pour suivre en MA6
- Des notes régulièrement au-dessus de C en S1/2/3 pour suivre en MA6
- Du plaisir à faire des mathématiques pour suivre en MA6



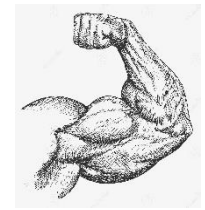
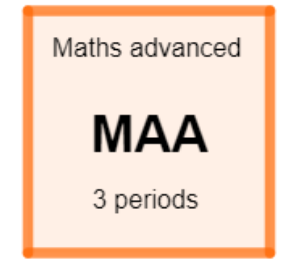
**S5**



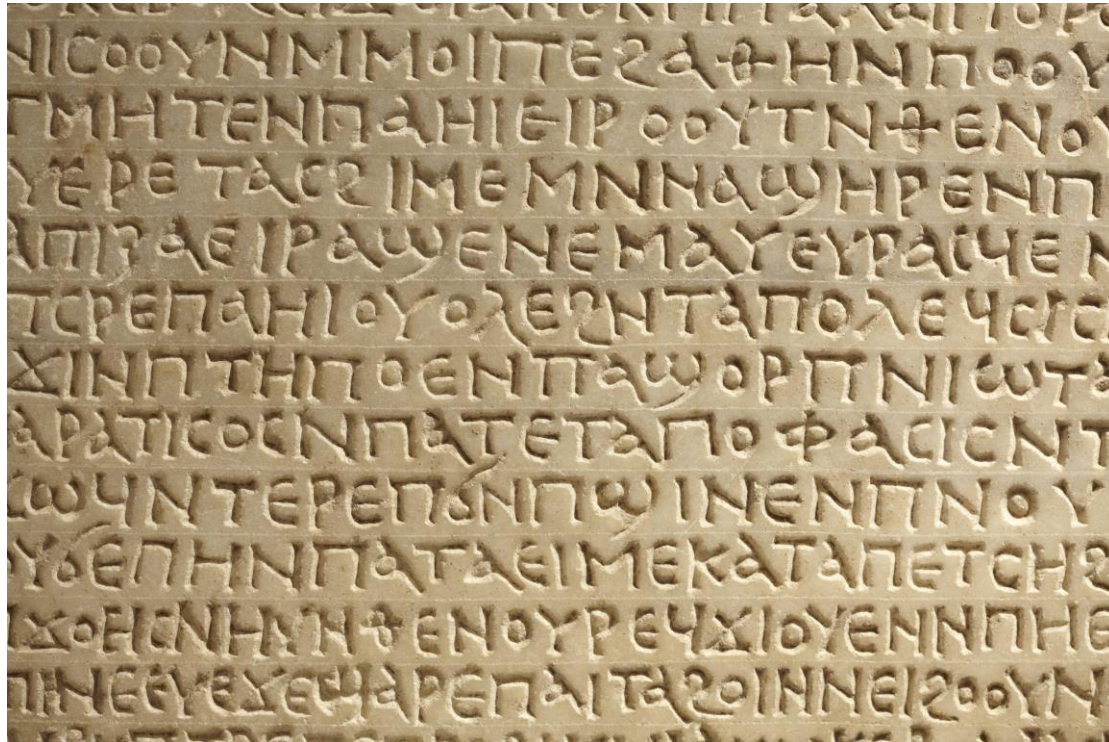
**S6**



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# ANCIENT GREEK – Αρχαία Ελληνικά

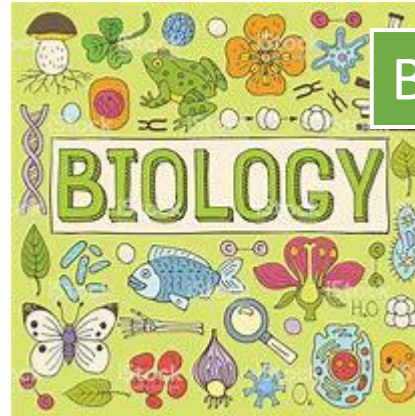


# Ancient Greek in the European Schools?

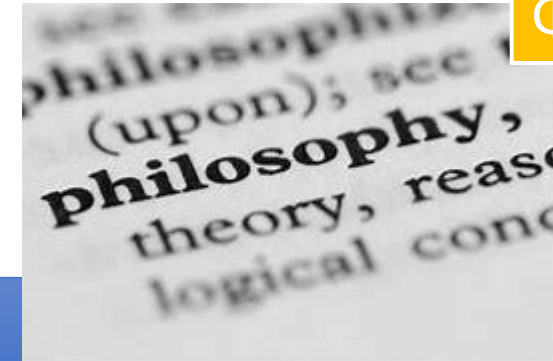
The students of European Schools (Ευρωπαϊκά Σχολεία) are taught the following subjects:



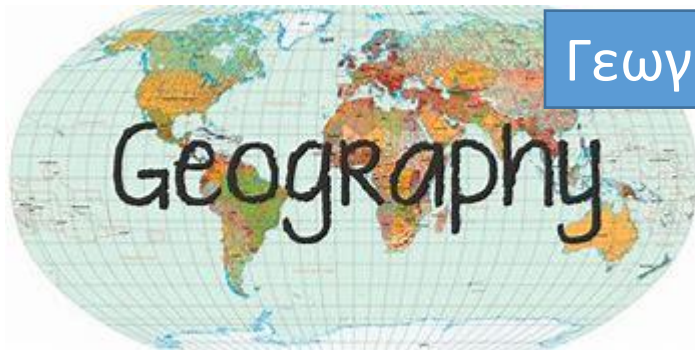
Ιστορία



Βιολογία



Φιλοσοφία



Γεωγραφία

Φυσική, Χημεία  
Μαθηματικά, Ηθική,  
Οικονομία...

Even if they don't know about the myth of Europa ([Ευρώπη](#)), they do live in a continent with an ancient Greek name...



Besides, in their leisure time they may pursue hobbies such as [μουσική](#) (connected to the Muses – Μούσες), [κινηματογράφος](#) (cinema), [φωτογραφία](#) (photography), etc.

Then, why should they study ancient Greek at school?

Ancient Greek was the language of **Homer** and of fifth-century Athenian **historians**, **playwrights**, and **philosophers**. It has contributed many words to English vocabulary and has been a standard subject of study in educational institutions of the Western world since the Renaissance.

Students who are interested in **Humanities** (**History, Philosophy, Classical Studies, Sociology, Political Science, Languages, etc.**) should pursue a deeper knowledge of Classical Greek! That will allow them:

- To be able to **read and understand original texts** written by some of the greatest minds of Western Civilization.
- To acquire **enriched vocabulary** (also in their own language), understanding the meanings of terms that now might seem too difficult.
- To **enhance their way of thinking**, approaching fundamental **ideas** of the Western Civilization.

Barbarian, Hippopotamus, Patriarchy, Chronometer, Phrase, Microtext, Cosmopolitan, Democracy...

# What is this course about – learning objectives

- By the end of S5, the pupils should be able to:
- **1. read and understand texts** which contain a common basic vocabulary and more complex sentence structures (literary texts, and also various scientific texts, inscriptions);
- **2. write simple texts**: brief dialogues, messages, letters, speeches, not limited to the vocabulary set down in dictionaries
- **3. put into perspective the heritage of antiquity** and make a critical assessment of the uses which have been made of antiquity at different times in history;

- 4. deepen their knowledge of the significant political periods; place a text in its historical and cultural context
- 5. deepen and extend their range of basic ideas in different areas; show knowledge and comprehension of the cultural area covered by the Ancient Greek language

# CONTENTS

- By the end of S5, the pupils should have acquired:
  - an **extended knowledge of the pronunciation**, and of common abbreviations, allowing them to read a text aloud with expression;
  - an extended knowledge of **vocabulary** leading to an enrichment of the fields of ideas
  - the **ability to use a dictionary** independently, as well as online lexical resources
  - an extended **knowledge of morphology** and the principal grammatical structures of Ancient Greek
  - an extended knowledge of the **relations between Ancient Greek and the mother tongue**, and other languages
  - a range of **learning strategies**
  - a good general knowledge of the **cultural area of Ancient Greek** from antiquity to today
  - a knowledge of the **chronology of the principal events in Ancient Greek history**.



# How are we going to achieve these goals? The fun way 😊

- Use of original texts
- Short documentaries and videos
- PowerPoint presentations
- Use of artistic resources
- A trip to Greece!



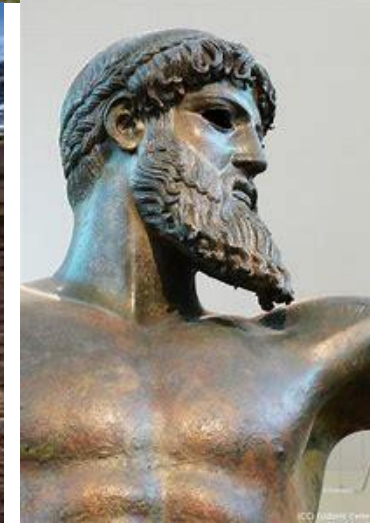
# What about assessment?

- For the A mark:

1. Participation in class activities
2. Students' presentations
3. Homework and classwork

- For the B mark:

1. Two long tests per semester, as required



Thank you for your attention!

Εὐχαριστῶ!



Economics S4 & S5 4 periods.

Economics is the study of how people and businesses allocate resources and trade goods and services.

Microeconomics focuses on the decisions and behaviors of individuals, households, and firms.

Macroeconomics examines the aggregate outcomes and policies that affect the whole economy.

Applying theory to practical use in projects and assignments.


- Macroeconomics deals with indicators such as gross domestic product (GDP), which measures the total output of goods and services in a country or region.
- Price level, which reflects the average level of prices of goods and services.
- Unemployment rate, which measures the percentage of people who are willing and able to work but cannot find a job.
- Macroeconomics also analyses the causes and effects of economic fluctuations, such as recessions and expansions.
- Role and impact of fiscal policy, which involves the use of government spending and taxation to influence the economy.
- Monetary policy, which involves the use of interest rates and money supply to influence the economy.

- Microeconomics deals with utility, which measures the satisfaction or happiness that people get from consuming goods and services.
- Elasticity, which measures how responsive consumers and producers are to changes in prices or incomes.
- Production function, which shows how much output a firm can produce with different combinations of inputs.
- Cost function, which shows how much it costs a firm to produce different levels of output.
- Market structure, which describes how competitive or monopolistic a market is.
- Market failure, which occurs when a market does not allocate resources efficiently or fairly; and externalities, which are the positive or negative effects that an economic activity has on third parties.

- It helps to develop critical thinking and analytical skills that are useful for a variety of careers and further studies in fields such as business, finance, law, politics, journalism, education and research



- It provides a broader and deeper knowledge of the economic challenges and opportunities facing Europe and the world in the 21st century, such as globalization, digitalization, climate change, migration, inequality and social cohesion



- It fosters an appreciation of the diversity and interdependence of European cultures, societies and economies, as well as the values and principles that underpin the European project



- It encourages an awareness of the ethical and social implications of economic decisions and actions, as well as the responsibility and role of citizens in shaping the future of Europe



# ILATIN

**S4 + S5**





# LATIN PHRASES

- YOU SHOULD KNOW -

**AD HOC**

For this purpose only

**CARPE DIEM**

Seize the day

**CIRCA**

Around, approximately

**DE FACTO**

From the fact

**ERGO**

Therefore

**ET CETERA**

And the others

**IN FLAGRANTE DELICTO**

In the act of committing a crime

**AD MORTEM INIMICUS**

The voice of the people

**IPSO FACTO**

By that very fact

**MEA CULPA**

My fault

**PER SE**

Through itself

**PRO BONO**

Done without charge

**STATUS QUO**

Existing state of affairs

**TERRA INCOGNITA**

Unknown land



talki

# LATIN PHRASES TO KNOW

**CARPE DIEM**

Seize the day

**CIRCA**

Around,  
approximately

**DE FACTO**

From the fact

**ERGO**

Therefore

**ET CETERA**

And the others

**IPSO FACTO**

By that very  
fact

**MEA CULPA**

My fault

**PER SE**

Through itself

**PRO BONO**

Done without  
charge

**STATUS QUO**

The existing  
state of affairs

**VOX POPULI**

The voice of the  
people

# The importance of Latin

- Latin is the "mother" of Romance languages and its influence on European culture, law, and education is still quite prominent.



# Why Study Latin?

- Improves vocabulary and understanding of modern languages (especially Romance languages).
- Enhances critical thinking and logic.
- Provides insight into European culture, philosophy, and history.
- Useful in fields like law, medicine, and philosophy.



Brain BREAK!  **LATIN!**

**epi-** outside, top  
EPIDERMIS  
outer - skin

**peri-** around  
PERIMETER  
around - measure

**endo-** within, inside  
ENDOCRINE  
inside - secrete

I prefer my ice cream *tricacaceous*.



**phil-** love  
- vs. - BIBLIOPHILE  
book - lover

**phob-** fear  
ACROPHOBE  
height - fearer

**hypo-** low  
- vs. - HYPOTHERMIA  
low - heat

**hyper-** high  
HYPERACTIVE  
high - activity

**micro-** small  
**macro-** large  
megalo-

**myo-** muscle  
**pleuro-** lung  
**osteo-** bone  
**hemo-** blood  
**cerebro-** brain  
**gastro-** stomach  
**hepato-** liver  
**gonado-** genital

**ab-** away from  
ABDUCT

**ad-** toward  
ADHERE

**de-** from, without  
DEODORANT

**dis-** apart  
DISMANTLE

...and SO much more!

TAKE A CLOSE LOOK AT WORDS AND THEY ARE EASIER TO RECALL!

brain break comic .com 

# Basic information

4 periods/week

Advantage of smaller groups

Language: probably L2 (depending on students)

**LATINUM EUROPAEUM at the end of S5 (oral and written exam)**



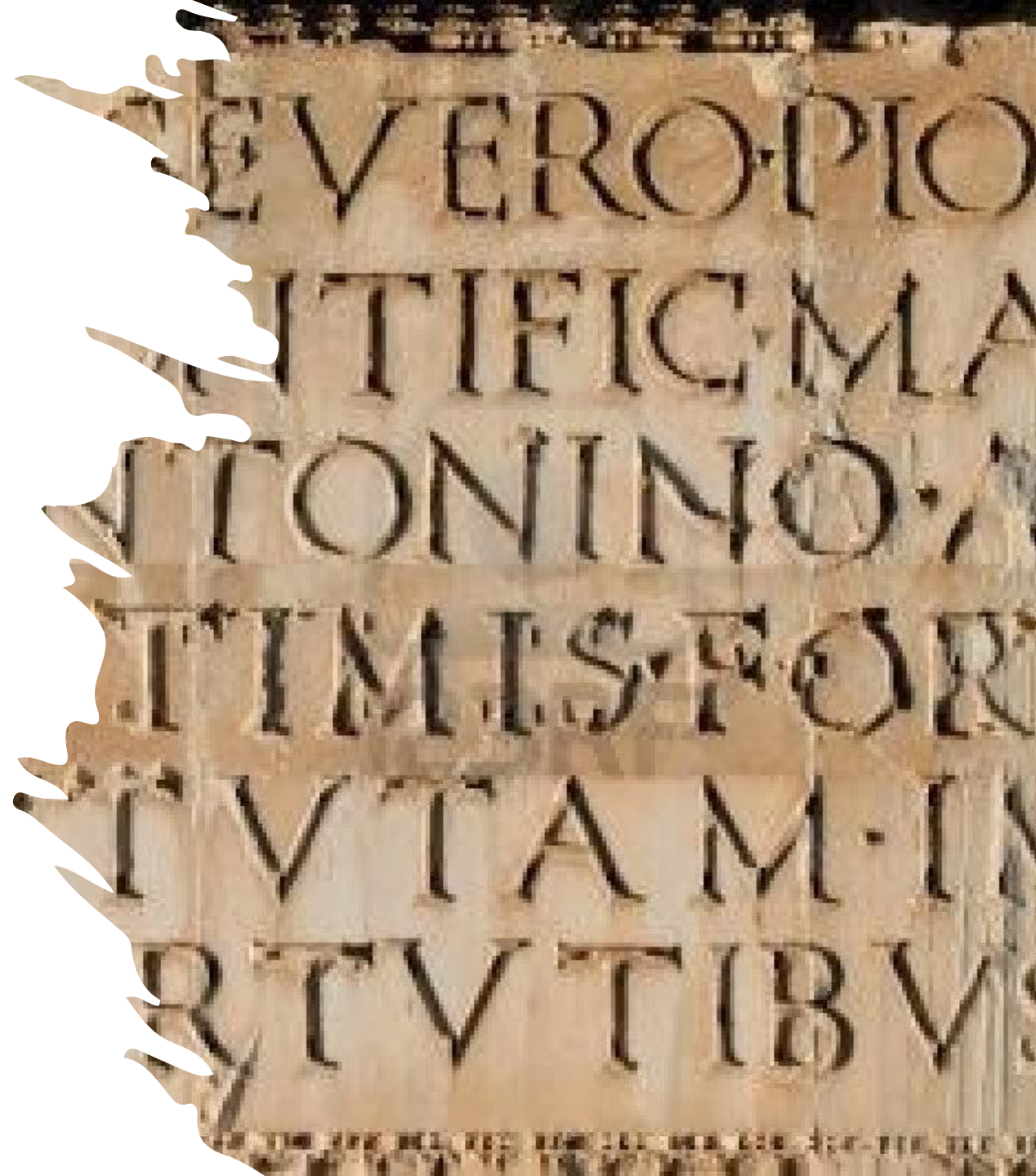
# Content

- Year 4: Textbook (Cambridge Latin Course or other, plus a selection of texts provided by the teacher)
- Year 5: Selection of Latin texts → [mare nostrum](#)
- Immersion in history, culture, philosophy, politics, daily life of the ancient world
- Deepening the knowledge of grammar
- Understanding European heritage
- Trips to Rome, Italy, southern France



# Methods and tools

- We use:
- Selected texts with commentaries
- PowerPoint presentations
- Bibliography and notes provided by the teacher
- Documentaries, etc.
- The lesson is as interactive as possible



# Assessment

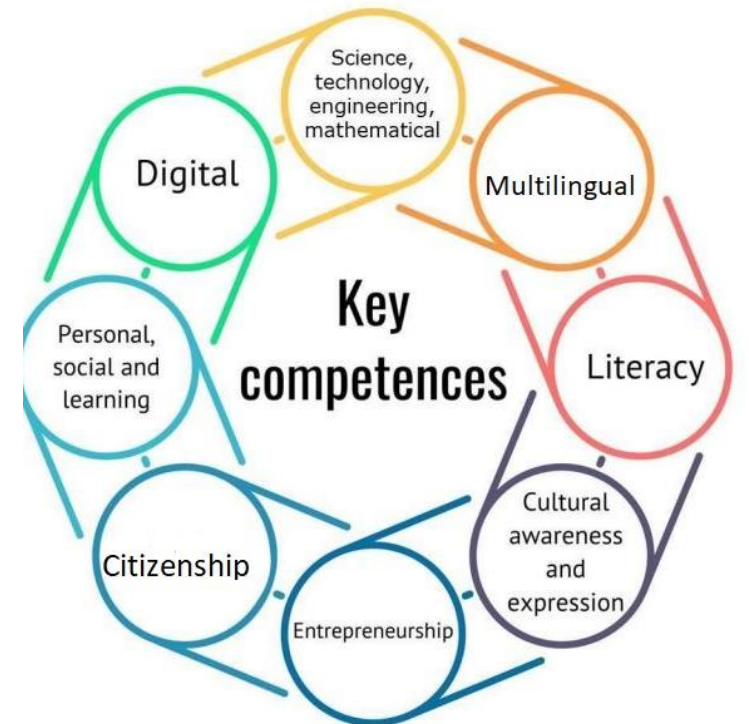
- Participation in class
- Presentations
- Homework/working in groups
- Written exams: S4, 1st semester long test, 2nd semester long tests
- S5: 1st semester long test, 2nd semester long test plus the Latinum exams
- projects



# Competences

Which competences will they have acquired?

- be able to translate Latin texts into a modern language
- Discuss and compare translations
- Evaluate the influence of Roman culture on our society
- Use modern technology to understand our past
- Broad knowledge of history and culture of the antiquity
- Logical thinking





# THANK you for listening

- More questions? Please contact:
- Mrs Nadja Scheicher:  
[nadja.scheicher@teacher.eursc.eu](mailto:nadja.scheicher@teacher.eursc.eu)
- Mrs Vasiliki Knitou:  
[knitouva@teacher.eursc.eu](mailto:knitouva@teacher.eursc.eu)



L4



## Learning objectives in L4

- . develop written and oral communication skills (comprehension and expression)
- . to know the history and culture of the target language
- . to strengthen the students' identity as European citizens open to other cultures
- . strengthen the spirit of tolerance, openness and dialogue between peoples



By the end of year 5, the student should be able to:

- understand familiar words and everyday phrases relating to oneself, one's family and one's environment, when spoken slowly and clearly
- read and understand short, simple everyday texts
- communicate at a basic level and ask and answer simple questions related to everyday situations and very familiar topics, such as going shopping, telling the time, presenting themselves, talking about hobbies, the weather and holidays
- use simple phrases and sentences to describe people and things in his/her familiar environment



**By the end of year 5, the student should be able to:**

- **write short, simple texts on familiar topics relevant to the learners' environment and fill in forms**
- **demonstrate a basic understanding of cultural features in the target language countries**
- **relate elements of acquired cultural awareness to elements of the culture of the target language countries**



## Learning an L 4 language , also...

- **emphasize the pupil's cultural identity as European citizens who are open to other cultures**
- **reinforce the spirit of tolerance, cooperation and dialogue between all the members of the school community.**



# Assessment

- **A mark:** small tests, listening exercises, written work and short oral presentations
- **B mark:** 1 B test per semester
- **NO COMPO** in year 5!





## ONL = Other National Language (4 periods)

By the end of year 5 pupils should reach language level B1. Pupils should:


- understand everyday oral language and grasp the overall picture of news and other media content,
- read and understand both fictional and non-fictional texts,
- share information and write about common subjects, describe experiences and cultural objects,
- understand the dynamics of culture, society, history and literature in different contexts,
- know cultural codes,
- know strategies for language learning and
- know how to use different sources to develop their linguistic skills.

ONL aims to:

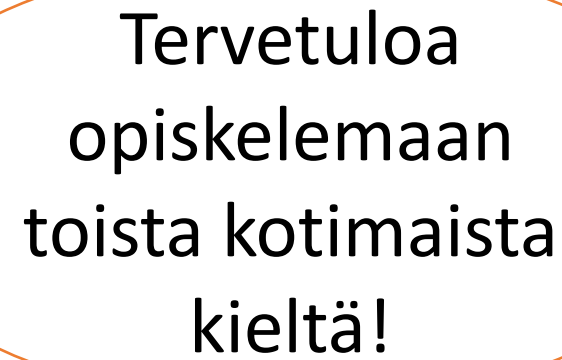
build on the skills students have already acquired and to further develop their knowledge and linguistic competences in the language. It aims to promote natural and communicative use of the language and is intended to prepare learners to follow third-level courses in the language.








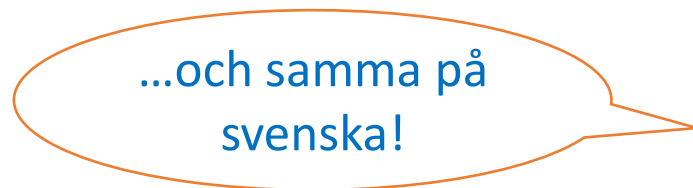
ONL gives the pupil a deeper cultural awareness of one of the national languages in Finland, opens doors for future studies and deepens the understanding of the Nordic connection.



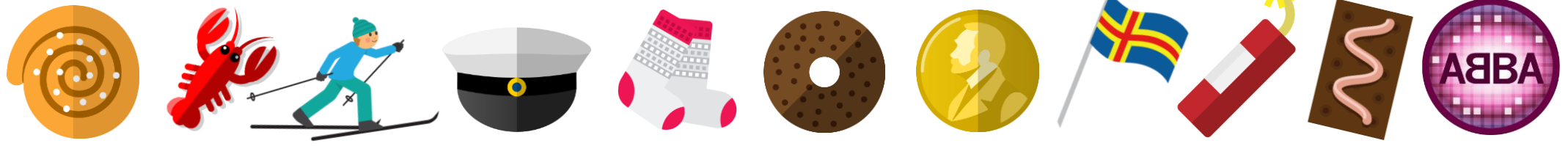
Tervetuloa  
opiskelemaan  
toista kotimaista  
kieltä!



ONL aims to promote natural and communicative use of the language and create a personal relationship to Finnish and/or Swedish languages spoken in Finland, Sweden and abroad.

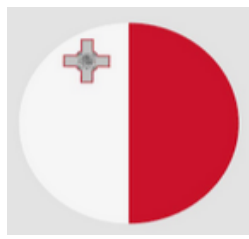


...och samma på  
svenska!





Throughout this course the students will engage with Irish History, Geography, Literature, Arts & Sports.



# Maltese as ONL

**Teaching of Maltese as ONL takes place from Nursery through to the Baccalaureate, in protected classes, irrespective of the student numbers.**

Nursery	2 x 30-minute periods per week
Primary Years P1-P5	2 x 45-minute periods per week



**In the Secondary, Maltese as ONL is studied for 2 periods in s1-s3. As from S4, it can be chosen as 4p option and even chosen as a Baccalaureate Written or Oral exam.**

**Minimum levels of proficiency are comparable with that of other language levels of languages in the E.S.**

	Nursery	Primary	S3	S5	S7
L2		A2	B1	B2	C1
L3			A1+	A2+	B1+
L4				A1	A2+
L5					A1
ONL	A1.1 oral	A1.2	A2	B1	B2





# Maltese as ONL

**The teaching of Maltese as ONL targets the 8 key competences, and treats all aspects like speaking, listening, writing and grammatical knowledge in different school cycles.**

**It promotes communicative use of the language, and prepares learners to follow postsecondary courses. Students will be able to handle and use different types of texts, and acquire a deeper awareness of Maltese language, culture and literature.**





# ONL

Do you wish to know more? Please do not hesitate to contact us:

Irish: Conor Hegarty: [conor.hegarty@teacher.eurasc.eu](mailto:conor.hegarty@teacher.eurasc.eu)

Maltese: Marthese Lufi: [marthese.lufi@teacher.eurasc.eu](mailto:marthese.lufi@teacher.eurasc.eu)

Finnish: Minna Aalto: [minna.aalto@teacher.eurasc.eu](mailto:minna.aalto@teacher.eurasc.eu)

Swedish: Irene Markström: [irene.markstrom@teacher.eurasc.eu](mailto:irene.markstrom@teacher.eurasc.eu)

Finnish and Swedish: Elina Sänkiaho: [elina.sankiaho@teacher.eurasc.eu](mailto:elina.sankiaho@teacher.eurasc.eu)

# Art in S4 and S5

**Art is an opportunity for students to develop through personal research and investigation their individual creative potential**



# Content

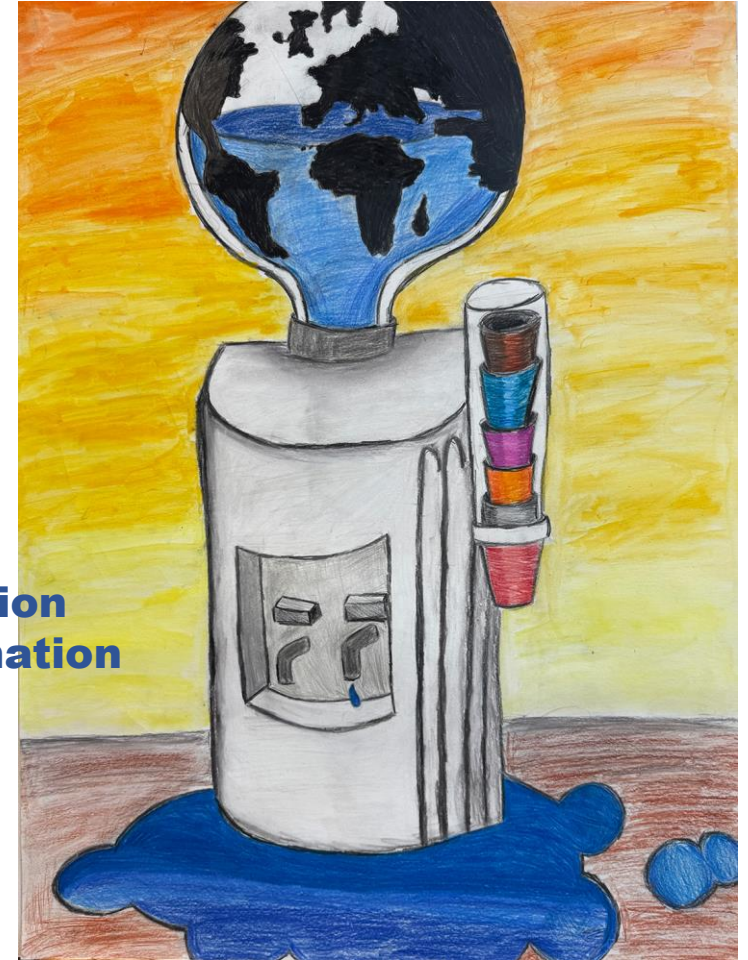
The course consists of project-based topics. A variety of tasks are set within each topic using a range of techniques and processes to stimulate individual creativity.



## Topics

- ✓ **Figurative and Abstraction**
- ✓ **Observation and Imagination**
- ✓ **Landscape/City**
- ✓ **Communication**
- ✓ **Objects and Still Life**
- ✓ **Movement**
- ✓ **Faces and Portraiture**
- ✓ **Cultural Identity**
- ✓ **Creative Drawing**
- ✓ **Art and Science**
- ✓ **Architecture and the environment**

2 periods per week



# Personal research

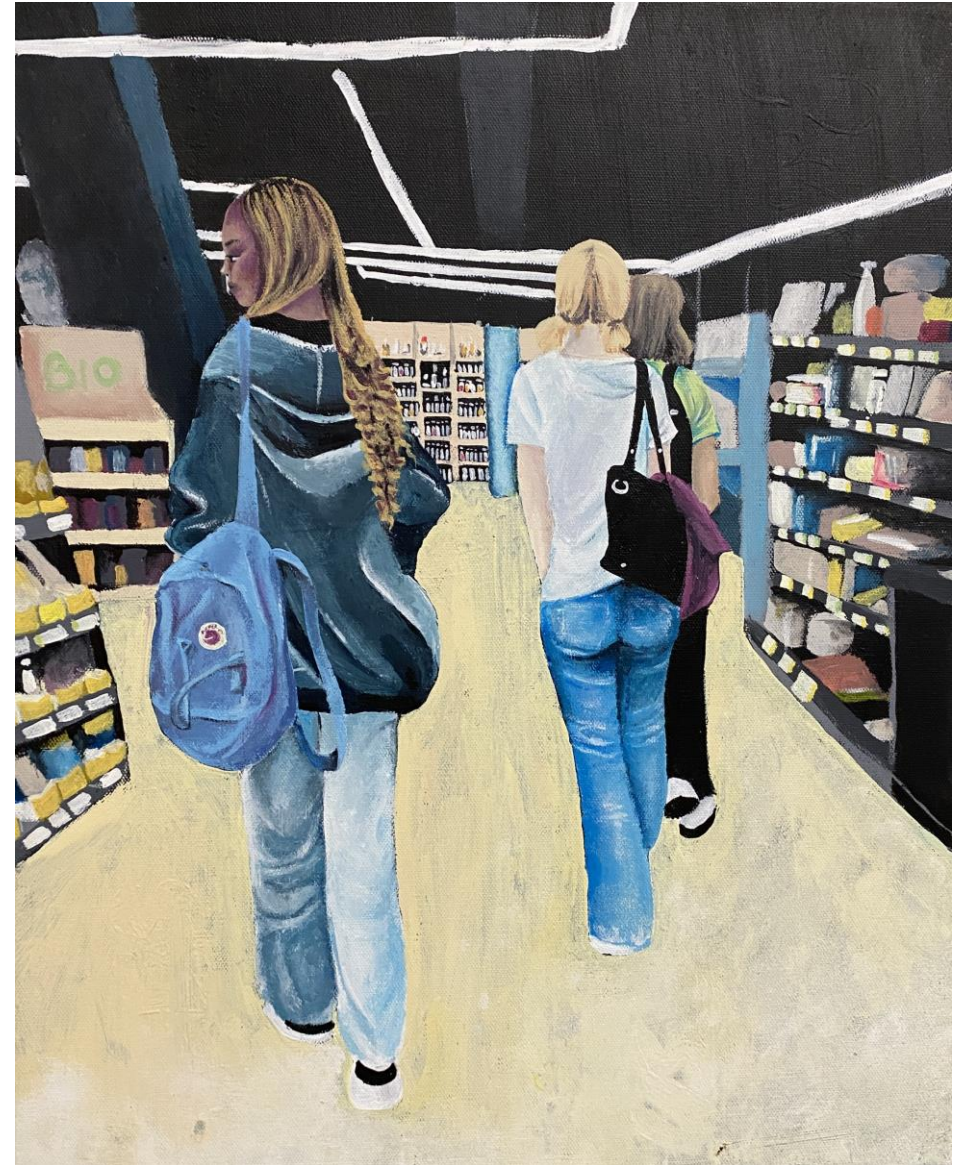
The research is recorded in the sketchbook which contains visual and written information on artists and designers, the students own sketches, photos and media experimentation as well as documentation of visits to museums and galleries.

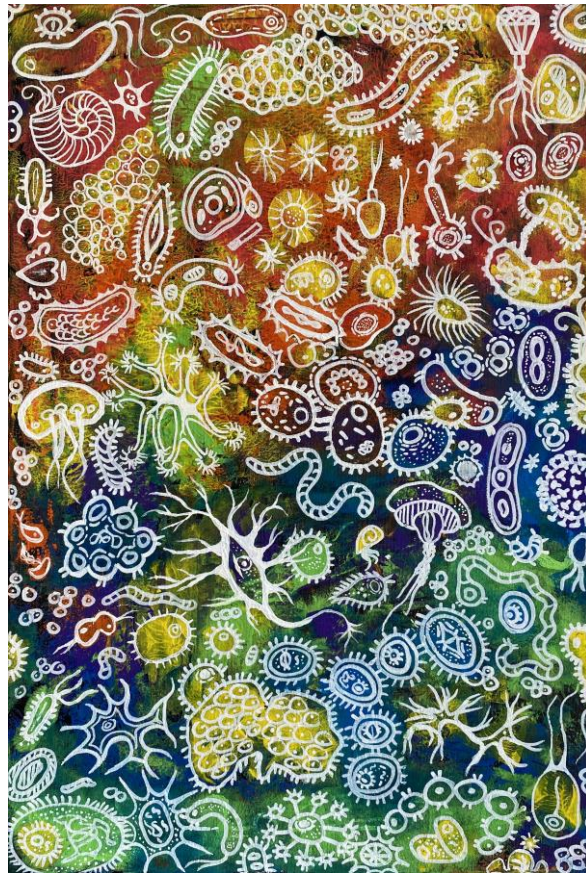




## For which careers?

- ✓ **Architecture**
- ✓ **Advertising**
- ✓ **Fashion design**
- ✓ **Graphic design**
- ✓ **Photography**
- ✓ **Interior design**
- ✓ **Web page design**
- ✓ **Animation**
- ✓ **Fine arts (painting, sculpture, engraving)**
- ✓ **TV and video production**





## **Assessment**

**A mark: coursework, sketchbook**

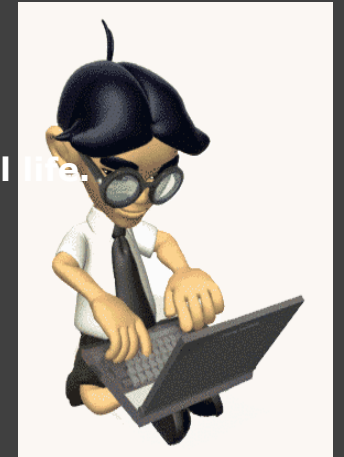
**B mark: one practical Alternative Summative Assessment Task (ASAT) per semester**

# Option Choices S4-S5 meeting with parents of S3

by Tomasz Prokop  
**ICT COORDINATOR**



- ICT is a valuable choice for pupils, no matter what are their career preferences.
- Digital technologies are
- needed almost in every branch of higher education.
- Initial steps at school will certainly
- help them learn additional digital tools that might be necessary during their studies and professional life.
- **NO REQUIREMENTS** is needed to take this course.
- Taught through the pupil's working language (L2). If this is not possible, then through L1 or L3.
- The ICT syllabus has a modular structure  
*This means that content is divided into topics that do not necessarily depend on one another.*
- Evaluation: tests and projects.
- Teacher continuity in years 4 and 5
- Teachers are free to plan when the topics are covered; considering that the following topics (next slide) have to be covered by the end of year S5.



# S4-S5 ICT Voluntary subject 2p/week.

The curriculum implemented in grades s4-s5 is as follows

Deeper look to :

- **Advanced Word processing,**
- **Traitement de texte (MS Word)**



# S4-S5 ICT Voluntary subject 2p/week.

Projects made  
by my students

The collage features several digital projects:

- 2022 Calendar:** A large calendar for the year 2022, showing months from January to November with dates and days of the week.
- Company / Project Title Executive Summary:** A document with sections for 'Overview - The Quick Pitch', 'The Problem', 'The Solution', and 'Highlights'. It includes bullet points and a small bar chart.
- Newsletter Template:** A design template for a newsletter, featuring a header, a main content area with a placeholder image, and a footer. It includes instructions on how to use themes and paragraph styles.
- Resume Template:** A resume template for 'YOUR NAME' with contact information and sections for 'OBJECTIVE', 'SUMMARY OF QUALIFICATIONS', and 'EXPERIENCE'. It includes a list of skills and a table for 'DEPARTING FLIGHT'.
- Travel Itinerary:** A travel itinerary for 'Meetings & Training' in New York City, including a table for 'DEPARTING FLIGHT', 'CAR RENTAL', and 'HOTEL'.



# S4-S5 ICT Voluntary subject 2p/week.

Deeper look to :

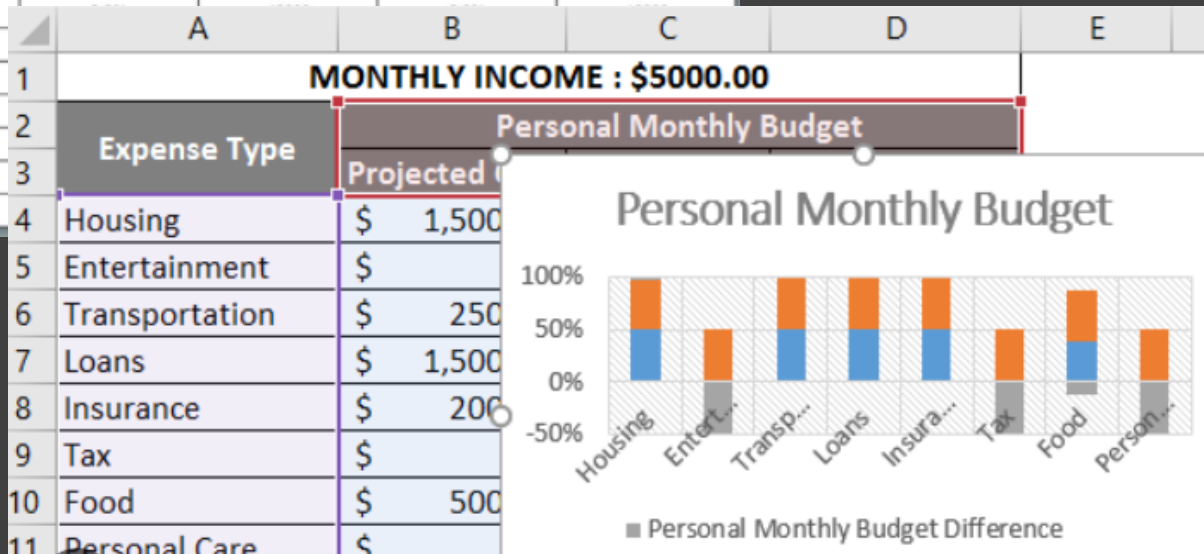
- **Advanced Excel,**
- **Feuilles de calcul avancées (MS Excel)**



# S4-S5 ICT Voluntary subject 2p/week.

Projects made  
by my students

Household balance sheet					
Month	Income		Expend		Balance
	Sum	Percent	Sum	Precent	Sum
January	23000	6.6%	15000	7.1%	8000
February	20000	5.7%	18000	8.6%	2000
Marth	35000	10.0%	31000	14.8%	4000
April	25000	7.1%	11000	5.2%	14000
May	23000	6.6%	8000	3.8%	15000
June	33000	9.4%	25000	11.9%	8000
July	29000				
August	36000				
September	32000				
October	36000				
Novonber	31000				
December	28000				
<b>Total</b>	<b>351000</b>				





# S4-S5 ICT Voluntary subject 2p/week.

Deeper look to :

- Advanced Database with Access,
- **Bases de données (MS Access)**



# S4-S5 ICT Voluntary subject 2p/week.

Projects made  
by my students

The screenshot displays a Microsoft Access database application with several windows open:

- Main Menu:** A dark blue window with buttons for "Customer List", "Customer Form", and "Customer w Contacts".
- CustomerListF:** A table view showing a list of customers with columns for ID, First Name, and Last Name. The data includes:

ID	First Name	Last Name
1	Richard	Rost
2	James	Kirk
3	Deanna	Troi
4	Jean Luc	Pi
5	Will	Riker
6	Malcom	Re
- CustomerContactF:** A form for a customer contact, showing fields for Customer ID (1), Name (Richard Rost), and Email (amicron@gmail.com). It also includes a "Contact History" table:

Date / Time	Notes
12/12/20 4:56 pm	Called about a job
12/12/20 4:56 pm	Came in for interview*
01/16/21 2:10 pm	
- OrderF:** A form for an order, showing fields for Order ID (2), Order Date (1/14/2021), Address (555 Park Ave, CSZ, Riverside, CA, 92527), and Customer (Kirk, James). It includes a table of order items:

Product	Qty	Unit Price	Ext Price
Phaser Bank	1	\$1,500.00	\$1,500.00
Photon Torp.	3	\$1,000.00	\$3,000.00
Tribble Bait	15	\$500.00	\$7,500.00
3D Chess Board	2	\$50.00	\$100.00
Bat'leth	4	\$20.00	\$80.00
Training	1	\$30.00	\$30.00
- INVOICE:** A window displaying an invoice for the order, with a total amount of \$12,210.00.
- Relationships:** A window showing the database relationships, including tables like Resource Type, Role, and Order.



# S4-S5 ICT Voluntary subject 2p/week.

Deeper look to :



- Introduction to PYTHON Programming
- **Introduction à la programmation en PYTHON**

# S4-S5 ICT Voluntary subject 2p/week.

Projects made  
by my students

```
*Bez tytułu — Notatnik
Plik Edycja Format Widok Pomoc
Module Module1

Sub Main()
  Dim x As Double
  Dim y As Double
  x = InputBox("Please type a number and click OK.(x)")
  y = InputBox("Please type a second number and click OK.(y)")

  MsgBox("x+y=" & x + y)
  MsgBox("x-y=" & x - y)
  MsgBox("x*y=" & x * y)
  MsgBox("x/y=" & x / y)
  MsgBox("x^y=" & x ^ y)
End Sub

End Module
```



# S4-S5 ICT Voluntary subject 2p/week.

Deeper look to :

- Computer graphics - photoshop, etc
- **Infographie (Adobe Photoshop)**



Projects made  
by my students



# S4-S5 ICT Voluntary subject 2p/week.

Deeper look to :

- ICT and society, data protection, copyrights, networking /
- ICT et société (protection des données, droits d'auteur, networking, social media)
- Web design ( HTML, CSS, JavaScript )
- Conception de sites Web



# S4-S5 ICT Voluntary subject 2p/week.

ICT enables pupils to develop their :

**ICT permet aux élèves de développer:**

**Learning to learn skills**

**Capacité à acquérir des compétences**

**Organisational and leadership skills through projects and collaborative work./**

**compétences organisationnelles et de leadership à travers des projets et un travail collaboratif.**





**S4-S5 ICT Voluntary subject 2p/week.**

**Thank you...**  
**Merci...**



**Contact :**

**[tomasz.prokop@teacher.eurasc.eu](mailto:tomasz.prokop@teacher.eurasc.eu)**



MUSIC S4-5

# Optional music: what's in it for me?

- Small groups
- Students are motivated
- Strong focus on practical music making and composing
- Students can influence the choice of topics
- Trips to e.g. Brussels, Vienna, Bonn, ...

# Three main areas of musical competence

1. Composing and improvising
2. Performing
3. Listening and responding



# 9 topics

The music group chooses five:  
Three for S4  
Two for S5

- Music for film
- Contemporary musical styles and cultures
- Music for dance
- Music for special occasions
- Musical theatre
- European folk music traditions
- Music and voice
- Programme music in the 19th century
- Composing in the last 100 years



At the end of S5 students prepare their final project

# FAQ

- Do I need to know how to play an instrument?
  - Not necessarily, we will learn playing and singing during lessons as well.
- If I want to have music in S6-7, do I need to take music now?
  - Not if you can play an instrument and have enough previous musical studies at the end of S5. In S6 you must have your own instrument and be able to read and write music (although we will keep revising, of course).
  - Remember, singing voice is an instrument!



# Possible careers in music

1. Musician / performer
2. Careers behind the scene:
  - Concert promoter
  - Music producer
  - Tour manager
  - Music attorney
  - Music director
  - Music publicist/journalist
  - Music therapist

# Learning resources

- Students will learn to work with state-of-the-art technologies such as Musescore, BandLab, Ableton, ...
- Students will be exposed to a variety of instruments and musical practices.







A-Mark: Performance, concert  
review, compositions

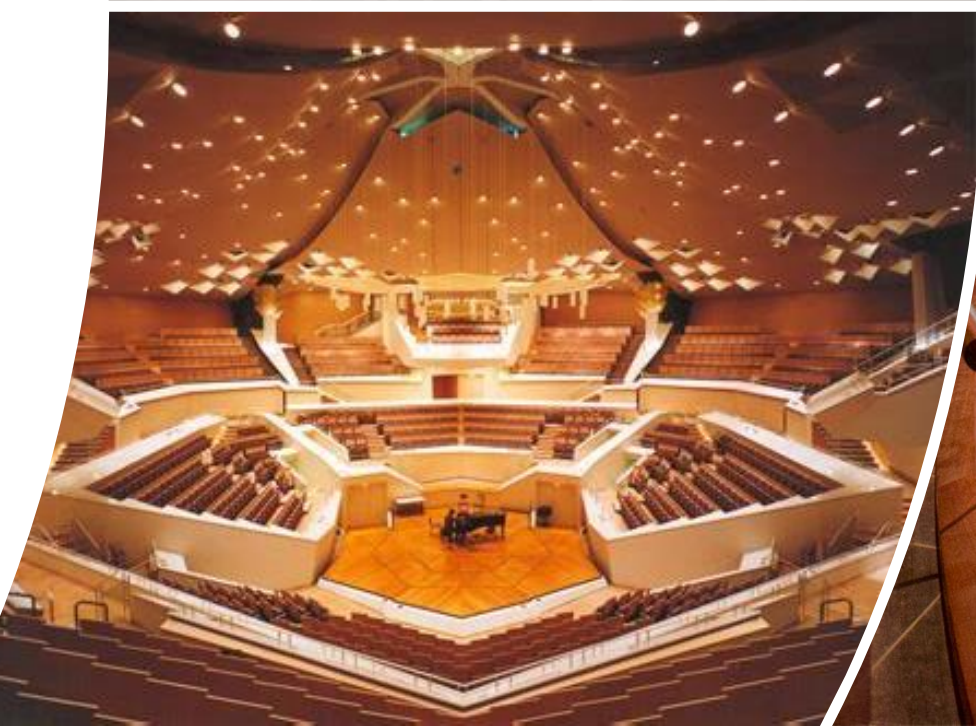


B-Mark: Final project with portfolio



# Activities

- Concerts and study trips



# Soirée d'information

## Choix des matières pour S4-S5

### 2025-2027



<b>Klasse/Class/Classe</b>	<b>Raum/Room/Salle</b>
S3DEA	E101
S3ENA/B	F104
S3ESA	F004
S3FIA	E104
S3FRA/B/C	Cantine
S3NLA	E004
S3PLA	F101
S3PTA	F001
S3SVA	E001