

PROGRAMME 2020

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ENSEIGNEMENT DE SPÉCIALITÉ

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Didier Musso



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JUILLET-AOUT 2001 ,2001 **Letopis Matice srpske** ,2001 **MATHS TERMINALE S OBLIGATOIRE**. Guy
Bontemps,1998-01-01 Ce manuel de la collection Fractale a fait l'objet d'une refonte totale qui le rend conforme aux
nouveaux programmes en vigueur partir de septembre 1998 et qui prend acte des nouvelles orientations pédagogiques de l'
enseignement des mathématiques au lycée Cet ouvrage s'adresse aux élèves qui ont fait choix d'une filière scientifique et qui
poursuivront leurs études dans cette voie Les auteurs se sont donc efforcés tout au long de ce manuel de choisir des exemples
issus de ce domaine Ils se sont aussi attachés à développer l'attitude scientifique et la capacité d'argumenter des élèves devant des
documents rencontrés dans les autres disciplines ou dans leur environnement quotidien Dans ce manuel volontairement
simple tout en tant attrayant le cours est réduit à l'essentiel et les activités préparatoires sont peu nombreuses Les TP aux
questions guidées sont ceux prescrits par le programme En revanche une place importante est consacrée à l'acquisition des
savoir-faire avec un grand nombre d'exercices résolus et rédigés avec explicitation détaillée des méthodes relayés par de
nombreux exercices d'entraînement de recherche et de rédaction La préparation à l'épreuve du bac l'élévément majeur de l'année
scolaire a particulièrement pris en compte une rubrique lui tant consacrer **Maths** René Gauthier,Ginette Mison,2006
Mathématiques, terminale S Raymond Fleurat-Lessart,Jean-Luc Millet,1996-01-01 **Maths Terminale S.**
Enseignement obligatoire, programme 2002 Ginette Mison,René Gauthier,2002 **Mathématiques, terminale S**
Raymond Fleurat-Lessart,Jean-Luc Millet,1994 **Réussir son bac** Raymond Fleurat-Lessard,Jean-Luc
Millet,Marie-Madeleine Roumilhac,1999 Ce qu'il faut SAVOIR synthèse de cours Définitions propriétés résultats Ce qu'il faut
SAVOIR FAIRE méthode Conseils de résolution d'un exercice Ce qu'il faut FAIRE exercices types Exercices et problèmes
corrigés Une méthode efficace pour répondre à l'attente des examinateurs et réussir votre preuve de mathématiques **Maths**
Terminale S Raymond Fleurat-Lessard,Jean-Luc Millet,Marie-Madeleine Roumilhac,2002-09-03 **Mathématiques**
terminale S Geneviève Haye,Josette Rivard,1994 Pourquoi Bordas Performance La recherche de la performance individuelle
quelque niveau qu'elle se situe doit s'appuyer sur une bonne technique et une quantité suffisante d'entraînement ceci vaut
pour le sport la musique les jeux et l'étude des mathématiques Aussi autant connaître les méthodes et les pratiques d'entra-
înement qui permettent de progresser Ce livre vous aidera affronter victorieusement les mathématiques en Terminale S Il
propose un grand nombre de QCM technique d'évaluation permettant de tester progressivement les acquis de savoir ce qui a été
compris ce qui ne l'a pas été grâce aux corrigés motivés et détaillés de combler les lacunes l'essentiel mémoriser pour savoir
faire tous les objectifs atteindre illustrés d'exemples commentés avec explications et conseils de méthode des exercices de
synthèse globalement résolus afin d'étudier des thèmes sous un angle synthétique Bordas Performance privilégie la réflexion et sé-
lectionne l'essentiel pour vous permettre de vraiment réussir en maths Bon entraînement avec Bordas Performance **Les**

maths en terminales , Maths Terminale S. Enseignement de spécialité, programme 2002 Collectif,,Guy Bontemps,2002

Maths Tle S Jean Clerjon,Daniel Duclos,René Gauthier,2005 Ce cahier d'activités a pour but d'aider les élèves pendant leur période d'apprentissage ou de révision Il veut aussi préparer les élèves différentes formes de preuves qui pourraient être proposées au baccalauréat Ce cahier contient 35 Q C M comportant une dizaine de questions pour lesquelles sont proposées quatre réponses dont une au moins est exacte Nous ne proposons pas de système de notation et laissons au professeur de la classe le soin d'en faire une valuation s'il le désire dix séries de questions Vrai Faux recouvrant l'essentiel du programme en une vingtaine de questions chacune 35 noncés de Questions Ouvertes de difficulté variable Ils favorisent la prise d'initiative et la mobilisation des connaissances Toutes les réponses se trouvent la fin du cahier *Mathématiques* Carnec,1994

Maths pour les cracks ,1999 **Mathématiques** Gabriel Boissière,1994 Voici un nouveau manuel de la collection FRACTALE destin aux élèves de Terminale ES Ce livre est entièrement conforme au nouveau programme en vigueur partir de septembre 1994 Cet ouvrage s'adresse des élèves qui ont fait le choix d'une filière économique et sociale et qui poursuivent leurs études dans les domaines social juridique économique et commercial Les auteurs se sont donc efforcés tout au long du manuel de choisir des exemples issus de ces domaines et ainsi de développer leur attitude scientifique et leur capacité d'argumenter devant des documents rencontrés dans les autres disciplines ou dans leur environnement quotidien Dans ce manuel volontairement simple le cours est réduit l'essentiel les TP aux questions guidées sont ceux prescrits par le programme et les exercices sont très nombreux variés dans leur difficulté et leur type l'une des priorités est en effet d'entraîner les élèves la résolution méthodique des exercices *Mathématiques* Hubert Carnec,Geneviève Haye,Monique Nouet,1994 Ce nouveau manuel de la collection FRACTALE est destiné tous les élèves de Terminale S qu'ils aient choisi l'enseignement de spécialité de Mathématiques ou non Il est conforme au programme appliqué depuis septembre 1994 Cet ouvrage s'adresse des élèves qui ont fait le choix d'une série scientifique L'accent a donc été mis sur le développement de l'acquisition des méthodes lors de la résolution des exercices et des problèmes Le cours est volontairement simple Les démonstrations de quelques propriétés sont proposées en exercices sans sortir du programme elles sont plus particulièrement destinées aux élèves de Terminale S qui suivent galement l'enseignement de spécialité de Mathématiques L'un des objectifs principaux de cette classe est la préparation l'examen A cette fin la rubrique Le jour du Bac entraîne méthodiquement les élèves l'épreuve du baccalauréat

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