



Course Description

Arabic LP

تعزير قدرة التلامذة اللغوية من خلال اعتماد الفصحى لغة التواصل، وتنمية مخزونهم اللغويّ بكثير من الألفاظ والتراكيب، وتثبيت معرفتهم بقواعد اللغة وصولاً إلى الفهم الدقيق والتعبير الصحيح والتحليل السليم، والقيام بأنشطة تحاكي المحاور المطلوبة في البرنامج اللبناني وتؤكد أهميّة اللغة العربيّة وقدرتها على ملامسة القلوب ونقل أسمى المعاني، إضافةً إلى تدريب التلامذة على حسن الأداء وجودة الإلقاء، وتزويدهم بالأفكار والمعاني والقيم الأخلاقيّة.

Arabic AP

يهدف برنامج اللغة العربيّة، في المنهج الأميركي، إلى تحقيق الأمور الآتية:
التكامل بين كافة الحلقات الدراسية (الروضة، الصفوف الأساسيّة بحلقتيها الأولى والثانية والثالثة، والصفوف الثانويّة)
التوفيق بين الشفويّ والكتابي.
إغناء المخزون اللغويّ عند المتعلّمين.
تنمية الحسّ بالخير والحقّ والجمال.
تعويد الذاكرة على حفظ كلّ ما هو جميل ومفيد.
جعل اللغة العربيّة سهلة التناول عند المتعلّمين.

English

The English Language course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. The students' writing and reading tasks make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

French

Le cours de Français repose sur une approche actionnelle qui s'inscrit pleinement dans le Cadre européen commun de référence pour les langues (CECRL). L'objectif principal de ce cours est de développer les quatre compétences : Compréhension de l'oral, compréhension de l'écrit, production orale et production écrite.

Enseigner le français langue étrangère en maternelle, vise à familiariser l'enfant à des réalités phonologiques et accentuelles de la langue française, lui faire acquérir les premières connaissances dans cette langue, et améliorer ses capacités langagières notamment à l'oral. En effet, des activités de communication sont appliquées pour développer les compétences de l'écoute, l'expression orale, la compréhension et la lecture. Par ailleurs, les assises de l'apprentissage de l'écrit commencent essentiellement dans le cycle primaire (*Lower*) et sont consolidées au même titre que l'oral durant les trois années du cycle. Les notions de base d'activités de langue sont ainsi introduites et investies notamment au service de l'oral. L'équilibre entre l'enseignement de l'oral et de l'écrit sera ainsi atteint progressivement.

La méthode d'enseignement préconisée dans les cycles primaire (*Upper*) et complémentaire sera celle des langues vivantes et plus précisément le FLE. Le but est de développer un répertoire langagier dans lequel toutes les capacités linguistiques trouvent leur place. De plus, les élèves des classes complémentaires se préparent pour présenter le DELF (Diplôme d'Études en Langue française) junior, en vue d'obtenir un diplôme officiel, le premier diplôme de leur parcours scolaire. Cela les incite à prendre l'apprentissage de la langue plus au sérieux. La méthode adoptée dans ces différentes classes est la méthode active qui met l'élève au centre de l'apprentissage. En effet, l'élève est continuellement sollicité pour agir, interagir et réagir. C'est ainsi qu'il s'approprie un nouveau lexique et qu'il apprend à le réinvestir dans de différentes situations.

Dans le cycle secondaire, il s'agit aussi de la méthode FLE mais qui s'adresse à de grands adolescents. Elle est conçue à partir de supports variés qui reflètent les intérêts et les préoccupations de ce public. Cette méthode s'appuie le plus possible sur des activités naturelles, plus proches de la conversation entre adultes que de l'exercice scolaire. L'élève est acteur dans une classe qui devient un espace social où s'échangent des informations, des expériences et des opinions. De ces interactions vont naître le désir d'apprendre et de maîtriser le vocabulaire, la grammaire et la prononciation, le besoin d'acquérir des stratégies de compréhension et de production et l'envie de mieux connaître les cultures francophones. Parallèlement, des activités de simulation permettront aux apprenants d'anticiper les situations qu'ils auront à vivre dans les environnements francophones.

Durant les deux premières années du cycle secondaire et pour certifier leurs compétences en français, nos apprenants ont le choix de se présenter aux épreuves du DELF. Ce diplôme, reconnu au niveau international, leur est délivré par le Ministère français de l'Éducation nationale.

Dans le programme du diplôme du Baccalauréat International (BI), les cours Français B et Français *ab initio* sont conçus pour apporter aux élèves les compétences et la compréhension interculturelle nécessaires pour pouvoir communiquer avec succès dans un environnement où la langue étudiée est parlée. Cette communication est démontrée par des compétences réceptives, productives et interactives utilisées dans divers contextes et dans des buts variés qui sont adaptés au niveau du cours.

Les thèmes du cours sont choisis de façon à susciter l'intérêt des jeunes. Les activités sont conçues de manière à permettre aux élèves d'accroître progressivement leurs compétences linguistiques, tout en favorisant leur réflexion personnelle, le développement de leur pensée critique et leur implication dans leur apprentissage.

Mathematics

In the elementary division, the course aligns its mathematical expressions and concepts with the common core math standards. The Math program develops a familiarity with numbers, addition, subtraction, multiplication and division as well as geometry for students using hands on approach and knowledge of the subject matter. It promotes problem solving reasoning and the development of critical thinking skills. It also inspires students to embrace the power of math through real-world applications, experiencing just how fun math success can be. The program interweaves the three components of rigor—conceptual understanding, procedural skill and fluency, and application-enabling our students to steadily progress and grow their math confidence. Moreover, in the intermediate division, emphasis is placed on studying algebra in context through problem solving and real-life applications. The course will benefit the student by

equipping them with the necessary skills and understanding for future math and science studies. As for the secondary division, the course has main objectives the development of the student to its full potential in the understanding of mathematical concepts, skill accuracy, reasoning ability, thinking and problem-solving independence, visual interpretation and real-world applications of the objectives. The program provides opportunities for all students to follow a rich curriculum according to their level and future expectations. In addition, the IBDP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. Throughout this course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical idea.

Chemistry

The chemistry course at the Intermediate level provides an in-depth introduction to the fundamental concepts of general chemistry, emphasizing on the theories and practice required for an understanding of the chemical phenomena. This course is offered in a traditional onsite format with two or three sessions per week including laboratory work. Focus areas include introduction to Elements and the Periodic Table, Atoms and Chemical Bonding, Chemical Reactions, Acids-Bases and Solutions, Electrochemistry, Organic Chemistry, and Environmental Chemistry. At the Secondary level the course is designed to provide a more rigorous and advanced interpretation of the principles of chemistry and their application, and the development of laboratory skills, that will prepare students for further studies in chemistry in college. It is offered in an onsite format with two to five sessions per week including laboratory work. Focus areas consist of Measurement, Data Processing and Analysis, Molecules and Compounds, Chemical Composition, Stoichiometry, Electrons in Atoms and the Periodic Table, Chemical Bonding, Gases, Liquids, Solids and Intermolecular Forces, Acids-Bases and Solutions, Matter and Energy, Chemical Kinetics, Chemical Equilibrium, Redox Reactions, and Organic Chemistry. The laboratory work reinforces acquired concepts and provides a direct review to the theories and methods learnt.

Physics

The Physics department aims to ensure the best techniques for students to learn the Physics in all of its aspects, working to strengthen their Mathematical knowledge to reinforce the theoretical learning, alongside practical vision related to the acquired concepts either through some videos, simulations or applications they encounter in their daily life and a deep assimilation of factors affecting these concepts through designed controlled experiment, done as demonstrations or to be carried and analyzed by the students themselves.

We seek to prepare our students to be highly educated and responsible people by acquiring a good objective critical thinking, alongside a deep knowledge of the phenomena encountered in real life, helping them to understand it in a scientific way and to learn how to deal with it in a safe respectful way in order to use it, when possible, in a good friendly, healthy and wise atmosphere.

The Physics department benefits of the wide variety of methods and tools provided by the multitude of programs we are teaching Physics in, looking for any useful tips and techniques in one in order to apply it in the rest.

Science & Biology

The science course at SHS emphasizes the development of scientific skills and concepts. The course includes classroom, laboratory, and skills activities that assist learners in understanding the relationships between science, technology, and society. From kindergarten to grade 7, the science course fosters curiosity and independent thinking in young learners. Students explore concepts in life science, physical science, technology, earth science, and space.

From intermediate to secondary classes, the biology course opens doors to knowledge about living organisms. It further enhances critical thinking and problem-solving skills. This course offers students flexibility in choosing their career paths by focusing on various biology disciplines, such as cells, ecology, genetics, human physiology, and evolution. Students have opportunities to practice the scientific investigation process by engaging in well-designed laboratory experiments.

Both the science and biology courses are designed to emphasize student engagement and teamwork at each level, effectively building students' inquiry and communication skills.

Sociology

Sociology is a dynamic social science that has major and long-term effects on the lives of students. It sharpens students' endurance techniques and helps them understand the basic problems of life. To a certain extent, it may be considered as a challenging subject as the world students are living in today, more than ever, is facing many social problems such as scarcity, inequality, poverty and low levels of development. While studying Sociology, students will constantly have the opportunity to come across a variety of social concepts, theories and issues. From employment, to social stratification, to social inequality to the problems arising from globalization, they will be able to apply the basic sociology concepts included in this curriculum. Therefore, a thorough understanding of the different social theories and issues will provide students with the chance to explain, analyze, and evaluate social issues. They will be able to define problems, evaluate various alternatives and suggest solutions. They will enjoy integrating what they have learnt within the context of the classroom to real life situations.

Business Management

The goal of the business management course is to address the present and future needs of students who wish to increase their understanding of business-related topics, ideas, and resources in order to support business decision-making. Future workers, corporate executives, entrepreneurs, or social entrepreneurs need to be self-assured, inventive, and compassionate change agents for the global economy. The goal of the business management course is to promote the growth of these qualities.

The four multidisciplinary principles of creativity, change, ethics, and sustainability are examined in depth in this course, which gives students the tools to examine these ideas from a business standpoint. In today's surroundings of strategic uncertainty, business management focuses on corporate operations, management procedures, and decision-making.

Students investigate how internal and external organizational elements affect business decisions and how those decisions affect a variety of internal and external stakeholders. The practical business tasks of human resource management, finance and accounting, marketing, and operations management are prioritized along with strategic decision-making.

The internal assessment (IA) for both SL and HL is an independent business research project that allows for more examination and evaluation of information, concepts, and context. The business management course fosters the application of local, national, and international examples to content and concepts. By examining an organization's operations through the lenses of creativity, change, ethics, and sustainability, students can gain a greater understanding of it.

Students will be judged on their understanding of crucial modern business themes for the external assessment (paper 1 SL and HL) through their analysis of a fictitious company. The emphasis on developing students' analytical and quantitative financial skills is increased in Paper 2 (SL and HL). This will enable students to blend more in-depth financial analysis with their qualitative writing as business communicators. In paper 3 (HL only), students use a creative and potentially disruptive social venture to apply their knowledge of business tools and material. Students studying business will be able to show off their analytical, creative, and evaluative abilities with this paper. It will enable students to make morally sound strategic choices for their stakeholders regarding a troublesome good or service, improving their stakeholders' lives in the process.

The demanding and dynamic subject of business management more than fulfills the expectations of our students as they mature and develop in a complicated corporate world. The goal of this course is to train students to be global citizens equipped to meet the opportunities and challenges that await them in a world that is always changing.

Theory of Knowledge (TOK)

Students have the chance to investigate and consider the nature of knowledge and the process of knowing during the TOK course. It is a fundamental component of the DP to which schools must dedicate at least 100 hours of instructional time.

Students examine their knowledge, attitudes, and beliefs in TOK as they do so throughout their academic years and extracurricular activities. Students should find the course to be both challenging and thought-provoking as well as empowering.

The course focuses on the investigation of knowledge questions, which are an important teaching and learning tool. They include: "What constitutes good evidence for a claim?" "Are some types of knowledge less open to interpretation than others?" and "What restrictions should there be on the pursuit of knowledge?" These are debatable questions about knowledge itself. Although these questions might at first seem a little frightening, they become much more manageable when viewed in light of particular instances from the TOK course.

The three components of the TOK curriculum are intricately linked to one another.

- The main theme, "Knowledge and the Knower," invites students to contemplate who they are as thinkers and knowers as well as the various communities of knowers to which we belong.
- Optional themes: This section offers the chance to go deeper into two topics that teachers and students may find particularly interesting. All of the aforementioned topics have a huge influence on the present-day world and are crucial in forming people's perceptions and identities. From a list of five potential subjects, teachers choose two: knowledge and indigenous societies; knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion.
- The areas of knowledge (AOK) are specialized fields of knowledge, each of which may be seen to have a unique nature and occasionally use various learning strategies. Students examine five required fields of knowledge in TOK: history, human sciences, natural sciences, arts, and mathematics.

Guidelines and suggested knowledge questions are offered to aid teachers and students as they explore these three areas of the TOK curriculum. The scope, viewpoints, methods and tools, and ethics categories make up the framework in which these suggested knowledge questions are arranged. This "knowledge framework" promotes a thorough investigation of every theme and AOK. The course is more cohesive, and students are better able to make links and comparisons between the various themes and body of knowledge since these common aspects are present throughout the different curricular components.

In the TOK course, there are two evaluation tasks.

- The TOK exhibition measures a student's capacity to demonstrate how TOK manifest in the world around us. The exhibition is a part of the internal evaluation process; the instructor grades it and the IB oversees the external moderation.
- The TOK essay asks students to respond to a title that focuses on the areas of knowledge with a longer, more formal piece of writing. The essay is a part of the external assessment, and IB examiners grade it. The essay must be at most 1,600 words long and must address one of the six prescribed topics that the IB issues for each examination session.

The TOK course can start from a variety of different entry points and can be organized in a variety of ways. In order to best address the unique needs and interests of their students, teachers are urged to use flexibility, creativity, and innovation in the planning and delivery of their TOK courses.

Economics

Economics is a dynamic social science that has major and long-term effects on the lives of students. Therefore, a thorough understanding of the different economic theories and issues will provide students with the chance to explain, analyze and evaluate everyday economic issues. Economics will enable students to define problems, evaluate various alternatives and suggest solutions. It provides them with a unique opportunity to link theoretical knowledge and principles with real life situations. Economics helps students apply economic theories, models, ideas and tools and analyze economic data to understand and engage with real-world economic issues and problems facing individuals and societies. They will also develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges, and consequences of economic decision-making.

Health & Wellness

The Health and Wellness course encapsulates the importance of maintaining our physical, mental, and social health in order to reach a state of well-being. Glencoe Health is a comprehensive program that engages high school students in exploring health and wellness. Students apply real-world health skills as they create individualized plans for healthy lives. The main goal of the course is to allow students to reflect upon their current lives and apply the healthy life style choices. Students will be encouraged to make healthier choices as they explore topics on physical fitness, healthy eating, weight management, psychosocial components of health, stress management, sexual health, disease awareness and prevention, substance use, misuse, and abuse, personal safety and media awareness/consumerism.

Psychology

This course explores fundamental concepts such as child development, learning, memory, motivation, and stress management, emphasizing the importance of mental health. Students

investigate the interplay of biological and psychological factors throughout the lifespan, covering cognitive and emotional development from birth to old age.

The course underscores the significance of understanding aspects like personality dynamics, social functioning, abnormal behavior, and psychotherapy, promoting a holistic grasp of psychological principles and encouraging the importance of mental well-being.

ICT

The “ICT Curriculum” is a comprehensive series for Grades 1 to 12, providing a STEAM education experience. It covers Scratch coding, Micro: bit microcontrollers, 3D Design with Tinker CAD, and cartoon drawing. As students advance through the years, they dive deeper into these areas, learning Python, PHP, MySQL, Arduino, and Sketch Up. The curriculum balances theory with hands-on application, cultivates critical thinking and creativity, and prepares students for the digital future. It equips young learners with essential skills in algorithms, coding, robotics, and microcontrollers, fostering their curiosity and creativity in technology. This resource prepares students for the future as STEAM enthusiasts and innovators.

Music Department

Music is more than just sound; it is an expression of emotion, culture, and individuality.

Incorporating music into our curriculum aligns perfectly with our commitment to providing a well-rounded education that equips our students for success in all aspects of life.

Philosophy

The primary purpose of the Philosophy course is to adequately prepare students for the Lebanese Official Exam. This objective encompasses the acquisition of several core competencies throughout the two secondary years, specifically in terms of topic comprehension, theoretical analysis, and critical evaluation. By engaging with diverse philosophical theories, students develop a well-rounded intellectual capacity and sharpen their skills in critical and logical thinking. Moreover, the course aims to equip students with the ability to effectively engage with philosophical essays and texts, adhering to the criteria outlined by the official exams. Overall, the Philosophy course seeks to cultivate students into individuals who possess the necessary skills and knowledge to excel in the Lebanese Official Exam.

Physical Education

Physical Education is an integral part of the Sagesse High School curriculum. It is a sequential program that provides a crucial link between movement and learning. Through Physical Education our students will attain the knowledge, skills and attitude necessary to lead and sustain a physically active lifestyle.

A physically educated student will:

1. Demonstrate competency in skill and movements patterns.
2. Apply fitness concepts to achieve and maintain a healthy and physically active lifestyle.
3. Exhibit appropriate personal and social behavior in physical activity.

In the 21st Century, participation in Physical Education classes contributes to the overall success in the child's school and life developing a healthy body, positive character and strong mind.

Psychology

This course explores fundamental concepts such as child development, learning, memory, motivation, and stress management, emphasizing the importance of mental health. Students investigate the interplay of biological and psychological factors throughout the lifespan, covering cognitive and emotional development from birth to old age.

The course underscores the significance of understanding aspects like personality dynamics, social functioning, abnormal behavior, and psychotherapy, promoting a holistic grasp of psychological principles and encouraging the importance of mental well-being.

Social Studies

American Program (AP)

The AP Social Studies at Sagesse High School is a journey into the past where we explore how different civilizations lived and interacted. It all begins with ancient times, then we move into the rise and growth of various civilizations, and finally, we wrap it up with a deep study of the 19th and 20th Centuries.

In the Upper Elementary Division, we start by getting to know early human cultures, places like Mesopotamia and Egypt, and we also learn about important things like geography, money, and what it means to be a good citizen. The Intermediate Division keeps the journey going with a closer look at Greek, Indian, and Chinese civilizations, the time of the Romans, the spread of Christianity and Islamic civilization, the grandeur of Imperial China, and the intriguing era of Medieval Europe.

When we get to the Secondary Division, we zoom in on several historical events. We explore topics like battles for power, how important ideas shaped society, what happened when politics and money expanded, and how old empires and kingdoms still affect the cultures of different regions.

No matter which part of the journey you're on, we make sure to focus on developing skills that are very important for today, like critical thinking, problem-solving, communication, collaboration, and cross-cultural understanding.

مادة الجغرافيا

البرنامج التعليمي للجغرافيا يتألف من ثلاث مراحل: الابتدائية، المتوسطة، والثانوية. في المرحلة الابتدائية، يتعرف الطلاب على التفاعل بين الإنسان والطبيعة، والمشكلات البيئية، والمجال الجغرافي، والنشاط البشري، والموارد الطبيعية. كما يتعرفون على جغرافية لبنان والعالم العربي، ويكتسبون مهارات في قراءة الخرائط والرسوم البيانية. في المرحلة المتوسطة، يتقدم الطلاب في التعلم المنطقي والقياسي، حيث يتعمقون في دراسة المجال الجغرافي وجغرافية لبنان. يتعرفون أيضاً على الحاجات الاجتماعية لتعزيز الانتماء الوطني، وعلاقة لبنان بالعالم العربي. أما في المرحلة الثانوية، يصل الطلاب إلى مرحلة النضج والاستعداد للتحصيل الجامعي. يدركون أهمية علم الجغرافيا وعلاقته بسائر العلوم، ويركزون على دراسة آثار التنمية والحاجات الاجتماعية. كذلك، يتعزز انتماءهم للعالم العربي.

مادة التاريخ

برنامج التاريخ يتألف من ثلاث مراحل: الابتدائية، المتوسطة، والثانوية. في المرحلة الابتدائية، يتعرف الطلاب على عصور ما قبل التاريخ والشعوب القديمة والعرب. يتعمقون في دراسة الحضارات القديمة مثل المصريين والكنعانيين والفينيقيين، وكذلك العرب قبل وبعد الإسلام. يتعرفون أيضاً على الثورة العربية الكبرى والحروب العالمية. في المرحلة المتوسطة، يتعمق الطلاب في دراسة تاريخ لبنان خلال فترة الانتداب الفرنسي، بدءاً من نهاية الحرب العالمية الأولى وحتى نهاية الحرب العالمية الثانية. يدرسون أيضاً تأثيرات هذه الفترة على تاريخ لبنان المعاصر.

أما في المرحلة الثانوية، فيغطي البرنامج دراسة مفصلة للحضارات القديمة مثل المصرية، بلاد ما بين النهرين، الفارسية، الفينيقية، واليونانية. يتعمقون في دراسة التاريخ السياسي والاقتصاد والحضارات لكل حضارة

مادة التربية

برنامج التربية الوطنية والتنشئة المدنية يتألف من مرحلتين: المتوسطة والثانوية. في المرحلة المتوسطة، يتعرف الطلاب على حقوقهم وواجباتهم ومسؤولياتهم كمواطنين، وعلى أهمية الأسرة والمؤسسات الاجتماعية والسياسية. يتعلمون أيضاً عن أهمية وسائل الإعلام والاتصال، وقضايا الصحة والبيئة، وحركة قطاعات المجتمع الاقتصادية. أما في المرحلة الثانوية، فيتعمق الطلاب في دراسة مفهوم الدولة وأهمية التعليم في تحقيق التنمية العامة. يتعرفون على أهم المتغيرات الاجتماعية والسياسية والاقتصادية، وكيف يمكن للتعليم أن يساهم في مواجهة التحديات المستقبلية

Visual Arts

This is a course is designed to teach the fundamentals of design, starting from simple tracing, coloring, up to 3 dimensional and digital artworks.

Starting from grade 1, students investigate a wide range of media, resources and techniques, from both a historical and cultural context, as they engage in the art-making processes and create artwork from a wide range of categories and techniques.

The course provides our students with practical experience in painting, photography, drawing, digital imaging, calligraphy, illustration, figure drawing, modeling and simulation, sculpture, bas relief, assemblage and more. The course will enhance their understanding of art and help develop many skills, Creativity is an obvious but extremely important skills gained from art education are “observation, self-expression, discipline, perseverance, collaboration, risk taking, exploring and self-direction and development of fine and gross motor skills for younger students.”

Spanish

Spanish A2.2

Grades: IBDP 1, IBDP 2 & Gr. 11, Gr. 12 IBDP Level: Language Acquisition Ab initio

Five areas of study—language, texts and themes—provide the basis of the twoyear language ab initio course. These five fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these five areas and are of equal importance.

International-mindedness is central to the IB philosophy and instrumental in aspiring to a more peaceful world. Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. The nature of the language acquisition process supports international-mindedness and is, in turn, supported by it.

Intercultural understanding is defined as an ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and the student’s own. The student develops a greater awareness of his or her own culture(s) through learning about another.

Intercultural understanding provides both the link between the three areas of the course and the lens through which they should be addressed.

Spanish B1.1/B2.1

Grades: IBDP 1, IBDP 2 & Gr. 11, Gr. 12 IBDP Level: Language Acquisition B_SL/ B_HL

Language Acquisition B _Standard Level (SL) is an additional language-learning 2 years course, designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills.

While acquiring a language, students will explore the culture(s) connected to it.

The focus of these courses is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.