



**INTERNATIONAL COLLEGE**

**MIDDLE SCHOOL  
RAS BEIRUT**

**STUDENT HANDBOOK**

**ACADEMIC YEAR 2018-2019**

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## **MIDDLE SCHOOL MESSAGE**

### **TO ALL PARENTS AND STUDENTS**

Greetings from the administration, faculty and staff of the Middle School. We look forward to working together this year. This handbook is a written compilation of the procedures, practices and policies that have been developed through successful usage over a number of years. Its purpose is to clarify matters and serve as a reference.

We strongly recommend that you carefully read this handbook. It is essential that the entire school community be committed to complying with school policies and to respecting its practices.

We hope you find this document useful. Please feel free to contact us if you have any questions.

Phone numbers: 01-371796 / 01-362618

Website: [www.ic.edu.lb](http://www.ic.edu.lb)

September 2018

# **GUIDING STATEMENTS**

## **Vision**

The vision of International College (IC) is to empower learners of today to be global citizen leaders of tomorrow.

## **Mission**

The mission of International College is to empower learners to take initiative, think critically, and serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates of IC will have developed self-confidence, problem-solving and decision-making abilities as well as self-discipline, social and environmental responsibility, and an awareness of and respect for the connected nature of our global community.

## **Objectives**

The objective of International College is to provide a safe and secure environment where learners develop personal qualities and skills leading to international mindedness, intellectual curiosity, adaptability, effective communication, creative expression, compassion, community building, responsible citizenship, and an appreciation for cultural diversity.

IC aims to guide our learners to develop these abilities and attitudes:

### **Academically**

Through developing individual potential and a commitment to life-long learning as a result of a balanced and rigorous program in three languages that strives for excellence in the Lebanese Baccalaureate, the French Baccalaureate, the International Baccalaureate, and the College Preparatory Program.

### **Technologically**

Through an innovative learner-driven technology program that promotes STEAM (Sciences, Technology, Engineering, the Arts and Mathematics), media literacy, and responsible digital citizenship, and prepares learners for a competitive digital world

### **Ethically**

Through the promotion of the values of social responsibility, sustainability, integrity, community service and respect for both individual differences and the environment.

### **Socially**

Through intra-and extra-curricular activities that develop civic and global awareness, leadership, team spirit, and a commitment to respect, empathy, justice, and social inclusion.

### **Aesthetically**

Through a diverse arts program that promotes creativity and celebrates cultural diversity.

### **Physically**

Through physical education and athletics programs that promote sportsmanship, teamwork, and healthy living.

## **Global Citizenship**

IC's definition of Global Citizenship incorporates the principles of IC's Guiding Statements and the IB Learner Profile. Globally-minded people see themselves as connected to an intercultural global community and demonstrate the attitudes as well as the actions of an internationally-minded person.

A globally minded person:

Embraces diversity and demonstrates tolerance, respect, understanding, empathy and consideration towards those from different cultures, races, religions, physical and mental abilities, ideologies, and backgrounds;

Is willing to learn from different cultures and take action to facilitate cooperation at all levels;

Treats others equally and is willing to work cooperatively with peoples of diverse cultures, belief systems and ideologies;

Is broad-minded and considers, with fairness and sensitivity, all points of view;

Seeks to understand current events and issues and their impact upon societies worldwide.

June 2018

# **International College**

## **Vision**

La vision de l'International College (IC) est de permettre aux apprenants d'aujourd'hui de devenir des leaders et des citoyens du monde de demain.

## **Mission**

La mission de l'International College est de permettre aux apprenants de prendre des initiatives, de réfléchir de manière critique et de servir de modèles dans une société mondiale. Le programme vise l'excellence à tous les niveaux et inclut l'éducation de toute la personne. Les diplômés de l'IC auront développé des capacités de confiance en soi, de résolution de problèmes et de prise de décision, ainsi que l'autodiscipline, la responsabilité sociale et environnementale, la conscience et le respect de la nature connectée de notre communauté mondiale.

## **Objectifs**

L'objectif de l'International College est de garantir un environnement sûr et sécurisé où les apprenants développent des qualités personnelles et des compétences menant à l'esprit universel, la curiosité intellectuelle, l'adaptabilité, la communication efficace, l'expression créative, la compassion, la construction d'une communauté, la citoyenneté responsable et la diversité culturelle.

L'IC vise à aider nos apprenants à développer ces capacités et ces attitudes:

### **Académiquement**

En développant les capacités de chacun et en incitant chacun à apprendre tout au long de la vie grâce à un programme équilibré et rigoureux en trois langues qui vise l'excellence au baccalauréat libanais, au baccalauréat français, au baccalauréat international et au programme préparatoire au collège (CPP).

### **Technologiquement**

Grâce à un programme technologique novateur centré sur les apprenants qui a pour objectif de promouvoir l'approche STEAM (sciences, technologie, ingénierie, arts et mathématiques), l'éducation aux médias et la citoyenneté numérique responsable, et prépare les apprenants à un monde numérique compétitif.

### **Ethiquement**

Par la promotion des valeurs de responsabilité sociale, de développement durable, d'intégrité, de service social et communautaire et de respect des différences individuelles et de l'environnement.

### **Socialement**

Avec des programmes d'activités scolaires et périscolaires développant la conscience civique et universelle, le leadership, l'esprit d'équipe et un engagement envers le respect, l'empathie, la justice et l'inclusion sociale.

### **Esthétiquement**

Grâce à un programme artistique diversifié qui favorise la créativité et célèbre la diversité culturelle.

**Physiquement**

Grâce à des programmes d'éducation physique et d'athlétisme qui valorisent l'esprit sportif, l'esprit d'équipe et un mode de vie sain.

**Citoyenneté mondiale**

La définition de l'IC de la citoyenneté mondiale intègre les principes des Missions de l'IC et le Profil de l'apprenant du Baccalauréat Internationale. Les personnes à l'esprit universel se sentent reliées à une communauté internationale interculturelle. Ces personnes agissent comme des individus à la conscience internationale.

Une personne dotée d'un esprit universel:

Embrasse la diversité et fait preuve de tolérance, de respect, de compréhension, d'empathie et de considération envers les personnes de différentes cultures, races, religions, capacités physiques et mentales, idéologies et origines;

Apprend volontiers de différentes cultures et agit pour faciliter la coopération à tous les niveaux;

Traite autrui avec équité et manifeste la volonté de travailler en coopération avec des peuples de cultures, de systèmes de croyances et d'idéologies divers;

Fait preuve d'ouverture d'esprit et prend en compte, avec justice et sensibilité, tous les points de vue;

Cherche à comprendre les événements et les problèmes actuels ainsi que leur impact sur les sociétés du monde entier.

Juin 2018



## الانترناشونال كولدج

### الرؤيا

تسعى مدرسة الانترناشونال كولدج (الأي سي) إلى تمكين متعلمي اليوم ليكونوا مواطنين قياديين في المجتمع العالمي مستقبلاً.

### الرسالة

تطمح مدرسة الانترناشونال كولدج إلى تمكين متعلميها من الأخذ بزمام المبادرة والتّحلي بتفكير نقدي كي يصبحوا نماذج يُحتذى بها في مجتمع عالمي. يهدف منهج المدرسة إلى التّفوّق على جميع الأصعدة ويشجّع على بناء الشّخصيّة المتكاملة للمتعلّمين. يكتسب خريجو المدرسة النّقة بأنفسهم ويطوّرون قدراتهم لحلّ المشاكل واتّخاذ القرارات، بالإضافة إلى الانضباط الذاتيّ والمسؤوليّة تجاه المجتمع والبيئة، كما يكتسبون الوعي لفهم طبيعة الترابط المتشعّب في مجتمعنا العالمي واحترامها.

### الأهداف

توفّر مدرسة الانترناشونال كولدج لمتعلميها بيئة آمنة ينمّون فيها السّمات والمهارات الشّخصيّة التي تكسبهم فكرياً دولياً والتي تعزّز الفضول الفكريّ، وقابليّة التكيف، والتّواصل الفعّال، والتّعبير الخلاق، والقدرة على التّعاطف مع الآخرين، وبناء المجتمع، والمواطنة المسؤولة، وتقدير التّنوّع الحضاريّ. تهدف مدرسة الانترناشونال كولدج إلى إرشاد متعلميها نحو تطوير تلك القدرات والأساليب:

#### أكاديمياً

من خلال تحفيز القدرات الفرديّة والإلتزام بمفهوم التّعلّم المستمرّ وذلك نتيجة تبنيّ منهج متوازن ودقيق يدرّس باللّغات الثّلاث، ويسعى إلى التّفوّق في البكالوريا اللّبنانية والبكالوريا الفرنسيّة والبكالوريا الدّوليّة والمنهج التّحضيريّ للجامعة.

#### تكنولوجياً

من خلال برنامج تكنولوجيّ تفاعليّ مبتكر، يشجّع العلوم والتّكنولوجيا والهندسة والفنون والرياضيّات والثّقافة الإعلاميّة، بالإضافة إلى تنمية المواطن الرّقميّة المسؤولة، وتحضير الطّلاب لعالم رقميّ تنافسيّ.

#### أخلاقياً

من خلال تعزيز مبادئ المسؤوليّة الاجتماعيّة، والتنمية المستدامة، والاستقامة، وخدمة المجتمع، واحترام الفروقات الفرديّة والحفاظ على البيئة.

#### اجتماعياً

من خلال ممارسة أنشطة المناهج الدّراسيّة والأنشطة الخارجيّة التي تُنمّي الوعي الوطنيّ والعالميّ وتُعزّز روح القيادة وروح الفريق الواحد وتلتزم العدل، والاحترام والتّعاطف مع الآخر، وتحتّ على الاندماج بالمجتمع.

#### جمالياً

من خلال برنامج متنوّع للفنون يُشجّع الإبداع ويحتفي بتنوّع الثّقافات.

جسدياً

من خلال برامج للتربية البدنية والرياضية تعزز الروح الرياضية والعمل الجماعي وتسعى إلى نمط حياة صحي.

## المواطنة العالمية

يتضمن تعريف الإنترنتاشونال كولدج (الأي سي) للمواطنة العالمية، مبادئ المدرسة وإرشاداتها المتبعة، بالإضافة إلى ملف تعريف المتعلم في برنامج البكالوريا الدولية (أي بي). يرى المفكرون ذوو التوجه العالمي أنفسهم متصلين بمجتمع عالمي متعدد الثقافات ويظهرون مواقف وتصرفات أشخاص ذوي تفكير عالمي. إن المفكر العالمي:

يتقبل التنوع ويظهر التسامح والاحترام والتفاهم والتعاطف تجاه الآخر ويقدر من ينتمي إلى ثقافة أو عرق أو دين مختلف ومن يتمتع بقدرات بدنية وعقلية مختلفة ومن يتحدث من مذهب آخر أو بيئة أخرى؛

هو مفكر مستعد للتعلم من ثقافات مختلفة وحاضر لاتخاذ إجراءات لتسهيل التعاون على جميع المستويات؛ يعامل الآخرين بالتساوي ويرغب العمل والتعاون مع شعوب من ثقافات، أنظمة، معتقدات وأيديولوجيات مختلفة؛

هو مفكر واسع الأفق ويتقبل وجهات النظر كلها بإنصاف وموضوعية؛

يسعى لفهم الأحداث والقضايا الحالية، ويجهد لفهم تأثيرها على المجتمعات في جميع أنحاء العالم.

حزيران ٢٠١٨

## **CEDAR SONG**



Stop! For the hours are flying,  
Short are the college days,  
Join in a song together  
To our Alma Mater praise.  
Sing of the love we bear her,  
Song of the dear days passing  
Sing to a future high-Hurrah!

Pure as the snows of the mountains,  
Deep as the purple sea,  
Clear as the crystal fountain,  
Cedar-strong our love shall be,  
Come true sons of the college,  
Come, for the time's not long.  
Rest from your search for knowledge,  
Join in a loyal song-Hurrah!

### **CHORUS**

Sing to our Alma Matter,  
Queen of the East is she  
First in the heart's devotion,  
All our praise to thee, I.C.

## A. Introduction and overview

□ **Programs:** The Middle School of International College is a four-year cycle covering grades 6 to 9 according to the National Lebanese Curriculum (1st Intermediate to 4th Intermediate). It offers three different programs: The **Lebanese program**, which prepares students for the official Lebanese Brevet examination; the **College Preparatory Program**, which is an English medium non-Brevet program commonly known as the High School program which prepares the students for the High School diploma or the International Baccalaureate; and the **French Program**, which is a French medium non-Brevet program that eventually prepares students for the official French Baccalaureate examination.

□ **Candidates:** All students may join the Lebanese program. All *Lebanese* students wishing to pursue tertiary studies must obtain the **Lebanese Baccalaureate** at the end of grade 12 (3rd year secondary level). A student cannot sit for the Lebanese Baccalaureate examination if (s)he has not obtained the **Lebanese Brevet** certificate at the end of Grade 9 (4th Intermediate).

*Lebanese* students who have lived abroad for three years or more, or who carry a *second nationality* and all *foreign* students may join the **College Preparatory Program**, or the **French Baccalaureate** program, where the language of instruction is English and French respectively. All such students must obtain an *exemption* from the Lebanese program from the Lebanese Ministry of Education. Students who wish to pursue their studies in foreign programs need to submit the exemption papers or a signed letter of intent by the end of March of 2<sup>nd</sup> (grade 7)/ 5<sup>ème</sup> **at the latest** (please refer also to the Special Arabic Policy).

□ **Subjects:** All programs require that the following subjects be taught (different weight is given to different subjects depending on the program followed): English, French, Arabic, Mathematics, Sciences, Social Studies and Civics, Drama, Physical Education, Art, Music, integrated Information Technology skills, integrated library and research skills, integrated multi-media skills and Community Service. In line with the new National Lebanese Curriculum, grades 6, 7 & 8 (1st, 2nd and 3rd Intermediate) will be given Design Technology classes.

□ **Languages of instruction:**

- ◆ The Lebanese program has two tracks in the Middle School, the English and the French tracks. In the English track, Math, Science, and Social Studies at the two lower levels are taught in English, and French is taught as a third or foreign language. Correspondingly, French is the language of instruction in the French track, and English is taught as a third language. The program requires that Social Studies be taught in Arabic at the upper two levels and cover the modern history and geography of Lebanon, in addition to selected topics in European and Arab history and geography. Classical Arabic is taught in both tracks of the Lebanese program as a main language.
- ◆ In the College Preparatory Program, all subjects are taught in English at all levels, and French is taught as a foreign language. Correspondingly, all subjects in the French Baccalaureate program are taught in French at all levels, and English is taught as a foreign language. A special Classical Arabic course is taught to students of both programs.

□ **Allocation of periods:**

The program is distributed over 38 periods (Monday through Friday), 26 of which are 50-minute periods and 12 are 45-minute periods, and the allocation of periods by level is as follows:

<b><u>SUBJECT</u></b>	<i>1<sup>st</sup>-grade 6/6ème</i>	<i>2<sup>nd</sup>-grade 7/5ème</i>	<i>3<sup>rd</sup>-grade 8/4ème</i>	<i>3<sup>rd</sup>-grade 8 CPP</i>	<i>4<sup>th</sup>-grade 9/3ème</i>	<i>Grade 9 CPP</i>
<b>ENGLISH/FRENCH</b>	7	7	6	6	6	6
<b>ARABIC</b>	6	6	6	6	6	3
<b>FRENCH/ENGLISH</b>	4	4	4	4	4	3
<b>MATH</b>	5	5	5	5	6	5
<b>SCIENCES</b>	5	5	6	5	8	10
<b>SOCIAL STUDIES</b>	4	4	4	4	4	4
<b>CIVICS / HISTORY AND GEOGRAPHY OF LEBANON</b>	1	1	/	1	/	1
<b>ART</b>	1	1	1	1	1	1
<b>MUSIC</b>	1	1	1/2	1/2	1/2	1/2
<b>P.E.</b>	2	2	2	2	2	2
<b>ELECTIVE</b>	/	/	2	2	/	/
<b>DRAMA</b>	1	1	1	1	1/2	1/2
<b>DESIGN TECHNOLOGY</b>	1	1	1/2	1/2	/	/
<b>CLAIMS AND ISSUES</b>	/	/	/	/	/	2

#### ☐ Curriculum development

A curriculum is a roadmap directing teaching and learning towards specified destinations. It includes a definition of the content to be learned and the skills to be mastered. When these two instructional components are developed and used in a systematic way, across all grade levels and disciplines, a strong level of continuity and connectivity exists among all curricula.

International College has developed a **Curriculum Guide** and electronically mapped its curriculum, in order to bring all the different programs taught at IC together within a common curriculum framework emphasizing a common approach to teaching and learning and based on I.C.'s mission statement and objectives.

## B. The program of studies

### 1. ARABIC

#### فلسفة اللغة العربية وأهدافها :

اللغة العربية هي اللغة الأم يتم تكريسها بما يعزز الانتماء إليها لذاتها ثم لكونها وسيلة لتعلّم مواد إنسانية أخرى غيرها. ولما كانت الكلمة هي وعاء الفكر والفلسفة وصورة عن الأهداف لذلك يرمي تدريسها في المرحلة المتوسطة إلى اكتساب مهارة القراءة وتذوق النص وفهمه ثم شرحه وتمثل مفرداته والتعرف إلى الأدباء اللبنانيين والعرب وإلى آثارهم الأدبية ونتائجهم الفكري ، ثم تعويد الطالب اكتساب مهارتي التعبير الشفوي والخطي تعبيراً سليماً إلى جانب بناء الموقف الناقد وتكوين شخصية مستقلة حرة تفكيراً وتعبيراً.

كما يعتبر منهج المرحلة المتوسطة مرشداً في عملية التعلم والتعليم وهو يتضمن:

- ١- مفاهيم أساسية ترتبط بمواد الدراسة.
- ٢- أسئلة مركزية لمادة اللغة العربية.
- ٣- أسئلة مفاتيح للمرحلة المتوسطة.
- ٤- إطلالة على المادة.
- ٥- أسئلة أساسية للسنة الدراسية.
- ٦- مهارات عملانية.
- ٧- مخطط توزيع المادة وتوزيع العلامة.

كل هذه البنود ترتبط بالوحدات التي يتألف منها المنهج وهي تتراوح بين أربع وحدات وخمس وحدات.

#### السنة السادسة الأساسية

- ١- **القراءة:** قراءة نصوص متعددة الأنواع والأنماط على أن تكون نثرية وشعرية يراعى فيها الشرطان التاليان:  
أ. تنوع الموضوعات والفنون: الوصف، الرسالة الإخوانية، المقالة الموضوعية، القصة، المثل الخرافي، والسيرة الذاتية.  
ب. مراعاة مستوى التلميذ وتقارب مضامين الموضوعات من عالمه الخاص.

#### القواعد:

- ٢- ➤ الأفعال: الماضي والمضارع والأمر.
- الصحيح والمعتل
- اللازم والمتعدي.
- الفاعل – المفعول به.
- الأسماء الخمسة: أبو – أخو – ذو
- المفرد – المثنى – الجموع.
- الأسماء الموصولة.
- أسماء الإشارة.
- النعت والمنعوت.
- المضاف والمضاف إليه.
- الضمائر.

- ٣- **الإنشاء:** إنشاء موضوعات مستمدة من نصوص القراءة.

- ٤- **الإملاء:** النّاء المربوطة والمفتوحة- تنوين النّصب- الهمزة (المتوسطة والمتطرفة).

#### السنة السابعة الأساسية

- ١- **القراءة:** قراءة نصوص متعددة الأنواع والأنماط على أن تكون نثرية وشعرية يراعى فيها الشرطان التاليان:

- أ. تنوع الموضوعات والفنون : السيرة – القصة – المثل الخرافي – الرسالة الإخوانية – الوصف – أدب الرحلة، دراسة الإعلان.  
ب. موافقتها مستوى التلميذ.

## القواعد

- ٢

- الأفعال: الماضي والمضارع ( المعرب والمبني ) والأمر.
- الفاعل – المفعول به .
- المعلوم والمجهول ونائب الفاعل.
- المنقوص والمقصور والممدود.
- المبتدأ والخبر
- كان وأخواتها.
- إن وأخواتها.
- كاد وأخواتها.

- ٣ الإنشاء: إنشاء موضوعات: وصفية، سردية، كتابة رسالة، سيرة ، تصميم إعلان

- ٤ الإملاء: التاء المربوطة والمفتوحة- تنوين النصب- الهمزة (المتوسطة و المتطرفة).

- ٥ البلاغة: التشبيه

## السنة الثامنة الأساسية

- ١ القراءة: قراءة نصوص متعددة الأنواع والأنماط على أن تكون نثرية وشعرية يراعى فيها الشرطان التاليان:

- أ. تنوع النصوص الأدبية: الرسالة الرسمية، القصة، المثل الخرافي الشعري، المقالة بنوعها (الذاتية والموضوعية)، الوصف (وصف الطبيعة، وصف الطوائع)،  
ب. موافقتها مستوى التلاميذ.

## القواعد :

- ٢

- المجرد والمزيد
- الفعل المضارع ( صياغته، رفعه، نصبه، جزمه، بناؤه)
- فعل الأمر ( صياغته، حركة همزته، علامات بنائه).
- جزم الفعل المضارع بأدوات الشرط، وبالطلب
- الفعل اللازم والمتعدي والتعدي إلى أكثر من مفعول به .
- العدد والمعدود(الأصلي والترتبي).
- الممنوع من الصرف.
- المصدر الصريح والمصدر المؤول.
- المشتقات العاملة عمل الفعل: (اسم الفاعل، اسم المفعول، الصفة المشبهة باسم الفاعل).

- ٣ الإنشاء: كتابة رسالة، قصة، مثل خرافي، مقالة، وموضوع وصفي ( وصف طبيعة أو وصف طوائع) .

- ٤ البلاغة: التشبيه (أركانه ووظيفته) – الاستعارة ووظيفتها- الطباق ووظيفته

## السنة التاسعة الأساسية

١- **القراءة والأدب:** قراءة نصوص متعددة الأنواع والأنماط ودراستها وفقا لمتطلبات الامتحانات الرّسميّة على أن تكون نظرية وشعرية تبرز ماهية الأدب ومقوماته.

الأنواع (الفنون الأدبية) المطلوبة: المقالة بنوعيهما، السيرة الذاتية والغيرية، القصة، المثل الخرافي، الترسل، الخطبة، الوصف، الشعر الغنائي (الغزل والوطنيات).

## ٢- **القواعد:**

- التعجب
- الشرط + جواب الطلب.
- الاستفهام.
- المدح والذم.
- النفي.
- المفعول المطلق ونائبه.
- المفعول معه.
- المفعول لأجله.
- المفعول فيه ونائبه.
- الحال.
- التمييز.
- التوابع: (النعت، البذل، العطف، التوكيد)
- الجمل التي لها محل في الإعراب والجمل التي لا محل لها في الإعراب.
- لا النافية للجنس.
- الممنوع من الصرف (مراجعة)
- النداء.
- الإستثناء.

## ٣- **البلاغة:** علم البيان: التشبيه – الاستعارة – الكناية.

علم البديع: الطباق – الجناس – السجع.

علم المعاني: الجملة الخبرية والجملة الانشائية.

## ٤- **العروض:** البيت الشعري: (أقسامه – وزنه – تقطيعه – قافيته – رويه).

البحر الطويل – البحر البسيط – البحر الوافر

## ٥- **الإنشاء:** كتابة موضوعات مختلفة تتعلق بالمحاور التي درّست وتتراوح بين: الوصفية، الإقناعية، والتفسيرية، والسردية، الترسل، الخطابية.

## **برنامج العربية الخاصة**

### **أولاً: ماهيتها:**

مادة دراسية ترمي الى تعليم اللغة العربية للطلاب العرب غير الناطقين بها، او غير المتمكنين منها، في نشاطاتها المختلفة، بحيث يغدو الطالب مع نهاية المرحلة الثانوية قادرا على التعامل مع مجتمعه وثقافته ووسائل اتصالاته اصغاء



ومحادثة، وعلى القراءة في صحيفة او مجلة والاحاطة بمضمون ما يقرأ، وعلى الكتابة في موضوع تمليه عليه مواقف معينة (رسالة، تعبير عن الذات، كتابة الى هيئة محلية او جامعية، الاجابة عن اسئلة الفهم والاستيعاب، كتابة مقالة، اختصار قصة...)

### ثانياً: مسارها:

تعليم اللغة العربية بحسب مستوياتها المختلفة، حروفا ومخارج وكلمات، ومن ثم يكتب الطلاب التراكيب التي تربطهم بحياتهم اليومية وتعبّر عنها، وذلك عن طريق المحادثة . ثم تقدم النصوص المبسطة او المواقف الاساسية المعبر عنها بلغة سليمة واضحة. وتنضم عملية التعبير الكتابي الى المحادثة والقراءة والاستماع فيغدو الطالب قادرا نسبيا على التعبير عن نفسه في الميادين الاربعة. ويصبح الطالب قادرا على قراءة نص تواصلتي قراءة سليمة، وفهمه وتحليله، وعلى كتابة اجابات وعلى الخوض في بعض ميادين التعبير الكتابي. تتوج هذه النشاطات بمرحلة يبدأ معها الطالب الخوض في دراسة الاغراض والفنون من مقالة، وقصة، ورسالة، فيدرس النص من جميع جوانبه: قراءة جهرية، وفهما ومناقشة، ومفردات وقواعد وظيفية، وتعبيرا كتابيا مستوحى من النص.

### ثالثاً: مستوياتها

#### ١. المتبدئ (١،٢،٣)

مع نهاية التعليم في هذا المستوى يصبح الطالب قادرا على ان:

#### ❖ الاصغاء

- يستمع الى وسائل الاعلام المسموعة والمرئية
- يستوعب مضامين بعض البرامج
- ينفذ الارشادات وما يطلب منه

#### ❖ التعبير

- يجيب عن استفسارات زملائه واسئلة المعلم
- يقيم حوارا مع شخص او اشخاص
- يعبر عن مضمون صورة او ملصق
- يعبر عما في نفسه من مشاعر وافكار

#### ❖ القراءة

- يقرأ قراءة سليمة مراعي مخارج الحروف
- يجيب عن اسئلة الفهم والاستيعاب

#### ❖ الكتابة

- يكتب موضوعا في مضمون ما نص عليه المنهج في حدود ١٠٠ - ١٥٠ كلمة

#### ٢. المتوسط (٤،٥،٦)

مع نهاية هذه المرحلة يصبح الطالب قادرا على:

#### ❖ الاصغاء

- يستمع الى وسائل الاعلام المسموعة والمرئية والاشرطة السمعية – البصرية ويتفاعل معها
- يضع تقريرا عن بعض البرامج

#### ❖ التعبير

- يعرض لقضية يختارها ويدافع عنها ويناقش مضمونها

- يجيب مرتجلا عن مختلف النشاطات في غرفة الدرس
- يقيم حوارا او نقاشا مع زملائه

### ❖ القراءة

- يقرأ قراءة سليمة مراعيًا مخارج الحروف والحركات والسكنات
- يقرأ نصوصا مشكولة بالكامل
- يستوعب مضامين النص وافكاره ومراميها

### ❖ الكتابة

- يجيب عن اسئلة الفهم والاستيعاب
- يضع تعليقا او تلخيصا انطلاقا من نص معطى ( في حدود كلمة)
- ينشئ تعبيرا كتابيا في نوع ادبي محدد: رسالة ، قصة ، مقالة، منشور اعلامي ... في ٢٥٠ كلمة على الاقل

## ٣. المتقدّم (٧،٨،٩)

مع نهاية التعليم في هذه المرحلة يصبح المتعلم قادرا على:

### ❖ الاصغاء

- يستمع الى وسائل الاعلام المسموعة والمرئية والاشربة السمعية - البصرية ويتفاعل معها.
- يضع تقريرا عن بعض البرامج
- يلخص مضامين ما يسمعه

### ❖ التعبير

- يعرض لقضية يختارها ويدافع عنها ويناقش مضمونها
- يجيب مرتجلا عن مختلف النشاطات التعليمية
- يقيم حوارا او نقاشا مع زملائه

### ❖ القراءة

- يقرأ قراءة سليمة مراعيًا مخارج الحروف واصول التنغيم
- والحركات الاعرابية الصحيحة
- يقرأ نصوصا مشكولة جزئيا
- يستوعب مضامين النص ويحدد نوعه، ويعين وظيفته ويحلل نمطه.

### ❖ الكتابة

- يجيب عن اسئلة الفهم والاستيعاب
- يضع تعليقا او تلخيصا او تحليلا عن نص معطى في حدود ١٠٠ كلمة
- ينشئ تعبيرا كتابيا في نوع ادبي ما : اقصوصة ، مقالة ، خطبة ، رسالة، سيرة، وصف ... في ما لا يقل عن ٤٠٠ كلمة.

## 2. ART

### The philosophy of the program

Art instruction at the Middle School is primarily concerned with visual experiences, messages communicated by art elements such as line, colors, shapes and textures, as well as art criticism and art appreciation.

The curriculum builds upon the experiences of the students in school and their typical patterns of growth - physical, perceptual, intellectual, social and emotional.

### The objectives of the program

From 1st to 4th Intermediate, the student should be able to do the following:

- Experimenting with various materials and tools, use several media and techniques to create art works
- Create two and three dimensional works of art by applying the elements and principles of design (line, color, shape, space, texture, rhythm, movement, depth...).
- Appreciate the aesthetic value of environment, both natural and man-made
- Develop knowledge of the world's art heritage by examining the impact that culture has on art and the artist
- Utilize critical judgment of the visual arts
- Establish connections between art and other disciplines

***The Art program includes:***

*First Intermediate:* color, fabric and paper collage of shapes, form (masks in plastered bands paper mâché, or clay), lines and texture, sketching and drawing in pencil of a head in proportion, painting, analysis of a work of art, research about an artist that relates to one of the above stated subjects.

*Second Intermediate:* shape, form, comic illustration, gradation of color, texture, pattern and relief, sketching and drawing of a still life with shading, sculpture, analysis of a work of art, research about an artist that relates to one of the above stated subjects.

*Third Intermediate:* texture, graphic design and commercial art, emphasis, depth and basic perspective and vanishing points in landscape, mixed media collage, linoleum carving, figurative drawing, form, sculpture, drawing techniques, optical illusion, analysis of a work of art, research about an artist that relates to one of the above stated subjects.

*Fourth Intermediate:* proportion, distortion, typography, graphic design, sculpture, sketching and drawing of a human figure in proportion, (importance of shade and light), acrylic paints, mixed media, paper mâché technique, analysis of a work of art and research about an artist that relates to one of the above stated subjects.

***Assessment in Art:***

**I. 40% on general work throughout the term. This includes:**

- |   |       |
|---|-------|
| 1- Proper handling of given materials and respect for class property              | (5%)  |
| 2- Punctuality to class   | (5%)  |
| 3- Meeting deadlines (homework & projects)  | (5%)  |
| 4- Conduct and discipline   | (10%) |
| 5- Participation/effort/attitude towards work/and development throughout the term | (15%) |

**II. 60% for each individual project**

Elements usually assessed for each project include:

1. Creative thinking
2. Understanding of the given concept
3. Skills and proper application of techniques
4. Attending to details and accuracy
5. Committing to neatness and proper presentation

The above criteria are given different weight depending on the unit requirements.

### **3. Drama**

Drama classes are given to all Middle School students. The program includes improvisation exercises, ensemble building, articulation and projection exercises, scene writing sessions and physical exercises.

#### **6ème and 1<sup>st</sup>**

The students are taught the techniques of puppetry. They learn how to use their hands in portraying emotions and ideas and write their own monologues. The final project is a puppet show with the script written and directed by the students in English and French.

#### **5ème and 2<sup>nd</sup>**

The students are taught the techniques of body movement, masks and mime. They learn how to use their body in expressing feelings and thoughts and how to design and act behind masks while writing their own monologues. The final project is a scene created by the students in which they use body movement, masks and oral interpretation. The script is also written and directed by the students in French and English.

#### **4ème and 3<sup>rd</sup>**

The students are taught the techniques of ensemble work and scene writing. The goal is to create a prehistoric clan, to create a background for this clan, to choose the members of the clan and to come up with a scene based on a certain incident that this clan is facing for the first time. A record book is kept for the activity. The scene presented at the end will be done in French for the French sections and English for the English sections. The students create a set for their scene, design the costumes and masks (where applicable) and write and direct their own script.

#### **3ème and 4<sup>th</sup>**

The students are taught the techniques of improvisation, monologues and dialogues presentations. The final project is a monologue written and directed by the students in French for the French sections and English for the English sections.

### **4. THE ELECTIVE PROGRAM**

#### ***The philosophy and objectives of the program***

The elective program was designed to give students a wider education and to better expose them to topics of their choice not always covered in depth by the core program. Students will have the opportunity to work on subjects that interest them and develop individual talents and skills as well as become aware of issues, topics and schools of thought that may not be part of the core program. It also exposes students to possible future careers and allows them to experience new fields and widens their horizons.

***The elective program covers*** topics such as Social entrepreneurship, Creative writing, Etiquette and Hospitality, Film Making, Sustainability, Laboratory Skills, Fashion design, debate and conversation skills, neuroscience, etc .... It is currently open to students of 3<sup>rd</sup> - Intermediate (grade 8) / 4ème only. All students of those classes are required to attend two electives per year (one per semester) with two periods a week allocated for the course.

### **5. ENGLISH**

## **The philosophy of the program**

English is taught as the language of instruction in the English program. The program is intended for the multi-cultural classroom, where students from different backgrounds have to study core subjects in English.

The program attempts to foster cultural awareness and sensitivity in maintaining an international flavor. In addition, the requirements of the Lebanese curriculum and considerations for college preparation are included.

## **Goals for K-12**

The ultimate goals of the English Department are:

1. To give students the necessary grounding in the language to prepare them for continuing their university studies in English
2. To help the students to take pleasure in and gain understanding from reading and listening
3. To help the students to acquire skills and fluency in writing and speaking
4. To encourage the students to achieve a higher degree of competence in perception and expression so that they are able to function in a variety of social, academic, and professional settings, both as individuals and as part of a team
5. To teach students to use a variety of technological and informational resources (e.g. libraries, data bases, computer networks, video, etc.) to gather and synthesize information and to create and communicate knowledge
6. To develop study skills such as researching, test-taking, note-taking, etc.

## **Goals for the Teaching of English in the Middle School**

1. To prepare students for real life situations by teaching real life skills Students encounter a wide range of printed and non-printed material to build an understanding of the subject and of the culture of Lebanon and the world
2. To help students acquire new information and skills that respond to the needs and demands of society and the workplace
3. To aim at the acquisition of oral and written fluency of the English language, whereby the students are able to communicate and assess information in various fields; students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes
4. To expose students to authentic material and encourage its appreciation; students also read a wide range of literature in many genres to build an understanding of the many dimensions of the human experience
5. To foster the skill of critical thinking so that students are able to form, state and support their opinions
6. To teach a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts; students draw on:
  - their prior experience and their interactions with other readers and writers
  - their knowledge of word meaning and of other texts and their word identification strategies
  - their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics)
7. To require the students to apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique and discuss printed and non-printed material

8. To expose students to various genres of literature and authentic material as a springboard for creative writing
9. To encourage students to develop a coherent set of values that can be inferred from different material covered in class
10. To train students how to conduct research by generating ideas and questions and by posing problems
  - gathering information
  - evaluating the information
  - synthesizing data
11. To develop leadership skills and instill a sense of cooperation through activities conducted in groups

### **The English Curriculum**

The curriculum focuses on the four major skills: reading, listening, speaking and writing. These skills will be supplemented by cultural awareness skills and study skills which are the tools needed to help students: to assimilate and synthesize information gained from different sources, to develop strategies for improving studying and learning, to develop test-taking strategies, and to develop research skills.

By the end of the Middle School cycle, students are expected to be able to do the following:

- Listening objectives:
  - Understand increasingly complex and varied audio input
  - Recognize and discriminate aspects of spoken discourse
  - Demonstrate critical understanding of what is heard
- Oral communication objectives:
  - Seek and provide information
  - Communicate and/or justify intellectual, emotional, and/or moral issues and positions
  - Initiate, sustain and conclude a variety of practical, social and professional conversation acts
- Reading objectives:
  - Comprehend written discourse using text-related clues
  - Develop basic comprehension of appropriate literature
  - Demonstrate critical understanding of written discourse
- Written communication objectives:
  - Develop and enhance writing skills through guided and semi-guided activities
  - Produce expressive, transactional and creative writing
  - Apply process writing skills
- Thinking skills objectives:
  - Develop thinking strategies in problem-solving, decision making and conceptualizing
  - Develop critical thinking skills
  - Transfer information from one context to another

- Cultural awareness skills objectives:
  - Work with authentic materials to become familiar with the target culture
  - Develop empathy toward the target culture
  - Understand culturally significant expressions and gestures
- Study skills objectives:
  - Develop research skills
  - Develop test-taking skills
  - Utilize library resources

The above-mentioned objectives are implemented in the different levels as follows:

*First Intermediate:*

Listening, Oral Communication, Thinking and Reading Objectives:

- ◆ Understanding, analyzing, and appreciating short stories, poems, plays, and novels
- ◆ Correct usage of language through the following elements of grammar:
  - Parts of speech
  - Modifiers
  - Mechanics (spelling and punctuation)
  - Verb tenses (simple and continuous)
  - Sentence structure
  - Error recognition
  - Compound sentences
- ◆ Visual or dramatic representation (L.T.A., role playing, etc.) of concepts that emerge or develop as an outcome of reading literature

Written Communication Objectives:

(achieved through in-class assignments, performance tasks, and home journals)

- ◆ Using the 5-step writing process in all written assignments
- ◆ Writing descriptive and expository paragraphs (with topic sentence, supporting details, and clincher)
- ◆ Combining paragraphs to produce a mini-essay
- ◆ Writing narrative compositions
- ◆ Writing an informal letter
- ◆ Writing a summary

- ◆ Writing a paraphrase
- ◆ Writing a paragraph answer to a literary question (on theme, character analysis, plot, etc.)
- ◆ Using skills learnt in the library, writing a research project based on a social studies topic and then formatting it on the computer in I.T. class
- ◆ Keeping a personal journal

#### Study Skills Objectives:

- ◆ Dictionary skills
- ◆ Library skills
- ◆ Research skills
- ◆ Test-taking skills
- ◆ Using graphic organizers as a tool for both reading comprehension and planning a written assignment

#### Cultural Awareness Objectives:

- ◆ Work with authentic material to develop empathy toward target cultures
- ◆ Work on international mindedness
- ◆ Build environmental awareness
- ◆ Tolerate different beliefs and values

#### *Second Intermediate:*

#### Listening, Oral Communication, Thinking and Reading Objectives:

- ◆ Understanding, analyzing, and appreciating short stories, poems, plays, myths and legends, novels, and essays
- ◆ Correct usage of language through the following elements of grammar:
  - Verbals
  - Mechanics (spelling and punctuation)
  - Verb tenses (continuous and perfect)
  - Error recognition
  - Compound sentences
- ◆ Visual (posters, drawings, collages, etc.) or dramatic representation (role playing, L.T.A., performance tasks, etc.) of concepts that emerge or develop as an outcome of reading literature

#### Written Communication Objectives:



(achieved through in-class assignments, performance tasks, and home journals)

- ◆ Using the 5-step writing process in all written assignments
- ◆ Writing a three part essay
- ◆ Writing creatively
- ◆ Writing a summary
- ◆ Writing a paraphrase
- ◆ Writing a paragraph answer to a literary question (on theme, character analysis, plot, etc.)
- ◆ Using skills learnt in the library, writing a research project based on a social studies/science topic and then formatting it on the computer in I.T. class

Study Skills Objectives:

- ◆ Library skills
- ◆ Research skills
- ◆ Test-taking skills
- ◆ Using graphic organizers as a tool for both reading comprehension and planning a written assignment

Cultural Awareness Objectives:

- ◆ Work with authentic material to develop empathy toward target cultures
- ◆ Work on international mindedness
- ◆ Build environmental awareness
- ◆ Tolerate different beliefs and values

*Third Intermediate:*

Understanding, analyzing and appreciating

- ◆ Short stories and novels: plot, theme, point of view, setting
- ◆ Non-fiction: biographies, essays, authentic material
- ◆ Drama
- ◆ Poetry:
  - Types of poems
  - Imagery: figurative language and sound effects
  - Paraphrasing and interpreting of poems

Consolidating the correct usage of language through the teaching of:

- ◆ Active /Passive voice
- ◆ Reported speech (direct and indirect)
- ◆ Phrases
- ◆ Clauses
- ◆ Sentence types

Written Communication Objectives:

- ◆ Compare/contrast essays
- ◆ Reflective essays
- ◆ Research and interdisciplinary projects
- ◆ Performance based learning and assessment tasks

Study Skills Objectives

Cultural Awareness Objectives

- ◆ Work with authentic material to develop empathy toward target cultures
- ◆ Work on international mindedness
- ◆ Build environmental awareness
- ◆ Tolerate different beliefs and values

*Fourth Intermediate:*

Understanding, analyzing and appreciating:

- Short stories: characterization, allusion, symbols, theme, setting, point of view
- Non-fiction: essays, biographies and authentic articles
- Novels
- Poetry
- Drama
- Mythology

Written Communication Skills:

Mastery of all the grammar items covered in the previous years is expected through reinforcing the usage of

- Tenses + active and passive voice
- Sentence types
- Reported speech voice
- Clauses
- Sentence combining
- Sentence errors

The following types of assignments are required:

- Reflective writing
- Expository writing
- Persuasive essays
- Cause and effect
- Argumentative essays
- Research and reports
- Performance based learning and assessment tasks and SPEC challenges

Study Skills and Cultural Awareness Objectives.

- ◆ Work with authentic material to develop empathy toward target cultures
- ◆ Work on international mindedness
- ◆ Build environmental awareness
- ◆ Tolerate different beliefs and values

### ***ENGLISH FOR THE FRENCH SECTION***

#### **The philosophy and objectives of the program**

By the end of the Middle School students are expected to have acquired:

#### Writing and Communication Skills

- ◆ The ability to read, analyze and appreciate texts written with the purpose to inform, expose, describe and narrate
- ◆ The ability to write clearly and coherently with the purpose of describing, narrating, exposing and persuading

Study Skills and Cultural Awareness Objectives.

- ◆ Work with authentic material to develop empathy toward target cultures
- ◆ Work on international mindedness
- ◆ Build environmental awareness
- ◆ Tolerate different beliefs and values

In addition, they should be able to apply spelling rules, correct grammatical structures and vocabulary development strategies.

*First level (6ème):*

#### I. Structure skills:

Tenses, parts of speech, short answers  
Telling time, dates

Information-asking, giving  
Likes and dislikes

II. Reading comprehension:

Finding the main idea  
Finding vocabulary from context  
Inference

III. Writing:

Introduction to sentences  
Introduction to paragraph writing  
Writing brief paragraphs with a topic sentence, supporting sentences and a clincher or concluding sentence

*Second Level (5ème):*

I. Structure skills:

Verbs (regular, irregular)  
Modifiers  
Conjunctions  
Simple and compound sentences

II. Functions:

Describing actions, plans, experiences  
Giving instructions in sequence  
Asking for and offering things

III. Reading Comprehension:

Locating the topic sentence  
Locating supporting details  
Introduction to summarizing a passage  
Reading short stories, articles and novels

IV. Writing:

Describe a person or objects  
Express likes and dislikes  
Write a short narrative composition

Write a literary paragraph

*Third Level (4ème):*

I. Structure skills:

Consolidation of first and second level skills *plus*  
Tenses (perfect)  
Direct and indirect speech  
Modifiers

Phrases  
Introduction to clauses

II. Functions:

Express suggestions, preferences  
Ask about and express beliefs  
Give reasons for opinions  
Confirm and correct information

III. Writing:

Writing a paragraph to summarize a selection  
Describing a person or place  
Comparing objects or places  
Writing an expository essay  
Defending a position, belief or opinion

*Fourth Level (3ème):*

I. Structure skills:

Sentence types  
Consistency of tenses  
Sentence errors  
Sentence combining  
Clauses and phrases  
Punctuation  
Direct / indirect speech + active / passive voice

II. Functions:

Narrating an actual event  
Expressing opinions about people and issues

III. Reading Comprehension:

Skimming and scanning  
Outlining  
Cause-effect relationships  
Active reading  
Critical analysis  
Reading and analyzing short stories and articles  
Analyzing and criticizing a novel

IV. Writing:

Introducing persuasive essays  
Writing SPEC Challenges  
Defending a position  
Writing a five -paragraphed essays

**6. FRENCH**

**Philosophie de l'enseignement du français au collège**

L'enseignement du français à l'I.C. a pour finalité la maîtrise de l'art de penser à travers la maîtrise de la langue.

1. Enseigner le français c'est donc initier à la pensée en développant les capacités de réflexion de l'élève pour l'amener vers l'autonomie.
2. L'enseigner de manière à permettre à l'élève d'en faire un mode d'expression et de communication avec le monde environnant de la cité et du monde.

CLASSE DE 6ème: Manuel «Le Jardin des Lettres 6 <sup>ème</sup> » (Magnard) édition 2009.
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### **Unité 1: La poésie et la fable:**

#### **LECTURES ET ETUDES DE TEXTES**

- Etude de poèmes et de fables dans le manuel.

#### **Outils de la langue:**

- Utiliser un dictionnaire
- Les sens des mots
- Les temps verbaux et leur emploi : présent de l'indicatif.
- Phrases verbales et non verbales
- Les registres de langue, familles de mots,
- Les synonymes et les antonymes
- Vocabulaire du thème étudié

**Histoire des arts:** les représentations d'une fable

#### **ECRITURE**

- Ecriture de récits simples au passé composé et au présent sur le modèle de la fable.

### **Unité 2: Le théâtre:**

#### **LECTURES ET ETUDES DE TEXTES**

Lecture, représentation et étude de la pièce de Molière «Le Médecin malgré lui».

- Etude du comique (initiation)

#### **Outils de la langue:**

- Le vocabulaire du théâtre et de la comédie
- Types et formes de phrase
- Le présent de l'impératif
- Révision des temps du système présent : passé composé, futur simple.

#### **ECRITURE**

Ecriture d'une courte scène de théâtre imitant l'œuvre étudiée.

### **Unité 3: Le conte:**

## **LECTURES ET ETUDES DE TEXTES**

- Le conte merveilleux, œuvres intégrales ou extraits.
- Les caractéristiques du conte merveilleux
- Le schéma narratif et le rôle des personnages.

### **Outils de la langue:**

- Temps verbaux du passé : imparfait et passé simple
- Les compléments circonstanciels
- Vocabulaire du conte. Les champs lexicaux de la magie et de la forêt.

## **ECRITURE**

Ecriture d'un extrait de conte au passé respectant les caractéristiques du genre merveilleux.

### **Unité 4: Les textes fondateurs**

## **LECTURES ET ETUDES DE TEXTES**

Lecture et étude des textes fondateurs, extraits de la Bible, du Coran et de la littérature de l'Antiquité: l'Odyssée d'Homère et les Métamorphoses d'Ovide.

### **Outils de la langue:**

- vocabulaire de l'espace et du temps
- les mots et expressions d'origine mythologique et biblique
- les déterminants et les pronoms
- révision des temps du passé : imparfait, passé simple, plus-que-parfait.
- **Histoire des arts:** les tableaux mythologiques

## **ECRITURE**

Production de récits d'imitation au passé.

### **Unité 5: La rivière à l'envers de Jean-Claude Mourlevat:**

## **LECTURES ET ETUDES DE TEXTES**

- lecture de l'œuvre
- étude d'extraits

### **Outils de la langue:**

- le vocabulaire des sens
- les fonctions sujet, complément d'objet et attribut

## **ECRITURE**

Ecriture d'un texte narratif au passé sur le modèle de l'œuvre en réinvestissant le vocabulaire étudié.

**CLASSE DE 5<sup>ème</sup>:** Manuel «Le Jardin des Lettres 5<sup>ème</sup>» (Magnard) édition 2010.

### **Unité 1: les principaux aspects du récit et de la description au passé.**

#### **LECTURES ET ETUDES DE TEXTES**

- Le récit d'aventures
- Sortir de l'enfance
- lecture analytique : Vendredi ou la vie sauvage de Michel Tournier.

#### **Outils de la langue:**

- les expansions du nom : le groupe prépositionnel, l'adjectif qualificatif et ses fonctions, la subordonnée relative.
- l'imparfait et le passé simple : conjugaison et emploi.
- Lexicologie : champs lexicaux, niveaux de langue, sens propre et sens figuré, synonymes et antonymes.

**Histoire des arts:** machines de rêve

#### **ECRITURE**

L'élève produira un récit au passé incluant un passage descriptif.

### **Unité 2: le genre théâtral**

#### **LECTURES ET ETUDES DE TEXTES**

Les fourberies de Scapin de Molière, lecture et projection de l'œuvre puis étude d'extraits.

#### **Outils de la langue:**

- La phrase complexe
- l'expression de l'interrogation
- le présent de l'indicatif et le présent du conditionnel

**Histoire des arts:** drôles d'artistes !

#### **ECRITURE**

Les élèves produiront une courte scène de théâtre en imitation de l'œuvre étudiée.

### **Unité 3: le genre poétique**

#### **LECTURES ET ETUDES DE TEXTES**

Le lyrisme et l'expression de soi

#### **Outils de la langue:**



- les compléments d'objet
- l'accord du participe passé
- les temps composés de l'indicatif
- figures de style et versification

## **ECRITURE**

Les élèves produiront des poèmes en atelier d'écriture.

### **Unité 4: la littérature du Moyen Âge**

## **LECTURES ET ETUDES DE TEXTES**

Le fabliau et la satire

Les récits de chevalerie

Le roman d'amour courtois

Lecture cursive: Merlin d'Anne-Marie Cadot-Colin

## **Outils de la langue:**

- les compléments circonstanciels (lieu, temps, manière, moyen, cause, conséquence, but, comparaison)
- la voix active et la voix passive
- les pronoms
- le présent du subjonctif
- le vocabulaire des thèmes étudiés

**Histoire des arts:** les représentations de Tristan et Iseult.

## **ECRITURE**

Les élèves produiront un récit de chevalerie imitant les textes étudiés et reproduisant le cadre historique du Moyen Age.

**CLASSE DE 4ème:** Manuel «Français livre unique - Fenêtres ouvertes» (Bordas) édition 2011.

### **Unité 1: la nouvelle fantastique ou réaliste**

## **LECTURES ET ETUDES DE TEXTES**

Lectures analytiques: «Le Veston ensorcelé» de Dino Buzzati ou « La Parure » de Maupassant et un recueil de nouvelles fantastiques du XIXème siècle qui fera l'objet d'un travail de groupe.

## **Outils de la langue:**

- Les champs lexicaux de la peur, du mystère et du trouble

- L'énoncé coupé de la situation d'énonciation
- L'expression du temps
- Les indices de la subjectivité
- Révision des temps du passé

## **ECRITURE**

Les élèves produiront un récit fantastique ou réaliste au passé répondant à des consignes précises.

### **Unité 2: le genre théâtral**

## **LECTURES ET ETUDES DE TEXTES**

Lecture et représentations de l'Avare de Molière.

### **Outils de la langue:**

- Les mots de Molière et les thèmes de la dispute et de la réconciliation
- Les temps du discours direct
- Les paroles rapportées
- L'énonciation ancrée ou coupée de la situation d'énonciation

**Histoire des arts :** les lieux du théâtre ; le classicisme

## **ECRITURE**

Les élèves produiront une courte scène de théâtre imitant l'œuvre étudiée.

### **Unité 3: le genre épistolaire**

## **LECTURES ET ETUDES DE TEXTES**

Lecture et étude de textes du manuel.

### **Outils de la langue:**

- Le vocabulaire de la correspondance
- Les registres de langue
- Classes grammaticales et fonctions
- Le mode subjonctif
- Les procédés de mise en valeur

## **ECRITURE**

Les élèves rédigeront une réponse à la lettre étudiée en compréhension.

### **Unité 4: le genre poétique : le lyrisme**

## **LECTURES ET ETUDES DE TEXTES**

Lecture et étude d'un groupement de poèmes au choix du professeur.

### **Outils de la langue:**

- Des figures de style
- Lexicologie: composition des mots, sens des mots
- Types et formes de phrases
- L'accord du participe passé

**Histoire des arts:** le Romantisme

### **ECRITURE**

Au choix, les élèves composeront un poème imitant ceux étudiés en classe ou produiront un court texte argumentatif pour présenter le poème qu'ils ont préféré.

## **Unité 5: le roman réaliste**

## **LECTURES ET ETUDES DE TEXTES**

Lecture analytique des Misérables de V. Hugo

### **Outils de la langue:**

- Le lexique évaluatif
- Des figures de style (métaphores, comparaisons, personnifications, synecdoque, énumérations, accumulations, gradations, antithèses, exagérations)
- Les degrés de l'adjectif

**Histoire des arts:** les affiches de film. La caricature au XIX<sup>ème</sup> siècle.

### **ECRITURE**

Les élèves rédigeront un récit réaliste sur le modèle de l'œuvre étudiée, construit en réutilisant les outils étudiés.

**CLASSE DE 3<sup>ème</sup>:** Livre unique de 3<sup>ème</sup> « Rive bleue » (Hatier 2012).

## **Unité 1: le récit aux XX<sup>ème</sup> et XXI<sup>ème</sup> siècles**

Notions vues:

Statut du narrateur et point de vue narratif  
ordre et rythme du récit,  
paroles rapportées,  
fonctions de la description.

### **Outils de la langue:**

Reprises anaphoriques:

Reprises nominales et pronominales

Les expansions du nom: la subordonnée relative

La nature de «que»

Le système des temps, le lexique et les caractéristiques grammaticales de l'énoncé ancré dans la situation d'énonciation et de l'énoncé coupé de cette situation.

Le discours rapporté: direct, indirect et indirect libre.

Les valeurs des différents temps du mode indicatif.

Révision de l'expression du temps.

## **ECRITURE**

On pourra demander à l'élève:

- d'imaginer une suite immédiate pour un texte donné
- de modifier un point de vue narratif

## **Unité 2: l'autobiographie (enfance et adolescence)**

### **LECTURES ET ETUDES DE TEXTES**

Nous étudierons un groupement de textes du manuel

### **Outils de la langue:**

L'énonciation: énoncé ancré ou coupé de la situation d'énonciation

Les paroles rapportées : transformation d'un discours à l'autre

Les temps de l'énonciation (rappel)

Conjugaison et concordance des temps

Orthographe: l'accord du participe passé des verbes pronominaux et l'accord du participe passé suivi d'un infinitif.

## **ECRITURE**

On pourra demander à l'élève :

- de produire un récit autobiographique ;
- de créer un photogramme.

## **Unité 3: la poésie moderne et engagée**

Etude de 2 groupements de poèmes des 19<sup>ème</sup> et 20<sup>ème</sup> siècles.

Poèmes à formes fixes et à vers libres.

### **Outils de la langue:**

La versification.

Révision des figures de style.

Dénotation et connotation.

Les procédés de mise en relief ou emphase

## **ECRITURE**

Les élèves auront à créer des poèmes lyriques et engagés à formes fixes et/ou libres. Ils préparent le concours interscolaire «Graines de Poètes» qui a lieu à l'IC.

#### **Unité 4: le théâtre moderne: continuité et renouvellement**

##### **LECTURES ET ETUDES DE TEXTES**

Etude d'une pièce de théâtre moderne.

##### **Outils de la langue:**

Les tonalités;

Les figures de style

Le lexique du théâtre

Rappel: phrases simples et phrases complexes.

#### **Unité 5: les textes argumentatifs**

Les discours argumentatifs et leurs caractéristiques.

##### **LECTURES ET ETUDES DE TEXTES**

Un groupement de textes et documents argumentatifs de références variées : articles de presse, textes littéraires, images argumentatives.

##### **Outils de la langue:**

##### **Activités lexicales:**

Le lexique de l'argumentation.

Le lexique évaluatif : modalisateurs affectifs, évaluatifs et l'emphase.

L'implicite et l'explicite.

##### **Activités grammaticales:**

L'énonciation: les déictiques (pronoms, adjectifs, adverbes).

L'expression de la cause, de la conséquence, de l'opposition et de la condition.

Les modes subjonctif et conditionnel.

Orthographe: quoique/ quoi que ; quelque / quel que

##### **ECRITURE**

L'élève produira un texte argumentatif sur un des thèmes du brevet officiel.

#### **LE FRANÇAIS LANGUE ÉTRANGÈRE EN SECTION ANGLAISE**

##### **Objectifs généraux**

L'élève doit être capable de:

- communiquer dans les différentes situations de communication de la vie quotidienne;
- lire des méls, des documents publicitaires, des articles de presse, etc.;
- écrire un texte simple tel que: une carte postale, un mél, une lettre personnelle, une annonce.

**Objectifs communicatifs de la 1st :**

- Se présenter
- Présenter quelqu'un
- Dire ce qu'on aime/déteste
- Se décrire
- Décrire quelqu'un
- Présenter sa famille
- Parler de ses vacances
- Demander et donner l'heure
- Situer dans l'espace
- Décrire sa chambre
- Inviter quelqu'un
- Accepter/ refuser une invitation

**Objectifs communicatifs de la 2<sup>nd</sup>**

- Exprimer la volonté et la capacité
- Demander son chemin
- Dire comment on se sent
- Commander au restaurant
- Parler de son alimentation
- Raconter des faits
- Mener une enquête
- Faire des achats
- Parler du temps qu'il fait
- Parler de ses projets professionnels

**Objectifs communicatifs de la 3<sup>rd</sup>:**

- Parler de ses loisirs
- Présenter et décrire un lieu, un événement culturel
- Parler des faits marquants d'une vie
- Raconter des faits passés, un fait divers
- Décrire et caractériser des objets
- Exprimer un souhait, un fait imaginaire

**Objectifs communicatifs de la 4<sup>th</sup>**

- Organiser une fête
- Interagir au téléphone, féliciter
- demander de l'aide, donner des instructions
- Exprimer son intérêt pour quelqu'un, exprimer l'affection
- Exprimer sa sympathie, rassurer quelqu'un
- Raconter une anecdote, une histoire
- Exprimer un point de vue

**7. INFORMATION TECHNOLOGY**

The ICT curriculum at the middle school is integrated with the curriculum. It integrates in all subjects practical computing skills using all Microsoft Office applications including Word, Excel, and PowerPoint in addition to graphics, web browsing, and basic hardware concepts. Through these transportable skills, the IT curriculum at IC is geared to build capable, self-reliant,

knowledgeable, and dynamic computer users who can use the computer as a regular tool for university studies and the workplace. Special emphasis is put on the quality of presentation and communication of information using Information Technology. Based on our curriculum, IC students are prepared to face all the computing challenges at the school level.

## **8. LIBRARY**

The Middle School library is central to the life of the school by supporting classroom learning as well as helping students to become life-long learners and readers. The library has implemented and is continually developing an integrated learning program in which research skills and reading appreciation are taught from within the curriculum through flexible scheduling. All middle school teachers are encouraged to plan research units as needed to support their curriculum and to coordinate reference needs with the librarian. Research units take place in the Middle School Library where references, both print and online, are available for student use.

## **9. MATHEMATICS**

### ***The Philosophy of the Program:***

The philosophy of the Math program aims at guiding students to become better thinkers, learners and problem solvers by developing critical thinking skills. It also aims at fostering enthusiasm for learning math, a sense of responsibility, and self-awareness.

### ***The Objectives of the Program:***

By the end of the Middle school program, every student should be able to:

- perform mental math
- use the geometrical instruments efficiently
- write clear proofs for Euclidean geometry in different methods
- use the math language to communicate properly
- apply math in other learning areas such as art, sciences and statistics
- solve problems on the topics elaborated in the syllabus
- pass the official exam (Brevet)

### **Math Syllabus:**

#### ***1<sup>st</sup> Intermediate***

#### **A – ALGEBRA:**

- 1) Natural numbers and decimal numbers:
  - a. Writing in words and digits
  - b. Expanded form
  - c. Rounding
  - d. Comparing
  - e. Placing on the number line
- 2) Integers
- 3) Operations on natural numbers, decimal numbers and integers
- 4) Mental calculation: multiplying and dividing by 10, 100, 1000, ... and 0.1, 0.01, 0.001, ....
- 5) Powers: powers of a positive number and powers of 10
- 6) Number theory: Factors, multiples, divisibility rules, prime and composite numbers, relatively prime numbers, GCD and LCM

- 7) Fractions:
  - a. Comparison
  - b. Reduced fractions, equivalent fractions, decimal fractions
  - c. Fractional writing of a decimal number
  - d. Operations (+, -,  $\div$ ,  $\times$ )
- 8) Priority rules.
- 9) General problems of percentages and proportionality
- 10) Algebraic expressions: writing and evaluating expressions

## B – GEOMETRY:

- 1) Metric system: volume, area and capacity
- 2) Lines, rays and segments (notation and representation)
- 3) Angles:
  - a. Construction
  - b. Measurements and calculation
  - c. Nature of angles
  - d. Adjacent angles
  - e. Complementary and supplementary angles
  - f. Bisector of an angle
- 4) Triangles:
  - a. Construction of triangles
  - b. Remarkable lines in a triangle
  - c. Sum of angles in a triangle
  - d. Calculation of angles in a triangle with remarkable lines
- 5) Perimeter and areas:
  - a. Square, rectangle, parallelogram, triangle, circle and disc
  - b. Shaded figures
- 6) Volume: cube, right cylinder and rectangular prism
- 7) Solids: patterns
- 8) Symmetry: with respect to an axis and central symmetry
- 9) Relative position, in a plane of:
  - a. Two lines (parallel, perpendicular)
  - b. A line and a circle
- 10) Distance:
  - a. Between two points
  - b. A point and a line
  - c. Two lines
- 11) Circles: radius, diameter, chord, center and arcs

## C – STATISTICS:

- 1) Interpreting data
- 2) Circular diagram

## **2<sup>nd</sup> Intermediate**

## A – ALGEBRA:

- 1) Integers:
  - a. Operations on integers
  - b. Priority rules



- 2) Decimal numbers:
  - a. Operations on decimal numbers
  - b. Writing a decimal number in the form of a fraction
- 3) Powers:
  - a. Simplifying using rules of powers
  - b. Calculate the power of a number
- 4) Number theory:
  - a. Prime numbers and composite numbers
  - b. Write a composite number as a product of prime numbers
  - c. Find the GCD and LCM of two numbers
  - d. Problems on GCD and LCM
- 5) Fractions:
  - a. Equivalent fractions
  - b. Reducing fractions
  - c. Operations on fractions
  - d. Decimal fractions
- 6) Algebraic expressions:
  - a. Simplifying an algebraic expression
  - b. Developing and reducing
  - c. Factoring
  - d. Evaluating
- 7) Equations:
  - a. Solving equations of the first degree with one unknown
  - b. Solving problems with one unknown
- 8) Proportions:
  - a. Ratios and proportions
  - b. Percentages

## B – GEOMETRY:

- 1) Angles: Complementary, supplementary, vertically opposite
- 2) Triangles:
  - a. Construction of triangles
  - b. Remarkable lines in a triangle
  - c. Special triangles
- 3) Parallel lines and transversals:
  - a. Alternate interior angles and corresponding angles
  - b. Converse of theorems
- 4) Congruent triangles and homologous parts
- 5) Solids:
  - a. Rectangular prism, cube and right prism
  - b. Prepare a pattern
  - c. Calculate: lateral area, total area and volume
- 6) Coordinate plane:
  - a. Coordinates of a point
  - b. Symmetry with respect to a point
  - c. Symmetry with respect to an axis
- 7) Translations
- 8) Movement of a point:
  - a. Geometric locus of a point
  - b. Construction and properties
- 9) Bisectors and perpendicular bisectors:

- a. Definition
- b. Property

## C – STATISTICS:

- 1) Organization of data in a table
- 2) Graph representations: bar graph, circular graph and frequency graph

## **3<sup>rd</sup> Intermediate**

### A – ALGEBRA:

- 1) Literal and composite fractions (operations and simplifications)
- 2) Powers:
  - a. with positive exponents for any number
  - b. with negative exponents for powers of 10 only
- 3) Remarkable identities: develop and factor expressions
- 4) Equations of the form:  $ax + b = 0$  and  $(ax + b)(cx + d) = 0$
- 5) First degree inequalities with one unknown
- 6) Square roots with one unknown

### B – GEOMETRY:

- 1) Parallelograms
- 2) Special quadrilaterals (rectangle, rhombus, square and trapezoid)
- 3) Midpoint theorem and its converse, in a triangle and in a trapezoid
- 4) Pythagorean theorem and the median theorem in a right triangle (and the converse of these theorems)
- 5) Circles:
  - a. Relative position of circles in the plane
  - b. Arcs and angles
- 6) Translations and vectors
- 7) Coordinate plane: coordinates of the midpoint of a segment
- 8) Locus and construction of a point verifying a given property
- 9) Solids:
  - a. Representation in the plane of : cylinder, cone and sphere
  - b. Calculation of: lateral area, total area and volume

### C – STATISTICS:

- 1) Represent and interpret circular and bar graphs
- 2) Calculate the frequencies, relative frequencies and cumulative frequencies
- 3) Draw the relative polygon

## **3<sup>rd</sup> Intermediate CPP**

- 1) Numbers: N; Z: D
- 2) Simple functions
- 3) Powers
- 4) Two dimensions and three dimensions figures
- 5) Measuring and units
- 6) Approximation

- 7) Graphs of linear functions
- 8) Collecting and organizing data
- 9) Using and applying mathematics
- 10) Angles
- 11) Fractions
- 12) Quadratic functions
- 13) Properties of numbers
- 14) Pythagoras theorem
- 15) Averages and speed
- 16) Percentages
- 17) Transformation
- 18) Presenting data
- 19) Ratio and proportion
- 20) Equation and inequalities
- 21) Interpreting data

#### ***4<sup>th</sup> Intermediate***

##### **A – ALGEBRA:**

- 1) Real numbers
- 2) System of equations of the first degree with two unknowns  

$$\frac{ax + b}{cx + d} = 0$$
- 3) Equations of the form:  $\frac{ax + b}{cx + d} = 0$
- 4) Linear functions and proportionality
- 5) Algebraic expressions

##### **B – GEOMETRY:**

- 1) Tangents and circles
- 2) Locus of a point and constructions
- 3) Lines in a coordinate plane:
  - a. Equation of a line
  - b. Properties of parallel and perpendicular lines
- 4) Length of a segment and coordinates of vectors
- 5) Graphical solution of a system of equations
- 6) Similar triangles
- 7) Thales' theorem
- 8) Vectors in the plane

##### **C – TRIGONOMETRY:**

Sine, cosine and tangent of an acute angle in a right triangle

##### **D – STATISTICS: Mean and weighted mean**

##### **E - SPACE GEOMETRY:**

Total area, lateral area and volume of solid shapes (cube, cylinder, prism, cone, sphere)

#### ***Grade 10 CPP or 4th CPP***

**Exploring numbers:**

Multiples, factors and primes

H.C.F and L.C.M

Triangular, square and cube numbers

The rules for indices

Powers of 2 and 10

Mixed fraction

**Solving equations and inequalities:**

Solving simple equations

Using equations to help solve problems

Rearranging formulae

Showing inequalities on a number line

Solving inequalities

**Shapes:**

Angles

2D shapes

Triangles

Quadrilaterals

Angles in polygons

Circles

3D shapes

Congruent shapes

Similar shapes

Symmetrical shapes

**Collecting and presenting data:**

Recording and presenting data

Collecting data

Questionnaires

Frequency polygons

Cumulative frequency diagrams

Scatter diagrams

Lines of best fit

**Using basic number skills:**

Percentage increases and decreases

Compound interest

Compound measures

Ratios

Standard form

**Transformations and loci:**

Transformations

Tessellations and Patterns

Scale drawing and scale models

Locus of a point

Formal constructions

**Lines, simultaneous equations and regions:**

$$y = mx + c$$

Parallel and perpendicular lines

Simultaneous equations – graphical solutions

Simultaneous equations – algebraic solutions

Problems leading to simultaneous equations

Using straight line graphs to locate regions given by linear inequalities

### **The Theorem of Pythagoras:**

Finding lengths in a right angled triangle

Solutions using Pythagoras' theorem

### **Brackets in algebra:**

Order of calculation

Expanding

Factorizing

Simplifying expressions

Forming equations to solve problems

### **Measure:**

Lengths, areas and volumes of plane and 3D shapes

### **Proportion:**

Direct proportion

Graphs that show direct proportion

Finding proportionality rules from graphs

Writing proportionality formulae

Inverse proportion

### **Simplifying algebraic expressions:**

Algebraic fractions

More factorization

Fractional algebraic expressions

### **Basic trigonometry:**

The three trigonometric functions

Right angled triangles: the trigonometric ratios

The area of any triangle using trigonometric formula

### **Vectors:**

Translations

Addition and subtraction of vectors

Magnitude of a vector

### **Circles:**

Chords and tangents

Angles in a semicircle

Central angles

Different angles

Cyclic quadrilaterals

### **Calculators and computers:**

Drawing graphs on your calculator

Using memories to represent formulae

Saving as a program  
Problem solving with a spreadsheet

### ***Math Fair:***

All students are highly encouraged to join the Math fair. They can investigate a real world problem or an abstract problem; they can also create a real world model or a demonstration. The final product of their effort is evaluated and the projects are assessed based on well-defined criteria that include creativity, mathematical thought, thoroughness, quality of display and the clarity and effectiveness of the oral presentation.

## **10. MUSIC**

As music educators, we're entrusted with leading each child's innate sense of rhythm, fondness for song, and inclination for dance towards the LOVE of music. It is our role to lead the natural love of song towards the intricacies of melody and harmony. We are challenged to tune the ear to timber and turn the mind to form.

Our primary mission as teachers is not necessarily to teach music, but to teach through the vehicle of music. Musical experiences can nurture all their intelligences. The logical / mathematical through the inherent patterning of music, the visual / spatial through working with intervals on xylophones and dance in space, the kinesthetic through experiencing every concept in the body, the interpersonal through the improvising, composing and expressing oneself through sound and movement, interpersonal through the intense social demands of group dance and music making, and linguistic through song, poetry and rhymes.

The more we are aware of these potentials, the more consciously we can bring them out in these activities to serve the WHOLE child.

Parents and teachers are members of one team, and our goals are to help our children become knowledgeable responsible happy adults. Parents can help us in explaining the following:

The music lesson is as important as the other lessons because it helps in developing our intelligence

The music equipment, instruments and others are to be taken care of instruments like recorders, files and music sheets must be brought to class just like any other book according to the schedule

The child needs to be allowed to practice privately as much as possible

Music projects need to be prepared with the students so that they feel it is important for all the family

It is important to listen to music (all kinds) and create a musical mood at home

It is important to plan for and go to concerts and musical or dance performances

It is important to encourage children to play an instrument and to dance

### **THE PHILOSOPHY OF THE MUSIC PROGRAM**

The music program at the Middle School aims at developing in depth the concepts and skills already learned at the elementary school.

Students will develop the ability to read, write, and perform accurately and confidently, making expressive use of one musical concept in depth each year (14 lessons). They will control and develop musical ideas in composition and use notation as an aid to store and refine those musical ideas. They will listen with greater understanding to a range of music from different eras and places.

They will be exposed to learning guitar in grade 9 and will have the opportunity to participate in several clubs such as the choir, instrumental club, composers club, the performing arts club and the international day.

Music will also be considered as means of accessing other disciplines and as a vehicle for wondering, reflecting and consolidating.

### **Objectives of the program:**

By completing the music program, students will create, perform and respond with understanding to many different styles of music; develop in-depth skills; appreciate the importance of music and the Arts in expressing human experience; and be prepared to apply their musical skills and understanding throughout their lifetime.

As a result of their music education, students will:

- Create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) music that expresses concepts, ideas and feelings
- Perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse works of music
- Respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse works of music and performances of such music
- Understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire
- Understand the importance of music in expressing and illuminating human experiences, beliefs and values
- Identify representative works and recognize the characteristics of music from different historical periods and cultures
- Seek music experiences and participate in the artistic life of the school and community
- Understand the connections in music to various art forms, other disciplines and daily life
- Perform movement-related activities and express certain musical concepts in a physical way

### **General Objectives:**

- A. **Vocal:** Students will sing, alone and with others, a varied repertoire of songs
- B. **Instrumental:** Students will play, alone and with others, a varied repertoire of music
- C. **Improvisation:** Students will improvise melodies, variations and accompaniments
- D. **Composition:** Students will compose and arrange music.
- E. **Notation:** Students will read music
- F. **Analysis:** Students will listen to, describe and analyze music.
- G. **Evaluation:** Students will evaluate music and musical performances
- H. **Connections:** Students will make connections between music, other disciplines and daily life
- I. **History & Culture:** Students will understand music in relation to history and culture

*\* Special note: When appropriate, movement will be used to enhance students understanding of musical concepts covered by the general objectives.*

## **11. PHYSICAL EDUCATION**

The Physical Education Department, with support from the Athletics Department, is designed to encourage, to contribute and to complement the aims and objectives of the International College of Beirut.

As such, the Physical Education Department endeavours to provide an enjoyable, satisfying and balanced programme with opportunities for all pupils to develop physically, socially, emotionally and cognitively. The Physical Education curriculum offers a comprehensive range of experiences to meet the needs of individual pupils and to encourage active involvement by all performers, observers and officials. Structured and developmental schemes provide for progression, challenge and a sense of achievement. The development of confidence, tolerance and the appreciation of one's own and others' strengths and weaknesses are considered to be an important part of the learning process.

Finally, it is the intention of the Physical Education Department to offer a programme that will, together with an awareness of the leisure opportunities available within the community, develop those skills and attitudes conducive to involvement in an active and healthy lifestyle.

*All students will receive a double lesson of Physical Education per week*

### **Marking scale:**

- Attendance: 20%
- Participation: 50%
- Skill level: 20%
- Written work: 10%

### **Physical education classes include the following:**

*For the first and second intermediate classes:*

Health-related fitness  
Basketball  
Volleyball  
Football  
Track and Field  
Floor Gymnastics  
Swimming  
Short-tennis  
Softball

*For the third and fourth intermediate classes:*

Health-related fitness  
Swimming  
Basketball  
Football  
Flag Football  
Volleyball  
Tennis  
Softball – Slow Pitching  
Track and Field  
Badminton  
Ultimate Frisbee

### **Extra-curricular activities and interscholastic sports:**



All Middle School students are encouraged to participate in the seasonally instructed **After-school Activities Program** in Badminton, Basketball, Football, Softball, Swimming and Volleyball.

In addition, the International College has proven itself to be very competitive with their school **Representative Teams**. As a selected participant of either the Junior Varsity or Varsity team, students have an opportunity to compete locally and internationally in Badminton, Basketball, Football, Swimming, Track and Field, Volleyball, and/or X-country.

Furthermore, the **Middle School Festival Program** allows students, not part of a varsity team, to participate both locally and internationally.

Finally, Middle School students are equally encouraged to participate in the lunch period **Inter-House Program** that operates throughout the school year.

## **12. SCIENCES**

### **Philosophy and Objectives of the Science Program:**

The rationale of teaching this course at the Middle School is to develop a positive attitude towards the sciences and scientific reasoning for a greater involvement in the physical, environmental and biological phenomena.

Achieving this aim necessitates the following:

1. Developing the patterns of reasoning needed for higher education
2. Taking into consideration environmental and health education in addition to safety measures. (Relating science to daily life).
3. Enhancing critical thinking
4. Developing career orientation (Science/technology and society)
5. Taking into consideration official exams
6. Developing the scientific method (experimental skills / hands on activities)

### **Outline of the curriculum:**

#### ***Biology:***

*Zoology:* Classification and physiology of animals. Three vital functions: respiration, nutrition and reproduction

*Botany:* Classification and physiology of plants and reproduction

*Human Biology:* Physiology of the human body: systems, human reproduction and heredity  
Health education and hygiene

#### ***Ecology:***

- Environment, Ecosystems and Biomes
- Fauna and Flora interdependency
- Pollution:
  - Types of pollutants
  - Man and his environment:
  - Direct and indirect effect of pollutants.
  - Measures to reduce pollution.

#### ***Geology:***

- Structure and dynamics of the earth
- Volcanoes
- Earthquakes
- Fossils and fuels
- Underground water

#### ***Physics:***

- States of matter: physical properties and physical constants
- Heat and its effects on matter: changes in state, expansion / contraction, conductivity and insulation
- Mechanics (motion, speed, forces, pressure)
- Optics: Reflection and refraction
- Electricity: direct and alternating currents
- Energy, work and power
- Waves
- Magnetism

#### ***Chemistry:***

- Classification of matter: mixtures and pure substances
- Atomic structure and chemical bonding
- Chemical transformation, types of chemical reactions, mole concept and conservation of mass
- Acids, bases and indicators
- Electrochemistry: galvanic cells and electrolytic cells
- Introduction to organic chemistry: hydrocarbons, organic acids, alcohols and esters
- Petroleum and natural gas
- Polymers and synthetic materials

#### ***Science and Technology Fair:***

All students are highly encouraged to join the Science fair to investigate, experiment and research topics in the fields of science and technology. The final product of their effort is evaluated and the projects are assessed based on well defined criteria that include creativity, scientific thought, quality of display and the clarity and effectiveness of the oral presentation.

#### ***Science Whiz Competition:***

This competition is opened for Grades 7 and 8 students aiming to encourage them become more interested in science and to develop a wide range of scientific background.

### **13. SOCIAL STUDIES**

The *philosophy* of the Social Studies program is to prepare compassionate and self-reliant young men and women with the higher ideals of tolerance, international understanding and respect for individual differences.

The *main objectives* of the Social Studies program are:

- To prepare a cultured individual with general knowledge extending from the pre-historic era to modern times covering a range of countries, cultures, civilizations, faiths, lifestyles and events.
- To train a thinking, responsible citizen who is able to analyze, research, theorize, draw conclusions and find rational solutions to problems and/or situations.

A responsible citizen is one who bases his/her thinking on knowledge and fact as well as demonstrates the ability to express himself/herself clearly and coherently. He/she interacts responsibly with his/her environment, whether social or physical. He/she relates objectively with the past and the present, and feels responsibility towards the future and tries to safeguard his/her heritage and that of the world keeping in mind respect for the rights of others. He/she assumes responsibility for his/her actions, and is acquainted with one's rights and duties. He/she seeks truth, and passes judgment on the basis of research, analysis and awareness of all the circumstances in a given situation.

Assessment is an interactive and continuous process by which the abilities, skills and acquired knowledge of the students are assessed using different methods. Assessment methods range from formative tests, quizzes, performance based tasks, research, projects (both written and/or oral), homework to positive input in class discussions.

### **The Social Studies Curriculum:**

#### **1<sup>st</sup> Intermediate:**

**History:** The curriculum covers the pre-historic era and ancient civilizations of Mesopotamia, Egypt, Greece, and the Roman Republic. Students discover how early man developed from being a hunter/gatherer with simple tools and cultures to how man began building and living in complex civilizations, with structured cultures including social classes, religions, customs and traditions.

**Geography:** The curriculum covers terms, concepts and skills which are considered the basis in geography. Students acquire the skills of reading, labeling and drawing different types of maps. They also learn to appreciate the interaction between physical environment and development of culture.

#### **التربية**

يتناول منهج التربية المدنية والتنشئة الوطنية في الصف السادس المحاور التي تعرّف المتعلم إلى المواطنة بحيث يفهم معنى الحريات العامة والشخصية ويمارسها، بالإضافة إلى إدراكه معنى الإتصال والتواصل في المجتمع البشري وفي الوطن.

#### **2<sup>nd</sup> Intermediate:**

**History:** The curriculum covers the entire first millennium including the spread of Christianity, the Byzantium Empire, Islam and the Moslem Empire and the Middle Ages in Europe and the european renaissance. Students discover and relate how West and East interact, affect and enrich each other during this versatile period.

**Geography:** The curriculum focuses on the continent of Africa in general. It covers the physical element, natural resources, the different peoples of Africa and modern challenges of the continent.

#### **التربية**

يركز منهج التربية في الصف السابع على المواضيع التي توضح للمتعلم حقوقه وواجباته كمواطن، وتعرّفه إلى القيم الإنسانية بالإضافة إلى إطلاعه على السلطات العامة في لبنان: أنواعها وأدوارها.

### **3<sup>rd</sup> CPP:**

**History:** The curriculum covers the development of Europe through the Renaissance, the Reformation, the Age of Discovery, New Economic Practices and the rise of powerful monarchies. Students will relate these developments to the beginning of modern times through concepts such as a nation state, capitalism, colonialism and cultural diffusion.

**Geography:** Geography at this level becomes more interactive with history. It focuses on the Americas, with special emphasis on Latin America and its geography. This relates to the Age of Discovery, during which the new lands were discovered, colonized and shaped in terms of culture and population.

A period was allocated to introduce the *history and geography of Lebanon* through a number of chapters specially designed to serve this purpose based on an interactive learning approach.

### **4<sup>th</sup> CPP:**

**History:** The curriculum continues to cover Europe and the Americas during the 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and part of the 20<sup>th</sup> centuries. The focus is on the development of modern times through the ideals of the Enlightenment, the American and French Revolutions, the shaping of Modern European nations, the Industrial Revolution, the rise of ideologies and new scientific discoveries.

**Geography:** The focus is on the European continent which directly relates to the history curriculum being covered.

A period was allocated to introduce the *history and geography of Lebanon* through a number of chapters specially designed to serve this purpose based on an interactive learning approach.

## **Civic Education**

### **1st CPP/ 2nd CPP**

Citizenship is complex and involves more than academic knowledge and skills. Effective civic education should prepare young people in:

Civic Literacy - fundamental knowledge of government, political organization and public affairs. (branches of government, decision making process)

Civic virtues - values, beliefs and attitudes needed for constructive engagement in community affairs. (tolerance, social trust, respect)

Civically engaged behavior - habits of participating and contributing in a community. (voting, staying politically informed and engaging in community service)

Units will cover:

- Rights and responsibilities of citizens.
- The citizen, the republic and democracy.
- Branches of government and the function of each.
- National identity.
- The role of the media.

## **الصف الثامن**

يتناول منهج التاريخ في الصف الثامن من مرحلة التعليم الأساسي حقبة مهمة من تاريخ لبنان الحديث وهي مرحلة الحكم العثماني من الإمارة المعنية حتى عهد القائمقاميتين مروراً بالإمارة الشهابية والحكم العثماني المباشر.

لا يهدف المنهج إلى إكساب الطالب المعلومات فقط بل يتعدى ذلك إلى إكسابه القدرة على تحليلها وشرحها من خلال نصوص واضحة ودقيقة.

يتضمن منهج **الجغرافيا** المقرر للصف الثامن جغرافية لبنان الطبيعية والسكانية، ويتم التركيز على تمكين المتعلم من اكتساب عدد من المهارات الأساسية في الجغرافيا تحديداً، وفي الاجتماعيات بشكل أوسع. تشمل هذه المهارات قراءة خريطة طبيعية أو سكانية، استعمال رسم طوبوغرافي، استعمال رسم تنظيمي أو توضيحي، قراءة رسم بياني سكاني، قراءة هرم أعمار، قراءة واستعمال رسم بياني دائري أو جدول أو رسم بياني عمودي بالإضافة إلى القدرة على كتابة نص هادف ومركّز. كما يرمي هذا المنهج، ومن خلال المهمات الأدائية، إلى جعل الطلاب قادرين على توظيف المهارات والمعارف المكتسبة في مواقف تتعلق بحياتهم العملية المستقبلية.

يهدف منهج **التربية الوطنية والتنشئة المدنية** إلى تنشئة الطلاب مدنياً واجتماعياً وتحضيرهم لممارسة مواظبتهم في مجتمع ديمقراطي. يعتمد المنهج في هذه المرحلة على إطلاع المتعلم على القيم الاجتماعية والمدنية من أجل تطوير مفاهيمه الاجتماعية والأخلاقية. كما يتم التركيز على نظام الانتخاب في لبنان وتوضيح أهمية الهوية العربية ومقوماتها ومؤسساتها. وبذلك تكون هذه المادة على امتداد سنوات الدراسة في مرحلة التعليم الأساسي قد ساعدت المتعلم على اكتساب المعارف المتعلقة بالقناعات الوطنية، المدنية، الاجتماعية والأخلاقية من أجل بناء المواطن والإنسان

### الصف التاسع

يتناول منهج **التاريخ** في الصف التاسع من مرحلة التعليم الأساسي حقبة مهمة من تاريخ لبنان المعاصر تمتد من سقوط المتصرفية حتى الاستقلال مروراً بأحداث الحربين العالميتين والأوضاع السياسية والاجتماعية والاقتصادية الناتجة منها كما يتعرّف الطالب إلى بعض الشخصيات المهمة التي لعبت دوراً فاعلاً في بناء لبنان وطننا مستقلاً.

يتناول منهج **الجغرافيا** دراسة محورين اثنين هما جغرافية لبنان وتتضمن دراسة المجال الجغرافي، المجالات الاقتصادية، مراكز الاستقطاب ونطاقات تأثيرها وجغرافيا العالم العربي وتتضمن دراسة المجال الجغرافي وقضايا عربية مختلفة. يتم اعتماد أسلوب علمي يمكّن الطالب من اكتساب المعارف والمهارات وتوظيفها في معالجة المواضيع الجغرافية. وتتضمن هذه المهارات قراءة المستندات الجغرافية (نصوص، خرائط، جداول، صور، رسوم بيانية، هرم أعمار ...) وتحليلها.

يتناول منهج **التربية الوطنية والتنشئة المدنية** سبعة محاور تتعلق بوجوه الحياة كلها من علاقات اجتماعية ووطنية مروراً بالإطار العربي والمؤسسات الدولية. ولا يهدف هذا المنهج إلى إكساب المتعلم المضامين المعرفية فحسب بل إلى تحقيق المواقف السلوكية السوية المبنية على القناعات الداخلية الوطنية والمدنية والاجتماعية. يتم عرض هذه المادة من خلال الانطلاق من الوثائق والمستندات: صور، رسوم، نصوص، وأمثلة من واقع الحياة اليومية يلاحظها المتعلم ويتبين عناصرها ومكوناتها ويتفاعل معها وذلك من خلال التفكير والمناقشة.

### **Classe de sixième**

En **Histoire**, le programme comprend 4 unités d'enseignement: L'orient ancien, Les Grecs, Rome et le début du christianisme. A travers ce curriculum, les élèves découvriront l'importance de la sédentarisation et l'invention de l'écriture. Ils comprendront comment la démocratie est née et quel est leur rôle comme citoyens. Ils apprécieront l'impact des grandes civilisations grecques et romaines, et celui de la naissance du christianisme.

A la fin de l'année, Les élèves maîtrisent une série de compétences nécessaires pour leur passage en 5ème. Ces compétences englobent l'étude de documents variés (cartes, images, textes, frises ...) tout en prenant soin de l'expression écrite et orale de l'élève. La lecture, de l'image et du texte, étant au centre du programme, les élèves sont encouragés à lire et interpréter les documents. Ils sont aussi encouragés à écrire des récits courts et précis et à exprimer leur point de vue.

En **Géographie**, le programme de 6<sup>ème</sup> comprend permet aux élèves d'explorer le monde, d'y situer les sociétés humaines dans leur diversité, de découvrir et de caractériser les différentes manières de l'habiter.

En introduction, les élèves abordent les outils du géographe et approfondissent quelques notions élémentaires étudiées à l'école primaire: la répartition des continents et des océans et les grands repères fondamentaux qui permettent de les localiser (pôles, tropiques, équateur). Plus tard, ils étudient la répartition de la population mondiale et son évolution globalement et dans diverses régions. Enfin, ils apprennent comment l'habitat de l'homme varie selon la région et le relief.

A travers des études de cas, des paysages et des documents variés (planisphères, cartes démographiques, croquis, tableaux de statistiques, textes...), la démarche utilisée en classe de géographie invite à développer la curiosité des élèves et leur appréciation de la diversité des cultures. Les élèves sont encouragés à mener des recherches sur l'internet. La maîtrise de l'expression écrite et orale fait partie intégrante du programme.

Du point de vue habitudes de travail, les élèves sont incités à travailler d'une façon autonome, à prendre des décisions et à organiser leurs connaissances dans le cadre d'un raisonnement construit.

### التربية

يتناول منهج التربية المدنية والتنشئة الوطنية في الصف السادس المحاور التي تعرّف المتعلم إلى المواطنة بحيث يفهم معنى الحرّيات العامة والشخصية ويمارسها، بالإضافة إلى إدراكه معنى الإتصال والتواصل في المجتمع البشري وفي الوطن.

### Classe de cinquième

En **Histoire**, le programme nous permet de présenter le Moyen-âge et la naissance des Temps modernes. Il est essentiellement orienté vers l'étude de grandes civilisations entre le VII<sup>e</sup> siècle et la fin du XVII<sup>e</sup>. Il s'ouvre sur la découverte du monde musulman médiéval puis aborde l'Occident chrétien avec la lente émergence de l'Etat et son ouverture vers d'autres mondes.

A partir de textes, de cartes et d'œuvres d'art, les élèves perçoivent la diversité et l'évolution des structures politiques et le renouvellement des idées et des formes. Ces documents sont des repères culturels que l'élève conservera tout au long de sa scolarisation.

En **Géographie**, le programme est consacré à l'étude du développement durable. La démarche géographique privilégie des études de cas à partir desquels les élèves constatent les inégalités et les déséquilibres, perçoivent les jeux d'acteurs et mesurent les impacts des hommes sur l'environnement, tant à l'échelle locale que mondiale.

Au terme de la cinquième, les élèves sont capables, confrontés à l'étude d'un territoire, de mobiliser les trois dimensions (sociale, économique, environnementale) du développement durable. Ils ont construit une connaissance claire des grandes oppositions de monde et des enjeux auxquels est confrontée l'humanité.

### التربية

يركز منهج التربية في الصف السابع على المواضيع التي توضح للمتعلّم حقوقه وواجباته كمواطن وتعرّفه إلى القيم الإنسانية بالإضافة إلى إطلاعه على السلطات العامة في لبنان: أنواعها وأدوارها.

### Classe de quatrième (Bac. Français)

En **Histoire**, le programme englobe toute la période moderne; il se divise en trois grandes parties:

- **Les XVII<sup>e</sup> et XVIII<sup>e</sup> siècles:** l'élève se familiarisera avec les notions de monarchie absolue et de remise en cause de cet absolutisme.

- **La période révolutionnaire:** les épisodes majeurs et les principaux acteurs de la période révolutionnaire et impériale seront abordés en insistant sur la signification politique et sociale de chacune des phases.
- **L'Europe et son expansion au XIXe siècle:** l'élève étudie les transformations industrielles de l'Europe et ses conséquences sociales, politiques et idéologiques; la comparaison de cartes du monde en 1815 et 1914 mettra en évidence le phénomène colonial; enfin, le programme s'achève avec la présentation politique de la France de 1815 à 1914.

En **Géographie**, le programme se consacre à la présentation générale du continent européen, puis à l'étude d'Etats; les cartes des Etats, du peuplement, des langues et des religions permettent de présenter la diversité européenne; (on étudiera au moins trois états: Allemagne, Russie, Royaume-Uni).

### **Classe de troisième (Bac. Français)**

Le programme se divise en quatre grandes parties:

- **1914-1945: guerres, démocraties et totalitarismes.** La partie Histoire, comprend l'étude de la première guerre mondiale à la seconde guerre mondiale, ainsi que l'entre-deux guerres en URSS, Allemagne et France.
- **Elaboration et organisation du monde d'aujourd'hui:** dans la partie Histoire et Géographie, l'élève étudie la croissance économique depuis 1945 et ses conséquences actuelles sur la répartition mondiale des richesses et la mondialisation. Au niveau politique, l'histoire des relations internationales est abordée, avec la guerre froide et la décolonisation, pour aboutir à l'observation de la géographie politique du monde actuel.
- **Les puissances économiques majeures:** dans la partie Géographique, les trois grandes puissances mondiales sont étudiées: la superpuissance américaine, le Japon et l'Union Européenne.
- **La France:** son histoire depuis 1945, les mutations de l'économie française et leurs conséquences géographiques, et la France comme puissance européenne et mondiale.

Au niveau des compétences, l'étude des documents est toujours primordiale, puisqu'elle se poursuit au lycée; les élèves devront être capables de réfléchir sur un sujet donné, et d'y répondre par un paragraphe argumenté organisé en deux ou trois parties bien distinctes, débutant par une courte phrase introductive et se terminant par une brève conclusion.

## **14. TECHNOLOGY**

**Design Technology** is a part of everything that we do in life. It is a study and an attempt to improve our man-made world. It plays an important role in our life because it encourages innovative ideas and develops manipulative skills. Technology education helps us function effectively in our society, think about the relationships between the different fields of knowledge and search for connections between knowledge and its uses.

The **rationale** behind including technology education in the curriculum lies in the following imperatives, which assume that **Technology education**:

- Enables students to learn creative problem solving applied to real-world situations

- Provides activity-based subject matter by using a variety of instructional methods and assessment techniques
- Develops in students the experiences that help them understand past, present and future technologies
- Uses tools, machines, and materials in technological problem-solving frameworks
- Investigates the relationships between people and technology
- Unifies the cognitive, affective, and psychomotor domains in an experiential, learning environment
- Is best understood in a dynamic, global context

### **Objectives:**

Technology education aims at achieving the following objectives:

- Exploiting scientific knowledge and conceptual understanding through concrete realizations of projects
- understanding the nature of technology through its two aspects: The product as well as the process aspect
- developing technical skills needed in designing and making a technical object
- raising awareness about the impact and implications of technology on humans
- initiating a critical attitude towards the commercial products of technology
- learning the proper use of materials and equipment
- appreciating the role of technology in the economic and social developments
- engaging students in the fundamental concepts of Science, Technology, Engineering and Math through robotics
- learning through robotics to design, build, program, test, evaluate, re-build and re-program
- Using 3D printers, laptops and material related to design technology to enhance creativity and critical thinking

### **15. Claims and issues**

This is a pre-Theory of Knowledge course offered to students of 4<sup>th</sup> CPP. The aim of this course is to introduce students to concepts they will need to explore in their Theory of Knowledge class in the International Baccalaureate program. It is activity-based; students create projects, write essays, watch films and documentaries, and keep portfolios. They are encouraged to reflect on their own experiences as learners and to make connections between what they learn and their own lives.

### **16. The “Option Program” for grade 9 & 3eme**

This is an optional full year course in either Music or Drama where the students attend a two period session every Wednesday afternoon after classes.

The Music option aims at helping talented students and lovers of music to become proficient in the art of Music and performance. Technique, concepts, and music reading skills are taught through active participation in performing quality music of different periods. The repertoire is carefully chosen considering the singing/playing ability of the students. Students eventually perform in concerts and performances.

The Drama option trains students to create and write scripts, act and role play, direct a classroom theatre, and design environments for theatre.



This course is purely optional and is designed to allow students to achieve their potential in a pleasurable and non-stressful setting. Upon successful completion of the course, the student is awarded 0.5 to 1 grade point on the general average of the final annual grade report depending on his / her performance and the teacher's evaluation.

The Middle School offers an informative presentation to all parents at the beginning of each year to outline and explain programs, policies and procedures. An open-house is also scheduled at the beginning of the year with teacher who present their programs by level.

### **C. Reinforcement sessions and learning support**

The school offers optional reinforcement sessions after classes in the major subjects. Such sessions focus on writing and problem solving skills and are open to all for a subsidized additional fee. Students are grouped by level in groups of 4 to 7 and are tutored by teachers from the school under the supervision of the departments concerned.

There is also a learning support system in all years. For 1<sup>st</sup> / 6<sup>ème</sup>, 2<sup>nd</sup> / 5<sup>ème</sup> it is offered in the languages and Math, and in years 3<sup>rd</sup> / 4<sup>ème</sup> and 4<sup>th</sup>/3<sup>ème</sup> in the languages, Math and Physics. This support system will be offered to all students of those levels who need academic support on a regular basis throughout the year within the regular schedule at no additional cost.

There are two learning support teachers who with students who are diagnosed with learning difficulties on learning plans and special accommodations as needed.

## **D. POLICIES AND PROCEDURES**

### **i. STUDENTS' RIGHTS AND RESPONSIBILITIES**

#### *STUDENTS' RIGHTS*

- You have the right to learn in a safe and healthy environment without discrimination with respect to race, gender, national origin or individual differences.
- You have the right to participate in a variety of programs and activities that aim at developing the whole person, academically, ethically, socially, aesthetically and physically.
- You have the right to receive knowledge and information with dignity, fairness and respect.
- You have the right to experience a challenging learning environment that motivates you with a variety of methodologies and activities.
- You have the right to be listened to when you have a question or a concern and to receive an appropriate response, with the understanding that other students may have similar needs, and several considerations may be affecting the situation.
- You have the right to have your performance assessed and to receive appropriate feedback for your work.
- You have the right to rest, play or meet with your classmates during recesses.
- You have the right to understand the school community's rules, regulations, requirements and expectations.
- You have the right to choose a class representative or to run for elections as a class representative.
- You have the right to express opinions with due respect for the opinions of others.

#### *STUDENTS' RESPONSIBILITIES*

- You have the responsibility to allow other students to learn in a safe, productive and healthy environment.
- You have the responsibility to interact with all members of the school community without discrimination with respect to race, gender, national origin or individual differences.
- You have the responsibility to act with integrity and to commit to the IC Academic Integrity Expectations. Each student shall demonstrate honesty and integrity in the completion of all assignments. Adherence to Academic Integrity Expectations promotes faithfulness to the high standards required by the College and assures students that their work is being judged fairly with the work of others.
- You have the responsibility to keep your campus clean and contribute to the efforts in implementing the IC environment policy.
- You have the responsibility to allow other students to receive knowledge and information with dignity, fairness and respect.
- You have the responsibility to understand, respect and honor the school community's rules, regulations, requirements and expectations.
- You have the responsibility to express opinions with due respect for the opinions of others: orally, through class debates; in writing, through school publications.
- You have the responsibility to accept the decisions taken by the school.

### **ii. Academic Promotion**

#### **1. COURSE COEFFICIENTS AND PROMOTION POLICY:**

Students are graded on the basis of 100 as a maximum score.

### **Lebanese Program (All levels)**

• <b>Arabic</b>	Coefficient: 1
• <b>English/French</b>	Coefficient: 1
• <b>Math</b>	Coefficient: 1
• <b>Sciences</b>	Coefficient: 1
• French/English	Coefficient: 1
• Social Studies	Coefficient: 1
• Civics	Coefficient: 0.25
• Art	Coefficient: 0.25
• Music	Coefficient: 0.25
• Drama	Coefficient: 0.25
• P.E.	Coefficient: 0.25
• Technology (not offered to 4th /3ème)	Coefficient: 0.25
• Elective (offered only to 3rd/4ème)	Coefficient: 0.5

Arabic, English/French, Math and Sciences are considered **major subjects**.

- **Minimum Requirements**: to qualify for promotion, a student needs two averages of 70 and two averages of 65 in the major subjects, no grade below 60 in all other subjects **and** a minimum general average of **70%**.

### ***The Official Brevet Exams:***

All students of 4<sup>th</sup>/3ème (Lebanese Program) are being prepared for the official Brevet exams. As soon as sample exams are made available, students will be exposed to the types of questions they will be expected to tackle. The weight allocated to each subject in the official Brevet is as follows:

• Arabic	60
• Main foreign language	40
• Second foreign language	20
• Math	60
• Sciences	60
• History/Geography/Civics	60

### **Non-Lebanese program (Except 4th CPP)**

• <b>French/English</b>	Coefficient: 1
• <b>English/French</b>	Coefficient: 1
• <b>Math</b>	Coefficient: 1
• <b>Sciences</b>	Coefficient: 1
• Arabic	Coefficient: 1
• Social Studies	Coefficient: 1
• Civics	Coefficient: 0.25
• Art	Coefficient: 0.25
• Music	Coefficient: 0.25
• Drama	Coefficient: 0.25
• P.E.	Coefficient: 0.25

- Technology (not offered to 4th /3ème) Coefficient: 0.25
- Elective offered only to 3<sup>rd</sup> (grade 8) 4ème Coefficient: 0.5
- French/English, English/French, Math and Sciences are considered **major subjects**.
- **Minimum Requirements**: to qualify for promotion, a student needs a final average of 70 in English/French as a main language of instruction, another 70 and two averages of 65 in the major subjects, no grade below 60 in all other subjects **and** a minimum general average of 70%.

#### **4th D (grade 10 CPP):**

- |                            |                  |
|----------------------------|------------------|
| • <b>Arabic</b>            | Coefficient: 1   |
| • <b>English</b>           | Coefficient: 2   |
| • <b>Math</b>              | Coefficient: 2   |
| • <b>Physics</b>           | Coefficient: 1   |
| • <b>Chemistry</b>         | Coefficient: 1   |
| • <b>Biology</b>           | Coefficient: 1   |
| • <b>French</b>            | Coefficient: 1.5 |
| • <b>Social Studies</b>    | Coefficient: 1.5 |
| • <b>Claims and Issues</b> | Coefficient: 1   |
| • History of Lebanon       | Coefficient: 0.5 |
| • Art                      | Coefficient: 0.5 |
| • Music                    | Coefficient: 0.5 |
| • Drama                    | Coefficient: 0.5 |
| • P.E.                     | Coefficient: 0.5 |
- **Minimum Requirements**: to qualify for promotion to the Secondary School, students in **4th CPP** must meet all of the following minimum requirements:
    - ✓ A final average of **70** in English, **two** final averages of **70** and **two** of **65** in four of the following subjects: Arabic, French, Math, Sciences (Biology, Chemistry and Physics combined), Claims and Issues and Social Studies.
    - ✓ No grade below **60**.
    - ✓ **AND** a general average of **70**.

Students who wish to transfer from the Lebanese program to the foreign programs within the Middle School or when promoted to the Secondary School need a cumulative average of 70% in the main foreign language of instruction to be considered for the transfer. The School needs to be informed by the end of March and the proper legal requirements need to be satisfied.

#### **Community Service:**

Community service is a compulsory activity at the Middle School. Every level will spend a number of hours dedicated to community service every year. A student will not be promoted unless he/she completes the community service hours required for his/her level. The program is project based. 1<sup>st</sup> / 6ème will work on a project that targets the Middle School, 2<sup>nd</sup> / 5ème will work on a project that targets IC as a whole, 3<sup>rd</sup> / 4ème will host NGOs at school, 4<sup>th</sup> / 3ème will reach out to the community at large beyond the College.

## **2. HONOR LIST:**

Students with clear disciplinary records and averages of 80 or above and no failing grade will receive an ***Honorable Mention (Mention Bien)***. Students with clear disciplinary records and averages of 85 or above and no failing grade are placed on the ***Director's Honor List (Mention Très Bien)***. Students with clear disciplinary records and averages of 90 or above and no failing grade are placed on the ***Director's Honors with Distinction List (Mention Excellent)***. Placement on the Director's Honor List is a privilege. The administration reserves the right to exclude a candidate whose conduct or attitude are not deemed worthy.

### **3. MAKE-UP EXAM**

- All students who absent themselves have to submit a valid report/excuse to the administration and the administration will follow up on this matter.
- All students who absent themselves from an announced exam will have to sit for a make-up exam.
- All make up exams will take place every Wednesday as needed from 2:00 p.m. till 3:00 p.m.
- Unless they have been absent for more than one announced exam within a week, students cannot be given the make-up exam during the break. All make up exams will be given on Wednesdays. In case the student has more than one exam/quiz to sit for **within a week**, the issue will be discussed on a case by case basis.
- Any student will be allowed a **maximum of three** make up exams **on Wednesdays during the academic year**. Beyond that, a **medical report from the school physician at the infirmary or the AUBMC Emergency Department** will be required. If such a medical report is not supplied, the student will obtain a 40% on the exam.

### ***END OF YEAR RESULTS AND MAKE-UP EXAMS***

If a student is short of **one** requirement for promotion, he/she ***may*** be allowed to sit for **one** make-up exam to meet requirements. A student allowed to sit for a make-up exam ***may*** be promoted on academic probation or on strict academic probation depending on how close in the make-up exam result he/she has come to meeting the requirement and on his/her academic standing.

### **4. ACADEMIC PROBATION:**

The Middle School requires that, to remain in good standing, students maintain minimum promotion requirements at all times during the academic year. If a student fails to meet these requirements, he or she will be placed on academic probation.

A student will be taken off probation when he or she meets promotion requirements ***at the end of the year***. Students can be placed on academic probation for one year only. If they fail to meet the minimum promotion requirements for two consecutive years, they will be placed on strict academic probation. Those on strict academic probation may be required to repeat or withdraw from the College. Such students will not be allowed to sit for make-up exams.

### **5. RETENTION / WITHDRAWAL**

Students who do not meet promotion requirements may be allowed to repeat if their ages permit, if they have a clear disciplinary record and if they have not yet repeated a class in the same cycle. Otherwise, such students will be asked to withdraw. The option of repeating a class is not an automatic right: students MAY be allowed to repeat if the school feels it will benefit the student. Being allowed to repeat is left to the discretion of the faculty and administration if the student's age allows it, and if that student's attitude and behavior warrant it.

## **6. AWARDS AND RECOGNITION OF OUTSTANDING ACHIEVEMENT**

At the end of each year, the Middle School recognizes its outstanding students in all areas during an awards ceremony. The following awards are granted:

**Science, Math and Technology Fair Awards and the Science Whiz Competition Award:** This annual event has become a tradition through which students are given the chance to investigate, experiment and research topics in the fields of science, math and technology. The final product of their effort is evaluated and the projects are assessed based on well defined criteria that include creativity, scientific thought, quality of display and the clarity and effectiveness of the oral presentation.

**Environmental Pioneers Award:** Given for outstanding participation in the Environment Club and for actively spearheading an effort towards environmental awareness in the school.

**Elias & Suad Hanna Science Award:** This award is established by Elias and Suad Hanna to reward a student, or students, at the Middle or Upper School levels who are deeply and seriously involved in scientific research, experimentation, and creative work. A student, or students, may work on a specific project in the fields of Mathematics, Physics, Chemistry or Biology, and shall be expected to EITHER come up with an original idea, (which could be later elaborated on and possibly implemented by professionals) to devise an instrument, process or idea previously not known or not in use OR develop, modify or improve on an existing instrument, process or idea.

Participants should demonstrate an ability to formulate a viable concept which follows scientific methods and procedures, and to implement concepts in a practical manner or, at least, to set the method and means for implementation.

Preference shall be given to ideas which serve a social or humanitarian purpose, to inventions and devices which are environmentally-friendly or those which are expressly designed to improve or protect the environment.

**Performing Arts:** This award is given to students who have successfully and regularly participated in the performing arts club for 4 years and are now graduating. They have invested themselves fully in singing, dancing and creating.

**Wadih Chbat Arabic Award:** This award was established by the Chbat Family to reward the best student in the Arabic language in the 3ème class, in honor of Wadih Chbat, a great teacher, father, and husband. The prize is meant to encourage young minds to participate more actively in the field of the Arabic language.

**I.C. Brevet Award:** Awarded to the top academic performer in the brevet class.

**Marwan Nsouli Memorial Award:** This award was established by the Middle School faculty and staff to commemorate the rare character that our late colleague Mr. Marwan Nsouli will always be remembered for. His honest, caring, selfless dedication to the people around him will never be forgotten. This award recognizes such rare traits of character in our students and is given to a student who has distinguished himself/herself in attitude and manner showing thoughtfulness, courtesy, honesty and commitment.

**Nuha Sangari Hachache Memorial Award:** This award was established by the Middle School faculty and staff to commemorate the outstanding character that our late colleague Mrs. Nuha Hachache will always be remembered for. Her positive and gentle spirit, creativity, dedication and professionalism will continue to live in the hearts of her colleagues and students. This award recognizes such rare traits of character in our students and is given to a student who has

distinguished himself/herself in attitude and manner showing optimism, determination, creativity, commitment and dedication to being a life-long learner.

**Writing Awards:** This award is given to students who have distinguished themselves in writing based on a Middle School competition. Joining the competition is optional and students choose one language to compete in.

### iii. Admission

#### **Admissions Policy**

The selection of candidates for admission to International College is based on academic qualification. The major entry levels for new students are: Nursery/Petit Jardin; First Intermediate [grade 6] (Middle School level); 10th Grade in the College Preparatory (High School) Program and First Secondary [grade 10]/Seconde in the Secondary School. A few vacancies may be available at other levels, depending on attrition.

Students will be assessed on the basis of their previous academic achievement and school recommendation, as well as the scores obtained on the I.C. Entrance Examinations. These exams cover reading and language arts skills, computation and problem-solving skills in Mathematics, as well as general science skills in Physics, Chemistry, and Biology in the upper cycles. Pre-School applicants are admitted on the basis of a qualifying interview.

I.C. does not accommodate boarding students.

Most vacancies are only confirmed after the re-enrollment process that is completed end of June.

I.C. has limited resources to accommodate students with **minor** learning or physical disabilities and the Middle School does not have the resources to accommodate students with **major** learning or physical disabilities.

Every new student is charged a once-only, nonrefundable development fee.

The Admissions Committee is guided by a policy that selects academically qualified pupils depending on vacancies available. **Admission is decided by the Admissions Committee of the school.**

Students are selected with the understanding that they would be able to develop proficiency in English, French and Arabic.

*The College admits students from many countries without regard to race, religion, color, gender, nationality, or political affiliation.*

### iv. Advisory and Counseling

In accordance with the Guiding Statement of the College, the Middle School is committed to educating students ethically, socially and physically in addition to offering a rigorous and competitive academic milieu. The advisory program (personal, social, health education) is based



on four major themes: personal relationships, social awareness, personal management and health education. These themes are developed in a spiral manner, across all levels. Based on them, there are specific and structured activities that advisors perform with their students. These activities are designed to encourage students to think about issues and give their opinions, be aware and care for others, talk about their feelings, be responsible and think about, assess and develop their potential. All activities are performed in class, on Wednesdays from 12:50 till 1:35 p.m. During these sessions students are trained to listen to one another, tolerate and understand differences among people. The emphasis is always on the experience of articulating feelings and thoughts in the presence of others. An age appropriate health education program is stressed with topics such as dental and personal hygiene, back posture, physical changes and sex education, smoking and drug abuse prevention and other topics of immediate interest and impact on adolescents.

The Director, advisors, the Middle School Counselor and the Advisory Program Coordinator and Student Affairs Resource person are involved in the counseling process. Advisors start the academic year by meeting with advisees of the class he/she is in charge of. In parallel, advisors meet with parents of their advisees as needed.

Throughout the year, students are encouraged to seek their advisor's counsel when in difficulty. The ultimate aim is to ensure that all students meet their academic, personal and social needs.

The Middle School **Advisory Program Coordinator and Student Affairs Resource person** heads the advisory program and is in charge of discipline. She is responsible for:

Coordinating and supervising the implementation of the Middle School Advisory Program.

Meeting with students and parents

Handling all disciplinary cases referred to her by the administration

Evaluating the advisory program.

Meeting regularly with the advisors for coordination, guidance and discussion of general and particular issues of concern.

Meeting with students, upon the recommendation of their advisors, to address individual behavioral problems and concerns of disciplinary nature.

Submitting a report at the end of every term summarizing all advisory activities, evaluating them and making recommendations.

Representing the Middle School on all College Committees as assigned by the director.

Supervising and coordinating all extra-curricular activities at the Middle School in coordination with other coordinators concerned.

Following up on student life in general.

Distributing students over sections based on teachers' and advisors' recommendations.

Supervising students' discipline.

Following up on individual disciplinary issues through meeting with students, parents and teachers.

Referring special cases to the counselor and Director for further follow up if necessary

Following up on the test calendar to ensure coordination and fair distribution of exams.

Following up on the student work load and make up exams

Following up on absences and tardiness.

Holding regular meetings with the Director.

The Middle School **Counselor** has the following tasks:

Provide direct support service to individual students, small groups, and classrooms on psycho social issues.

Counsel students and advise parents when needed.

Assist teachers in working with students experiencing social, behavioral, and or emotional difficulties.

Observe students as required and as needed.

Attend parents/teachers/director meetings when needed.

Attend class meetings.

Complete assessment and referrals.

Consult with other professional staff and outside agencies and other organizations when needed.

Serve as a member of the guidance team (director, students affairs coordinator and counselor).

Suggest topics to be tackled through the advisory program.

Serve on the counseling and guidance committee.

Pursue continuous professional growth.

Complete written reports as needed or as requested by the Director.

Handle all cases referred to her by the Director.

Submit a report at the end of every term evaluating the cases and making recommendations.

Represent the Middle School on all college committees as assigned by the Director.

If need be, the counselor will run an advisory session to address personal and social/emotional needs for specific students in a specific class.

Document all cases for future reference and generating statistical reports related to the cases upon the Director's request.

Conduct group discussions and level assemblies whenever needed.

Help with the development of the advisory program (PSE) as needed.

Hold regular meetings with the Director.

## **v. Assessment**

### **A. Rationale**

IC Assessment policy should be and is consistent with its mission statement that aims at academic excellence through the education of the whole person. It is a major component of the learning/teaching process. It ensures the coherence of assessment practices at the different schools and provides a supportive and positive mechanism that:

- Helps students progress in their learning,
- Allows teachers to expand their teaching,
- Contributes to the efficiency of the program, and
- Make future decisions.

### **B. Definition**

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do, utilize this knowledge in a real world setting, and feel, at different stages in the learning process.

### **C. Why assess students' work**

#### **1. Purpose**

The purposes of assessment are the following:

- To promote students' learning by
  - a. Assessing prior knowledge
  - b. Planning the learning process to meet individual or group needs
  - c. Making decisions about subsequent teaching and learning practices.
  - d. Building a profile of students' understanding

- e. Engaging students in reflection on their learning in the assessment of their work and the work of others
- To provide information on students' learning by
  - a. Collecting examples of work and performance
  - b. Interpreting statistics based on benchmarks and / or rubrics
  - c. Studying and analyzing test results
  - d. Utilizing a variety of measures such as grades, narratives, reporting, and scores.
- To contribute to the effectiveness of the program by
  - a. Matching the students' performance to the school's standards and specific expectations
  - b. Comparing results of different classes or groups
  - c. Informing students, colleagues, and parents and others concerned
- To review the curriculum and instructional practices in light of student performance.
- To make decisions regarding promotion and retention.

## 2. Principles

Effective assessment provides evidence of attainment and achievement and takes into consideration the student's potential and ability as well as motivating elements that will enable him/her to learn. It should be ongoing and reflect an understanding of learning as multidimensional and integrated depicting performance over time.

It allows

- a. the students to:
  - Have criteria that are known and understood in advance
  - Analyze their learning and understand what needs to be improved
  - Demonstrate the range of their understanding, knowledge and skills
  - Synthesize and apply their learning, i.e. go beyond recall of facts
  - Highlight their strengths and demonstrate mastery and expertise
  - Be reflective and become involved in self and peer evaluation
  - Become responsible of own learning and identify personal targets
- b. the teacher to:
  - Plan and incorporate different assessment strategies and techniques within the learning process using both formal and informal opportunities
  - Identify what is worth knowing and assess it
  - Give all pupils the opportunity to demonstrate what they know, understand or can do
  - Take into account that students learn differently and that each has a unique learning style
  - Produce evidence that can be reported and understood by students, parents, teachers, administrators and others
  - Use scoring that is both holistic and analytical
  - Decide on future steps
  - Analyze assessment data in order to evaluate and modify the program.
  - Implement the school's promotion policy

## Strategies

Assessment of students is either formative and/or summative. To achieve any of them the following strategies are recommended:

- Observations
- Open-ended tasks
- Performance assessments
- Process focused assessments
- Portfolios
- Selected responses such as tests and quizzes

## Tools

The above strategies can be put into practice using the following tools:

- Anecdotal records
- Benchmarks/examples
- Checklists
- Continuums
- Performance tasks
- Projects
- Reports
- Presentations
- Models
- Rubrics/assessment lists

### 1. EXAMINATION POLICY

An **examination or a test** is an assessment/evaluation tool or technique that involves more than one skill or concept and is intended to measure how students express their knowledge, skills, abilities and the development of sophistication and complexity in their work. Our tests are **criterion-referenced** (a test which is composed of items that have been taught and in which the results can be used to determine a student's progress toward mastery of a content area or a skill or towards meeting designated objectives. Performance is compared to an expected level of mastery in a content area or skill rather than to other students' scores.) Our exams, whenever possible, need to be structured according to **Bloom's taxonomy** for categorizing the level of abstraction of questions that commonly occur in educational settings. Questions need to address/involve: knowledge, comprehension, application, analysis, synthesis and evaluation. An exam/test should present a fair chance for an average student to show his/her acquisition of knowledge and skills. It can include situations that the learner has seen as well as novel situations. It needs to address a variety of skills, to include answering in a variety of ways, to be structured such that any student who works responsibly is able to achieve a passing grade. An exam/test is a formal **summative** tool for assessment and evaluation.

**A quiz** is a formal **formative** assessment tool that should not exceed 15 minutes. It targets one objective and involves one skill, one concept/idea or one short unit and is used to check student

knowledge / preparation or understanding prior to moving to a more complex level or application. It can also be used to find out how students go about the task of doing their work (the process they follow) or to find out how students feel about their work (motivation, effort). A quiz can be used as a form of recitation of information given the previous period to ensure daily studying. It is also used to gauge where a student's deficiencies may lie within a unit. For teachers, a quiz may be used to improve the focus of their teaching, program planning and assessment or to check the need for re-teaching a topic or skill. Some quizzes may be done without grading or the grade may be disregarded. It is also common to delete the lowest grade of a quiz when computing student averages.

- Students can be given one exam/test per day up to two exams/tests per week. Such exams may require one or two consecutive periods.
- Exams/tests will be assigned ahead of time so that students can make use of a weekend to prepare and review.
- All tests and graded class work will be recorded on the test calendar posted in class.
- Essays / compositions / expressions écrites / انشاء and reading comprehension/ étude de texte / تحليل نص are not considered exams and can be scheduled with other exams.
- Drop quizzes (unannounced) / oral recitations and presentations can be scheduled on the same day with an exam.

## **2. PERFORMANCE-BASED LEARNING AND ASSESSMENT**

The Middle School is applying a teaching and learning approach known as Performance-Based Learning and assessment. It is based on the view that learning is not a mere acquisition of knowledge but also the use of that knowledge in meaningful, authentic, real-life situations. It is important for students not only to know, but also to use what they know, by solving problems and actively using constructive knowledge. For every subject in the curriculum, Performance Tasks are planned for students in the form of real-life problem situations, activities, research projects, models and other learning products that stimulate students to exercise knowledge, skills and work habits relevant to a particular performance task. The whole approach to performance-based learning is geared toward helping students when they leave school to become independent learners, self-assess their own strengths and weaknesses and take responsibility for their own work.

## **3. LEARNING THROUGH ACTION**

The Middle School introduces an alternative methodology in teaching based on role-play and known internationally as "Learning Through Action" (LTA). LTA methodology uses structured role-play, simulation, and related techniques to challenge assumptions, to stimulate thinking and acquire a fresh approach to personal decision-making. It is based on the principles of dialogue, interaction and the knowledge that we learn best through experience.

## **4. SPEC: Student-centered, Problem-Based, Experiential, Collaborative teaching method**

The Middle School is applying a teaching and learning approach known as Student-centered, Problem-Based, Experiential, Collaborative teaching method. This is applied in all subjects and enhances group work and critical thinking in students.

vi. **Discipline**

**1. RATIONALE**

The goal of our policy on discipline is the existence of a relaxed, studious atmosphere in which maximum personal achievement can be encouraged while the rights and needs of all can be safeguarded. Ideally, this would be achieved through self-discipline. However, those students who cannot behave in a responsible manner will be referred to the student affairs and guidance resource person who is responsible for discipline or to the Director who will decide on appropriate action. Major breaches of discipline and displays of anti-social behavior will be dealt with severely. In maintaining discipline, it is important that teachers and administrators have all the support they need from the parents and the home environment.

**2. GENERAL BEHAVIOR**

Students at school are expected to live harmoniously with one another. They are guided to develop respect, empathy, and kindness. The following general rules and responsibilities are to be observed:

- Students are expected to behave in a quiet and responsible manner at all times.
- They are responsible for submitting assignments and attending all classes on time.
- They are expected to be polite to and show respect for faculty members, all non-academic personnel and fellow students. Visitors to the school should be treated with courtesy.
- School buildings and property should be respected. Vandalism is a grave offense against the community and will be dealt with as such. If a student is involved in vandalism, he/she might be required to pay his/her share for the vandalized item along with any appropriate disciplinary action. Any damage in a classroom will be the responsibility of every member of the class and all students might be charged for repairs.
- Students are expected to help keep the campus, classrooms and other school facilities clean and tidy.
- To ensure safety, the yard in front of Rockefeller and Sage Halls cannot be used for sports activities. Such activities are confined to sports areas only. Blade-rollers, skate-boards etc... are not allowed on campus for reasons of safety.
- Playing inside the building is not allowed.
- Food and drinks are not allowed in the building.
- Playing cards is not allowed on campus.
- Only electronics required by the teachers should be brought to school. Students using unauthorized electronic equipment in the building may be issued a **strict warning** and the equipment will be confiscated. Parents can retrieve them from the main office one month later.
- All gadgets that may be perceived as security hazards are not allowed at school. If such gadgets are found with students, they will be confiscated and disciplinary measures will be taken.
- Violence, stealing, bad and abusive language and disruptive behavior are serious violations that will be referred to the Director and action will immediately be taken.
- Using offensive, abusive or otherwise inappropriate language in any form about the school and members of its community, orally or in writing, through any type of announcement or public display, will be considered a major disciplinary violation and will lead to strict disciplinary action, including suspension or expulsion from school.

### 3. HARASSMENT AND BULLYING POLICY

The College does not tolerate bullying or harassment and will take strict disciplinary measures to ensure a safe environment for all of its students and school personnel. All members of the school community are committed to ensuring a safe and supportive environment that fosters learning based on the core values of integrity, compassion, respect for individual differences, and cooperation.

Bullying and harassment are acts of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse or an imbalance of power. Individuals or groups may be involved.

Bullying and harassment can take many forms, all of which will cause distress and are the most common form of violence experienced by young people. Examples of bullying and harassment include:

- Disrespectful Behavior: Actions that are rude, unpleasant, inappropriate and unprofessional. Behavior that causes hurt feelings and distress and disturbs or offends others.
- Physical: hitting, pushing, tripping, spitting on others.
- Verbal: teasing using offensive names, ridiculing, spreading rumors. (Oral and written on electronic sites such as Facebook).
- Non-verbal: writing offensive notes or graffiti about others, rude gestures or abuse of the honor of a person through the use of SMS messaging or the Internet, including social networks,
- microblogging, or instant messaging sites and apps. (Such as WhatsApp, Snapchat, Twitter, Instagram, Facebook, etc.)
- Extortion: threatening to take someone's possessions, food or money.
- Property: stealing, hiding, damaging or destroying property.
- Gendered Bullying: bullying based on gender or the enforcement of gender-role expectations.
- Sexual Harassment: Unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, non-verbal, or physical conduct of a sexual nature.

All the above applies to the use of all electronic media.

#### Responsible Digital Citizenship Contract



Digital citizenship aims for respectful, informed and responsible use of technology systems. The Vision of International College is to inspire learners of today to be global citizen leaders of tomorrow. The college views digital citizenship as a shared responsibility between students, parents and the college.

***Best Practices: Items that we are aware of and should be discussed between parent and child***

1. Always use strong passwords and change them regularly. Strong passwords contain numbers, capital and small letters and/or symbols. Do not share passwords to anyone – even best friends – other than parent(s).
2. Log in using only your own user name and password; never log in as someone else.
3. Immediately show parents or a responsible adult any text messages or other contacts from strangers.
4. Digital harassment is unacceptable at any time. Consult a trusted adult to work out a solution together or get help when someone is mean, insulting, or obscene online or who makes me feel uncomfortable.
5. Be a good online citizen and not do anything that hurts others, defames the school and any member of the school community, or is against the law.
6. Do not fight, swear, or gossip in email or instant messages and report anything on the internet that is wrong (dangerous), inappropriate or criminal in nature. Do not respond to inflammatory, obscene or insulting messages.
7. Do not give out personal identifying information such as name, address, date of birth, school name, and/or phone number on a website or to people we meet online.
8. If someone asks me something inappropriate when I am online, I need to tell a parent(s).
9. Never download from unknown sources or websites we don't trust pictures, freeware, shareware, or tests.
10. Plagiarism is considered cheating and pirating music, movies, and games is stealing.
11. Never open e-mail attachments from an unknown person or company; nor respond to spam or junk mail. Do not follow unknown links to websites through e-mail or click on pop-ups.

***Contract agreements: In light of the above, I commit to the following:***

- Develop a plan with my parent(s) around technology use at home (time, location, turning off my phone or leaving it in the kitchen at bedtime, online purchasing, etc.).
- Always use strong passwords and change them regularly. Strong passwords contain numbers, capital and small letters and/or symbols. Do not share passwords with anyone – even best friends – other than parent(s).
- Log in using only my own user name and password; I never log in as someone else.
- If my school account is compromised in any way, I will contact the administration immediately for help.
- Keep my primary e-mail address only for use by my friends and family.
- Digital harassment is not acceptable at any time. I will consult a trusted adult to work out a solution or get help when someone is mean, insulting, or obscene online or who makes me feel uncomfortable.
- Be a good online citizen and not do anything that hurts others, defames the school and any member of the school community, or is against the law.



- Do not fight, swear, or gossip through email, instant messages or social networking platforms and report anything on the internet that is considered wrong, inappropriate or criminal in nature. Do not respond to inflammatory, obscene or insulting messages.
- Do not provide personal information or post or share personal pictures of myself or others on the Internet, by phone or any other mobile platform.
- I will not lie about my age to join any website; I understand that the rules are designed to help keep me safe.
- Never download from unknown sources or websites that we don't trust any pictures, freeware, shareware, or tests.
- Plagiarism is considered cheating; pirating music, movies, and games is stealing.
- When accessing private files (from school or home) using public or shared computers, always sign out of the system and delete cookies, browsing history and temporary files to ensure strangers cannot gain access to my information.
- There are serious consequences for not following these rules. Those consequences may include losing the privilege to use my phone, other mobile platforms or computers at home and at school, **suspension** or **expulsion** from school and the risk of **legal consequences**.
- This digital citizenship plan is for my well-being and safety.

By signing this handbook I confirm that I have read and understood the above agreements on the use of digital technologies, - computers, mobile devices, personal phone, etc. – whether at home or at school. I will abide by these agreements to be a safe, responsible and ethical user at all times.

#### 4. CELL-PHONE CONTRACT

In order to safeguard the privacy of the students, teachers and all other members of the IC community, students and their legal guardians are asked to sign the statement below:

I the undersigned (*name*) Class (*class and section*) hereby acknowledge that I have to switch off my cell phone at all times during school hours. My cell phone should be kept in the appropriate box in class and cannot be used at school unless requested by the teacher. I also acknowledge that I alone will be responsible if it is lost, misused, stolen or damaged in any way.

Consequently, I understand that it is strictly prohibited, unless approved by the administration, to use the cell phone to:

- a. Write and send text messages
- b. Make phone calls or use any of its other functions
- c. Take and send digital photos
- d. Take and send short digital video clips
- e. Tape any classroom session
- f. Access the internet

It is also strictly prohibited, unless approved by the administration, to use any other electronic device (such as camera or iPod/iPad) to take photos or record audio or video clips.

Taking photos, audio and video recordings without the prior written consent of the persons concerned is prohibited and would entail the full responsibility of the perpetrator. These materials are subject to copyright and other intellectual property rights. They may not be used, reproduced,

transmitted, displayed, published, broadcasted, copied, manipulated, or modified in any form and by any means under penalty of law, without the prior written consent as indicated.

**Students in violation of this policy will have their cell phones confiscated and retained at the school office for a month and may be subjected to disciplinary action depending on the severity of the infraction.**

## **5. LEAVING CAMPUS & SKIPPING CLASSES**

Students *cannot* leave school during school hours before dismissal time unless they have written permission from the Middle School office and are accompanied by a parent or caretaker or an adult assigned by them. Students must attend all classes and cannot absent themselves from selected classes during the regular school day. Attendance is taken every period.

## **6. TARDINESS**

Students are expected to be on time for classes in the morning, after breaks and between classes. They will not be allowed late in class without a valid excuse. Tardiness is recorded in the office. The following disciplinary measures will be taken whenever a student arrives late to class any time during the day:

- ✓ A student with three incidents of tardiness will receive an oral warning
- ✓ After two more incidents of tardiness reported, the student will get a written warning
- ✓ The next measure will be suspension from the first period of the day
- ✓ If tardiness recurs, the student will be suspended from classes for one school day and will be asked to stay at the Student Affairs Resource Person's office to study.
- ✓ Any form of graded assessment that the student misses during his/her suspension period are not made up and will be given a failing grade. This applies to suspension for any reason.

## **7. CLASSROOM BEHAVIOR**

The classroom is a special environment in which students and faculty come together to promote learning. Learning takes place when respect and calm prevail. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live.

Therefore, each student has the privilege to be in a classroom where student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students have a responsibility to abide by the code of classroom conduct adopted and any other appropriate classroom rules established by the classroom teacher for maintaining order and a favorable academic atmosphere.

The following rules are evidence of good classroom conduct:

- a. The teacher arrival announces a new period; students are expected to be ready to start work.
- b. During a period, students may leave their seats only with the permission of the teacher.
- c. Students have the right to speak in class when the teacher gives them permission.
- d. A period ends at the bell, unless the teacher feels the need to extend it.

- e. Students are to remain in class when they finish a test or exam; they should wait quietly until the teacher dismisses them.
- f. Students should have all their books, supplies, and materials with them at the beginning of every class.
- g. Eating and chewing gum are not allowed during class periods because it's disrespectful.
- h. Only electronics and devices which are required or approved by the teacher should be used in class.

## 8. CHEATING AND PLAGIARISM / MALPRACTICE

The College considers cheating to be a major offense. Any student caught in a premeditated act of cheating, whether in an exam or in any other setting, will be referred to the Director and severe action will be taken. In case of a second offense, the student will be asked to withdraw immediately.

- a) Plagiarism: This is considered a major school offense. It is equivalent to theft.  
**What is Plagiarism?** When you use the ideas of another person without giving that person credit, you are guilty of plagiarism. If what you write in a school project does not come from your own head, or your own experimentation, or from common knowledge, you are probably plagiarizing. To avoid plagiarism, always cite your source when you:
  1. Quote someone directly.
  2. Paraphrase someone.
  3. Summarize or reword someone else's ideas.**Any project or a paper should be the authentic work of the student. If part of this project/paper is plagiarized the student may receive a zero on this project and be placed on disciplinary probation. He/she might be subjected to more severe disciplinary measures (suspension or expulsion).**
- b) Collusion: This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment of another.
- c) Duplication of work: this is defined as the presentation of the same work for different assessment components.
- d) Any other behavior that gains an unfair advantage for a student or that affects the results of another student entails sanctions on both parties concerned.
- e) abuse of IT Facilities.

A student has to understand that the school can hold him/her responsible for what is posted while he/she is representing International College. For example if he/she is a member of an IC group on YouTube, or Facebook, or any other social networking site in any language, and he/she posts information that defames the school, or one or more members of the school community, he/she will be subject to disciplinary action at school, even if the posting was made outside of school.

NB: For guidelines on citing sources, ask your teachers, or see your librarian about handouts covering the APA guide to bibliographies and in-text citation.

## 9. STUDENT CONDUCT DURING EXAMS

- ◇ When instructed to enter the examination room, students are requested to do so in a quiet and orderly manner.
- ◇ Students are allowed into the examination room during the first fifteen minutes after the start of the examination. After that, students will not be allowed to sit for the examination.

- ◇ No food, drink or any form of refreshment may be taken into the examination room. At the discretion of the proctor, drinking water may be permitted.
- ◇ The proctor will decide on the seating arrangement during the examination. Students are expected to comply with the decision of the proctor and remain seated until permission is given to leave the examination room.
- ◇ Students will not be allowed to leave the examination room before fifteen minutes prior to the end of the time allocated for the exam.
- ◇ The instructions of the proctor must be obeyed at all times. The proctor has the right to withdraw the exam papers or to expel from the examination room any student whose behavior interferes in any way with the proper conduct of the examinations.
- ◇ No borrowing or any form of communication between students will be allowed during the examination.
- ◇ Proctors are not authorized to answer any questions related to the content of the exam.
- ◇ Students must bring to their seats only the material required for the examination. Personal belongings not required for the examination must be placed at the front of the room. All cell phones, iPods, iWatches and all other electronic devices not required for the exam need to be placed on the teacher's desk or in the appropriate box mounted in the classroom in silent mode.
- ◇ Students are not allowed to leave the examination room for any reason before submitting his/her exam paper.

## **10. PROCEDURES FOLLOWED FOR DISCIPLINE**

The student affairs and guidance resource person is in charge of discipline and handles all disciplinary infractions. Students who have difficulty abiding by the rules and standards of behavior set by the school will follow **the discipline procedure** specified here:

- a. The student will be referred to the advisor for a conference. Parents might be also invited for a conference with the advisor and / or teacher concerned. Appropriate behavior will be discussed and a plan of action will be set for the student to follow.
- b. If misbehavior continues, the student will be referred to the student affairs and guidance resource person and / or to the Director.
- c. If the teacher involved / advisor / student affairs and guidance resource person / director find it necessary, the student will be issued a warning / a strict warning / a disciplinary probation / a strict disciplinary probation depending on the gravity of the issue and on the student's previous disciplinary record. Disciplinary probations are issued only by the Director.
- d. Students with repeated or major problems in behavior will be followed up by the student affairs and guidance resource person.

## **11. DISCIPLINARY PROBATION**

Disciplinary probation is a very serious measure. Consequences to being placed on disciplinary probation may include but are not limited to being denied privileges such as placement on the Director's Honor List, end of year awards...Any student who has been placed on disciplinary probation for two consecutive years may be asked to withdraw, regardless of

academic performance. Disciplinary probations may be accompanied by suspension from classes for one day or more. The school reserves the right to ask students to withdraw at any time in case of serious disciplinary infractions.

**vii. Dress Code**

The dress code at International College will reflect the high academic and behavioral standards we have of our students. As a general rule, clothing, accessories and grooming will be neat, clean, demure and not too tight. Heavy make-up, piercing and excessive and/or expensive jewelry are unacceptable. Conspicuous hair dye is considered improper and will not be accepted. Boys' earrings as well as long and untidy hair are also unacceptable. Boys will be required to keep their hair short and tidy. Girls are also expected to keep their hair neat. Footwear will be appropriate and practical.

IC Middle and Secondary school students are expected to wear:

- A collared shirt with sleeves, or
- A tee-shirt with a rounded, neck-level collar and sleeves containing no inappropriate messages, or
- A turtleneck with sleeves

At all times, except for sports or PE classes. All shirts must be long enough to be tucked in. Hooded sweatshirts, sweaters or collared jackets do not substitute for collared shirts.

Girls' skirts must be close to knee length. Pants and Bermuda shorts must be worn at the waist.

Hats are not to be worn in school buildings.

Students who do not adhere to the dress code will be sent home. It is the school's prerogative to decide on what attire is considered acceptable. Students should not feel offended if they are approached about their appearance.

**viii. Environmental Policy**

**General aims and philosophy of the policy:**

Education for sustainable development should enable the school community to develop a life ethic that values all people and the natural environment. The implementation of this policy should therefore contribute to and support the provision of a pleasant and socially responsible environment.

In line with its Guiding Statements, International College assumes a firm obligation towards the environment. Through a curriculum that incorporates the essentials of environmental education, the school provides its students with the knowledge, skills, ethics, and behaviors to develop a commitment to sustainable development at a personal, local, national, and global level.

The management and maintenance of the school environment must 1) provide an example to the community of how to respect and care for the environment as well as 2) demonstrate that the school values and recognizes the needs of the constituents. Students and the wider school community should be involved in the development and management of the school grounds. The school will be proactive and provide the resources necessary to implement this policy. The school appreciates that the initial high costs will result in substantial savings both financially and environmentally in the long run.

The school has a duty to prepare future generations with the knowledge and skills to manage the world's resources wisely. Through our actions, we should develop good habits and behavior

patterns so that every member of the school community is equipped with the skills and knowledge necessary to contribute to a sustainable future. This policy aims to ensure that the school's sites and curriculum promote a commitment to sustainable development.

### **Specific Policy Aims:**

Implementing and monitoring:

- Administrators, Environmental Committee Members, Student Council, Physical Plant Representative, Faculty, Staff, Parent Committee Members will seek input and work collaboratively with other environmentally conscious organizations.

### **Curriculum aims:**

All programs implemented at IC (French Program, IBPYP, Lebanese Program, IBDP) will address the following objectives:

- Develop knowledge and understanding of the natural processes that take place, both within and outside the school environment.
- Understand how life is dependent on the environment.
- Understand how past actions and decisions have affected the present environment.
- Know that what we do will affect others in the future and realize the importance of effective action to the environment
- Develop a Code of Ethics that stresses the importance of respect for all life.

### **Litter:**

Our school community should:

- Ensure that litter clearing is everyone's responsibility.

### **ix. Homework policy**

Research supports that at the Middle School level, homework has a positive effect on student achievement, study skills, perseverance and life-long learning and work habits. Doing homework is important for honing organizational skills, learning responsibility and how to manage time, and developing the ability to learn autonomously. It is also one of the most visible ways in which schools connect with families. It is important to realize that education is not just what happens in school; it takes place at home too.

There are several **types of homework** the student will be required to complete with specific objectives to be attained:

#### **□ Practice:**

The objective is to reinforce certain skills and consolidate knowledge. This involves the repeated use of a skill until it becomes automatic or mastered and can be used in a variety of settings.

#### **□ Preview:**

The objective is to help students prepare for the next day's lesson. This involves examining material before study to develop a framework for linking, storing, and learning new information.

#### **□ Review:**

The objective is to check for understanding and retention of necessary concepts. This involves looking again at information and skills acquired in class with an eye toward solidifying and ordering the information, identifying relevant and irrelevant information, clarifying what still needs to be learned and developing questions.

#### **□ Discovery:**

The objective is also to check for understanding but with a more critical view of the issues in question. This involves examining a set of conditions or factors, and developing connections or conclusions that can be substantiated. It allows students to reflect on what they learned.

❑ **Application:**

The objective is to extend or enrich learning, expand concepts, enhance research skills and supplement class instruction. This involves the use of practices, reviewed, and learned information in a format that connects several types of information and skills that have already been acquired.

❑ **Problem Solving:**

The objective is to provide an activity not always possible in the classroom and to relate acquired knowledge to real life as well as to foster the analytical skills of students. This involves using information in a creative and flexible manner through which a solution to a problem emerges allowing the students to transfer skills acquired in the classroom to real life situations.

❑ **Creative:**

The objective is to synthesize, evaluate and use the unique talents of individual students; it also serves to provide an activity not always possible in the classroom. This involves permitting students to use their knowledge, talents and ideas to express themselves.

Based on the above, teachers will not only be *assigning* homework, they will also be *designing* homework bearing in mind both the *quantity* as well as the *quality* of the assignment.

**Quantity:**

- ❑ An average student must be able to complete homework within a *reasonable amount of time* depending on his age and grade level. Homework will not be beneficial if it becomes too time consuming. Teachers will *set a time frame* for their assignment as well as help students estimate the amount of time they should spend on it.
- ❑ Focus should be on the *quality* of homework rather than the *amount of homework*.
- ❑ Teachers will *coordinate* with others daily when assigning homework.
- ❑ *Daily preparation and preparation for assigned tests* are considered part of any homework assignment.

**Quality:**

- ❑ Teachers will try to make assignments *useful, interesting and meaningful*. They will create *goal-directed* assignments with a *clear purpose and clear instructions* so that students know what type of homework the teacher is giving and what they are expected to learn and accomplish.
- ❑ Teachers will try to vary the assignments and develop a *range of activities* that enable students to practice skills in multiple ways as well as *relate their knowledge to real life*.
- ❑ Assignments will be *balanced* so that they are not only busy work but involve a variety of thinking skills and cognitive levels.
- ❑ All homework assignments will be *corrected in class*
- ❑ Homework assignments will be viewed as *part of the learning process* and not work left over from the school day. Through homework, a student can learn to
  - ✓ Follow directions
  - ✓ Take notes
  - ✓ Ask for clarification
  - ✓ Identify goals
  - ✓ Plan ahead

- ✓ Organize work

### Expectations:

- ❑ **Students** will be expected to *complete* all assignments promptly in a *neat and legible manner*.
- ❑ Homework best serves its purpose when it is done *independently*.
- ❑ Students must endeavor to *organize their time* and *stagger* their assignments and daily review and preparation.
- ❑ **Parents** are instrumental in making homework a positive experience for our students. They are kindly expected to give homework *priority* and provide the necessary *supervision, support and encouragement*.
- ❑ A *quiet and comfortable place* for work is essential if homework is to be done efficiently.
- ❑ It would be helpful if parents could *regulate the time* needed to complete assignments and supervise their children.
- ❑ It is important for parents to be *available to discuss* matters with their children if and when they approach them. However, they should not do their assignments for them.

### x. Information Technology and the Internet

#### ACCEPTABLE USE POLICY IN INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

International College provides access to ICT for supporting and extending the educational process, engaging in collaborative work and obtaining, creating and disseminating information. IC wishes to encourage the growth of ICT skills among the students, and realizes that success with projects of personal interest develops skills that will ultimately improve learning at IC. The primary purpose of ICT hardware and software is to meet educational goals, so computers are not generally available for entertainment or private communications.

IC is an American registered organization and Lebanon is also a signatory of the International Copyright Convention; therefore, software piracy is not tolerated at IC. The programs on IC computers are licensed and may not be copied. There may be exceptions for donations of unused copyright software and in the use of freeware, demo versions and shareware, but private software brought from home may not be installed on IC computers. Each user's data files are personal creations and represent a considerable value in time; they must be respected.

All users need to keep in mind that many people share College equipment. Your work habits on networked computers affect the ability of others to work productively. IC's computers have been carefully set up for shared use, with network administration, antivirus, security, backup and data logging programs in use. Users should not attempt to interfere with these programs or disregard procedures established for the maintenance of the IC network. No one may attempt to gain access to parts of the network or to files they are not authorized to use.

The normal conventions of courtesy and respect for privacy, and common sense rules for personal safety, apply to electronic communications just as to written or verbal ones. Internet access adds numerous educational benefits, but it is recognized that there is material on the Internet that is illegal, false or inappropriate for use in a school. Users at IC are expected to avoid any such sites and are advised not to reveal personal information over the Internet. The IC website



is a major publication that contains information from and for the entire College Community. It will be maintained in a way that reflects credit on our goals and achievements.

## INTERNET ACCEPTABLE USE POLICY (APPLICABLE TO ALL COMPUTER TERMINALS AT IC INCLUDING I.T. LABS AND LIBRARIES)

### Purpose statement

International College and its libraries provide access to the Internet as one means of fulfilling its mission to inform, educate, entertain, and culturally enrich students and staff. Through the internet, IC libraries provide books and other library resources, facilities and professional services for the use of the IC community. All Internet resources are provided equally to all users, with the understanding that it is the individual user's responsibility to demonstrate judgment, respect for others, and appropriate conduct while using the Internet and the library resources and facilities.

Internet computers will not be used for illegal activity, to access illegal materials, or to access materials that by local community standards would be considered obscene. Teachers and library staff are authorized to take prompt and appropriate action to enforce the rules of conduct (listed below) and/or to prohibit Internet use by persons who fail to comply with the Internet Acceptable Use Policy as stated or implied herein.

International College supports the right and responsibility of parents to direct the use of the Internet by their own children.

### LIBRARY-DEVELOPED LINKS

At times, IC librarians provide a variety of prepared links to websites in order to facilitate use of the Internet. Users should recognize, however, that the Library is not responsible for changes to the content of linked sites, nor for the content of sources accessed through subsequent links. Library staff will provide assistance to Internet users to the extent that time and patron demands allow.

### RULES OF CONDUCT

- 1) Internet computers will not be used for illegal activity, to access illegal materials, or to access materials that by local community standards would be considered obscene.
- 2) Teachers and library staff may limit use of computer equipment as and when needed.
- 3) Installation, downloading, or modification of software is prohibited.
- 4) Users will respect copyright laws and licensing agreements.
- 5) Users will not make any attempt to gain unauthorized access to restricted files or networks, or to damage or modify computer equipment or software.
- 6) In the libraries, users must sign up to use the Internet using the library's Internet sign-up sheet. Students must present their ID cards at the circulation desk when they sign up for an Internet computer. Terminals will not be reserved for persons who are not on the immediate vicinity when their name is called, and telephone reservations will not be taken.
- 7) In the libraries, access sessions will be limited to thirty minutes, unless otherwise authorized by the librarian in charge.

- 8) Users must end their session and leave the terminal when asked to do so by the teacher or library staff.
- 9) In the libraries, upon completion of an Internet session, a user may be required to wait 30 minutes before signing up for another session.
- 10) In the libraries, the number of Internet sessions available per day may be limited by the Head Librarian. Such limitations will be dependent on facility-specific demand in order to provide access for the majority of users.
- 11) Users will respect the privacy of other users, and will refrain from attempting to view or read material being used by others.
- 12) By mutual agreement, two persons may share one access session as long as their behavior or conversation does not disturb others.

### TERMINATION OR PROHIBITION OF USER ACCESS

Teachers and librarians are authorized to terminate any user's access session, or to prohibit a user from subsequent access sessions for up to two weeks, if they have cause to believe that the user has failed to comply with the Internet Acceptable Use Policy and/or Rules of Conduct.

Internet users whose access session has been terminated or prohibited will be given information concerning the process to protest the action and/or request that Internet access privileges be reinstated. Temporary or permanent denial of Internet privileges at International College will be effective at all College library facilities, IT labs and all other computer terminals at IC.

**IC students are expected to abide by the above policy. Any student who violates any term of this policy will be subjected to severe disciplinary actions.**

### Use of Photos and Videos of Students in School Publications

International College has a proud history (dating back to 1891) of providing its students with the best education and overall experience possible. Each year the school is happy to highlight this success on a variety of platforms for both the school community as well as the general public. Through the Communications Office, news, videos and images of activities and events across both campuses will be highlighted regularly. Such activities may include, but not be limited to, athletic competitions, team photos, music and drama productions, sustainability initiatives, classroom activities, group and individual projects, and recognition of students for their exceptional talents, achievements, and awards. Images of school students may be used in school print and electronic publications (such as newsletters, yearbooks and brochures). Additionally, images may feature on the school website and on any of IC's official social media platforms or the relevant Director's school Instagram account. Wherever possible, students will be photographed with their peers in a group, rather than individually. Official accounts are:

- Facebook: @InternationalCollegeLB
- Instagram: @internationalcollegelb
- Twitter: @IC\_Lebanon
- YouTube: ICLebanon
- LinkedIn: International College

Unless otherwise stated in writing and submitted to the school Director each school year, parents and/or legal guardians authorize IC to use digital images of students for the above purposes.

International College will avoid the use of personal information which, in the school's determination, represents a privacy or security issue.

**xi. Private tutoring**

The mission of International College is to educate young men and women to be capable of initiative and critical thinking. The IC education develops individual potential and an attitude of life-long learning. It promotes problem-solving abilities, responsibility, intellectual curiosity and self-discipline. These are all characteristics of autonomous and independent learners. Consequently, IC does not promote reliance on private tutoring. Students are admitted to I.C. on the basis of their ability and, under normal circumstances, whatever remedial assistance a student needs should be provided in the classroom. However, private tutoring may be necessary in the following cases:

- a) To cover material a student has missed due to a long absence from school.
- b) In exceptional circumstances to fill specific gaps that students may have in prerequisite knowledge.

In both instances, tutoring should be for a relatively short period of time.

A teacher may **not** tutor a member of his/her class but will cooperate closely with the private tutor in the best interest of the student concerned.

*To help maximize the child's learning, parents considering private tutoring for a student should endeavor to discuss the advisability of such a tutoring with both the classroom teacher and the school Director before making final arrangements, and inform the office if tutoring is taking place. A form available at the Director's office **should** be filled out by the class teacher and the tutor and signed by the parents, the chairperson and the Director **before** any private tutoring may take place.*

**xii. School bus safety rules**

Riding the school bus is a privilege. Our responsibility is to take students safely to school and return them safely home after school is dismissed. **To help us accomplish this task, we believe it is important for both students and parents to review the International College, Bus Service Safety Rules. These rules are applicable during regular daily bus trips as well as during field trips.**

Students are expected to conduct themselves in a proper manner and respect all conduct and road safety rules from the time they leave their homes to the time they arrive to school and back again. All expectations of proper behavior on campus extend to buses. It is the driver and supervisor's responsibility to maintain a calm, safe, and respectful environment at all times. Students are expected to:

1. Be polite to the driver and supervisor. Respect, cooperate and follow the directions of the driver and supervisor at all times.
2. Remain seated at all times and face the front of the bus.
3. Keep seat belts buckled.
4. Keep heads, arms, legs, inside the bus and out of the passageways at all times.
5. Avoid fighting, bullying, or harassment of any kind.
6. Be courteous to the other students. All are expected to refrain from the use of profane/obscene language and or gestures.
7. Speak in a soft voice while riding the bus. Loud talking or other noise can distract the bus driver and is dangerous.

8. Refrain from littering, graffiti, or any other act of vandalism.
9. Refrain from eating, drinking, or chewing gum on the bus.
10. Avoid bringing anything alive or dangerous (such as glass containers, sharp objects) on the bus.
11. Keep passageway clear – books or bags are tripping hazards and can block the way in an emergency.
12. Wait for the bus to stop completely before getting up from the seat. Then walk to the front door and exit.

**During field trips:**

1. School bus transportation is available to those students who have a signed consent form from their parents for a specific outing.
2. The minimum chaperone rate is one adult in every vehicle.
3. No student is allowed to sit in the front seat (right side across from the driver).
4. If at any time the teacher feels that the driver is exceeding the speed limit or driving in an unsafe manner, s/he must address the situation immediately and must report the infraction to the director as soon as possible.

*Note for all those using IC buses:*

*Any action that provides a distraction to the driver is considered a safety hazard and is grounds for disciplinary action. Any student found vandalizing or meddling with the bus equipment or committing an offense will be subject to referral to the Director. Severe measures may result in suspension from the bus or from school.*

*If a student is expelled from the school bus, the student will no longer be allowed to use this service for the balance of the year or the coming school year(s). Bus fees are not refundable if a student is suspended or expelled.*

Change of usual routine: If for any particular reason you want your child to change his usual daily routine (such as: board another bus to accompany a friend, leave earlier than usual for an appointment, walk home with a friend, or meet someone of the family outside the school, etc.) please send with him/her a written note to be presented to the office.

- Bus riders can use only one address.
- Bus riders may use a different bus line provided there is a written note signed by the parent and there is place on the bus.
- Non bus-riders may not use the bus.

**xiii. Special Arabic Policy**

International College serves the community by providing its students with appropriate programs in accordance with its mission. In that respect, the following policy concerning the Special Arabic Program has been set:

1. Students joining the College at any level will be required to learn Arabic.

2. Students with an exemption from the Lebanese program may join the Special Arabic program if their level of Arabic does not permit them to follow the regular class. Placement in a class will be determined according to criteria set by the school.
3. The official exemption issued by the Ministry of Education should be submitted to the school director before the end of March for it to be effective during the following academic year. Exemptions obtained during a school year cannot be acted upon automatically.
4. The school will decide the proper level of instruction in the special Arabic program. Students joining the College at the Preschool or Lower Elementary should ultimately be able to join the regular program at the Middle School level or to reach the advanced level of the Special Arabic Program at upper levels. Every student will be expected to cover at least one level per year otherwise they fail Arabic for that year. Students progress from one level to the other and will not be enrolled in a level inferior to the one they have already completed. Those previously enrolled in the Lebanese program will automatically be placed in the advanced level of special Arabic for their classes and will follow a program academically equivalent to the regular class level.
5. **Students previously enrolled in the Lebanese program should not assume that, upon obtaining an exemption from the Lebanese program from the Ministry of Education, they are automatically admitted to the College Preparatory Program or French Baccalaureate program. The College reserves the right to accept students to the CPP/French Baccalaureate based on their performance and on vacancies available at the different levels.**
6. Students who sat for the Lebanese Brevet Exams and wish to shift to another program upon joining the secondary school will have to abide by the school's policy concerning the learning of the Arabic language. More specifically students who join the:
  - ***French Baccalaureate Program*** or ***College Preparatory (High School) Program*** will continue to learn the Arabic language according to a program designed by the Arabic Department at the Secondary School.
  - ***International Baccalaureate*** Program will design their program of studies based on policies set by the International Baccalaureate Organization.

#### xiv. Special Needs Policy

1. The administration recognizes the importance of having an up-to-date Special Education program, with a sufficient number of trained personnel, to assist students as the need arises. I.C. will do its best within its resources to promote excellence in special education as in all other I.C. programs.
2. I.C. administrators and faculty acknowledge their obligation to identify students with special needs early in their education and to work conscientiously with such students and their families to assist them in succeeding academically and socially at I.C. When it is determined, after taking into account all relevant circumstances that I.C. is no longer the right school for the student, I.C. administrators and faculty members will work with the parents and the student to identify educational or training alternatives. The objective is to be as helpful and as compassionate to the student and his/her family in the difficult transition to a new setting.
3. I.C. faculty members and administrators appreciate that each student has distinct strengths and weaknesses, and it is their responsibility to develop the potential of each student to the fullest, within the parameter of I.C.'s standards.
4. Because I.C. offers a challenging academic program, it enrolls students who are expected to perform well, through the full duration of their education.

5. The indefinite retention of a student whose record of performance shows that he or she cannot keep pace does not in general serve any positive purpose in a competitive environment such as I.C.'s and may even be harmful to the student.
6. It is incumbent on I.C. administration and faculty to render full and honest judgment to parents about the capability of individual students in keeping pace and benefiting from the progressively more challenging program at I.C.
7. It is the expectation of the faculty and administrators that each student enrolled will be able to keep pace with the I.C. program. Beyond the lower levels, it is expected that a student with an earlier identified social problem will have received adequate remediation or have developed sufficient alternative learning and coping strategies so that he or she will be able to advance successfully with his or her class.

**xv. Absence / Illness / Clinical appointments**

Students are expected to attend school regularly and teachers will keep a record of absences. A written excuse from parents will be required to explain absences. **A sick student is not allowed to come to school to sit for an exam and then leave.**

Long absence is not permitted except for medical reasons and in such cases an IC doctor's report is required. However, students cannot absent themselves for more than 15 school days during the academic year. The Administration will consider absences that exceed 15 school days on a case by case basis. Students who are absent for more than 15 school days may risk forfeiting their school year and the Administration reserves the right to discontinue their enrolment at school. Their re-enrolment will be subject to availability of vacancies and the conditions set by the school to ensure their ability to cope with the program of studies.

Absences from scheduled exams or before such exams must be accompanied by a medical report from the school physician. Students are expected to join the full day field trips organized by the school during school days otherwise, they will be required to spend the day in the school library. Absences should be accompanied by a medical report from the school physician.

**Absences from final exams, Mid-term exams or mock Brevet exams need to be accompanied by a medical report from the school physician.**

**Absences one day before a level test or a mid-term exam or mock Brevet exam need to be accompanied by a medical report from the school physician or AUB-emergency.**

Appointments with doctors and/or dentists are to be avoided during class hours. Students must not leave the classroom for doctor's appointments unless it is very urgent.

Absence should not be a reason for not keeping up with academic issues. In case of absence, parents and students must make arrangements to make up for lost periods, assignments or tests.

**xvi. Arrival / Dismissal / Access to gates**

Students, parents and other visitors can have access to the College through three gates:

- Main gate / bus gate: for pedestrians, buses and cars of staff members (Hubeysh Police Station).
- Red lower gate: for pedestrians, buses, and students coming by car (Lower Campus).

- AUB lane gate: for staff and students from 7:15 till 7:45 a.m. and for half an hour at dismissal time every day.

Students will be allowed in as of 7:00 a.m. and will not be allowed to leave the campus before dismissal unless with written permission from the main office. Students arriving late to school will be required to report to the office before going to class.

All College gates are manned by gate-men who are entitled to check the identity card of every person coming in.

**xvii. Items forgotten at home**

To help students develop a sense of responsibility, parents are urged *not* to send to the school office belongings forgotten at home by their children. Classes will not be interrupted to convey such belongings. Parents and friends may not interrupt classes to convey messages to students. In case there is a need, parents are urged to pass by the Middle School office and the message will be promptly communicated to the child in question.

**xviii. Gifts**

Gifts to school personnel are discouraged by the school. There is a general feeling that this may create competition among the children.

**xix. Health services**

Students who need to leave school during the day for health reasons need to check with the infirmary for written permission. The main office will then contact the parents or guardian and give written permission to leave the campus.

If a student is on fixed medication, kindly notify the administration in writing.

Please check under “Student Services” for further information on health services.

**xx. ID cards**

All students will be issued ID cards at the beginning of the academic year. Registration always takes place before the first day of classes and the dates are announced every year in June. Students must complete the formalities with the Business Office and obtain clearance for the payment of the fees before they are issued ID cards and allocated to their sections.

Students must carry their identity cards at all times and present them, upon request, to any teacher or to persons who are in charge.

**xxi. Instructional materials**

Middle School students are expected to buy their books, copybooks, folders, files, IC sheets and other instructional material before the first day of classes. Book lists are available in the main office and in the school bookstore. Students are expected to take care of their belongings and the school will not be responsible for the loss of any instructional material.

**xxii. Lost and found**

All items found are brought to the main office of the Middle School. Students are encouraged to turn in to the office anything they find on school premises, and to report missing articles to their teacher or to the office. The school is not responsible for anything left on campus after school hours and during weekends.

**xxiii. Money / Jewelry worn to school**

Students are discouraged from carrying large sums of money to school. Expensive jewelry must not be worn to school. The school will not be responsible for the loss of money, jewelry or any other valuables.

**xxiv. Parent involvement**

The Middle School administration encourages all parents to participate in the school life. Volunteers for supervision on trips and other school activities are greatly appreciated. All suggestions for parent involvement are welcome and need to be addressed to the Director.

**xxv. Reporting**

Reporting is communicating to others the knowledge gained from assessing student learning. Effective reporting should include parents, students and teachers in the process. Reporting takes place through conferences and a written document.

- Each teacher has one period per week scheduled for consultation with parents. The Middle School office will inform parents who wish to meet with the teachers of the relevant period. If the parent(s) cannot attend at this time, the office and the teacher(s) concerned will try to arrange a suitable alternative.
- Teachers or advisors may request the parents to attend individual meetings for consultation on disciplinary or academic problems their child may be involved in.

A mid-semester progress report goes out to parents twice per year, in addition to a grade report at the end of each of the two semesters. Parents are kindly required to sign a slip that indicates they received the progress/grade report. This slip is then submitted to the advisor. A self-evaluation / advisor's evaluation also goes out with the first grade report.

**xxvi. Weekly school schedule**

Students are expected to arrive to school before classes begin according to the timetable outlined below:

***Monday / Tuesday      Wednesday  
Thursday / Friday***

7:40–8:30	1st period	7:40–8:25	1st period
8:30–9:20	2nd period	8:25–9:10	2nd period
9:20–10:10	3rd period	9:10–9:55	3rd period
<b><i>10:10–10:30</i></b>	<b><i>Break</i></b>	<b><i>9:55–10:15</i></b>	<b><i>Break</i></b>
10:30–11:20	4th period	10:15–11:00	4th period
11:20–12:10	5th period	11:00–11:45	5th period
<b><i>12:10–1:00</i></b>	<b><i>Break</i></b>	<b><i>11:45–12:05</i></b>	<b><i>Break</i></b>
1:00–1:45	6th period	12:05–12:50	6th period
1:45–2:30	7th period	12:50 – 1:35	Advisory
2:30–3:15	8th period		



Offices are open on working days, Monday through Friday, from 7:30 a.m. till 3:30 p.m.  
The infirmary is open from 7:15 a.m. till 5:00 p.m.  
The LMC is open from 7:30 a.m. till 5:00 p.m.  
The Middle School library is open from 7:30 a.m. till 3:30 p.m.

**xxvii.      Tuition fees**

Tuition fees are paid twice a year, prior to the opening of school and around mid-year. The IC Business Office in Thomson Hall is in charge of handling all transactions connected with school fees. If you have any questions, please call 01-340740 ext. 7815 or 01-374986 / 01-367466.

Please note:

- Students are not permitted to join classes at the beginning of a semester unless arrangements or full payments have been completed.
- No refunds are made for students who optionally withdraw.

## **E. STUDENT SERVICES**

### **i. Co-curricular activities**

The college has a variety of clubs and societies catering for the co-curricular needs of students. Each club or society has a faculty advisor who is accountable to the administration for its organization and activities. Examples of such clubs are drama, chess, archery, photography, social service, folk-dancing, debate, environment club, etc...Club activities take place during the lunch break and after school. The *Activities Coordinator* is responsible for supervising such functions. All such activities are announced at the beginning of the year and students are given the chance to join the activity of their choice.

Students are also involved in trips for education and recreation. They visit theaters, museums, historical sites, art exhibitions and book fairs. They go on field trips related to their science, environmental studies, art and social studies courses. Students are also involved in national sports competitions and teams travel to neighboring countries for participation in competitions and games.

### **ii. Communicating with parents**

Communication with parents takes place via their children or via MOODLE. Parents should kindly make sure they check with the students concerning any circulars or communiqués. They should also check the students IC emails as well as their own emails, the website and Moodle announcements since IC will endeavor to send all communiqués electronically. Important announcements will be posted on the IC website under “Middle School Announcements”. All will receive the publication: “Inside IC”. Parents are also urged to visit teachers during parent hours and to contact the Director if they feel they need to discuss matters related to their children’s academics or behavior.

### **iii. Financial aid**

The College has established a Financial Aid Fund. Aid is awarded on the basis of need, academic achievement and behavior. Grades 1 through Grade 12 students are eligible if they are not new students. No more than two children of one family will be awarded financial aid. Applications for financial aid will be available in the school office after the second semester fee statements have been issued.

### **iv. Food services**

The college operates a cafeteria providing hot meals, sandwiches and snacks, prepared under sanitary conditions.

### **v. Health services**

- The College Health Service gives medical attention as deemed necessary by the College physicians. Students may consult the physician during scheduled hours and the nurse at any other time of the day.
- In case of injuries requiring medical attention which occur on campus or on any college-sponsored trip or activity, students must inform the Middle School office immediately so that insurance forms may be prepared.
- At the beginning of each academic year, all IC students receive a medical insurance card that covers accidents around the clock up to a certain amount from October till the end of June. For more details concerning this policy, kindly address the business office.

## vi. Learning Media Center services

To support the curriculum, library privileges are offered to all Middle School students. They include:

- ✓ Using and borrowing books
- ✓ Using and borrowing magazines
- ✓ Using reference books (these items may not be borrowed)
- ✓ Using the computers

The room is available for student use during the school day and after school.

The library is equipped with reading materials and a limited number of computers with internet connection for student use. For these computers, as with all the other computers of the school, the student must follow the ***IT Acceptable Use Policy*** that has been established by IC and is a part of this handbook. Any violation of these rules will result in suspension of library privileges and possible disciplinary action.

Responsibilities go with library privileges. Students who use library materials are thereby entering into a contract with the library. When you borrow library materials, you are agreeing to:

- ✓ Return materials in good condition and on time (on the due date)
- ✓ Pay overdue fines for late items (500 LL per day for each item)
- ✓ Pay for lost or damaged items

Library borrowing privileges may be suspended if these responsibilities are not taken seriously. Report cards will be withheld until all accounts are settled with the library.

All libraries of the school have a strict no food or drink policy to protect the library materials from unwanted insects. All library users carrying food and/or drinks, other than water, with them will be asked to eat it outside or to throw it away before entering the library.

### ***Library Check-out Procedure at the end of the year***

***A: Students who have indicated they are not returning to school the next year:***

1. Librarians will contact those students who have items borrowed from the library and ask the student to return these items.
2. The Librarian will send to the office the names of students who have not returned the items to the library. The students on this list will not receive their grades until the item(s) are returned and all financial obligations to the library are cleared.
3. When the items are returned, the librarian will give the student a clearance/ check out slip indicating that the student has taken care of his/her responsibilities to the school library.
4. This signed slip must then be presented to the school office before grades are released.

***B: Students who leave the school as a result of failure or have decided to change schools after the Final Exams.***

1. After final exams, students who will not be returning to IC the next year should get a clearance/ check out slip from the office and take it to the librarian for her signature before receiving his/her grades.
  - a. If no items are borrowed, the librarian will sign the slip.
  - b. If items are borrowed in the student's name, the librarian will make arrangements for the student to return or pay for the items.

- c. The clearance/ check out slip will not be signed until the student has cleared all his/her obligations with the librarian.
  - d. This signed slip must then be presented to the school office before grades are released.
- 2. If the particular school librarian is unavailable to complete the checkout procedure for a student, the main library (the LMC) will act on the part of the individual school library.

**vii. Parent seminars**

The Middle School is starting to offer lectures to parents organized jointly with the Parents' Committee. Such lectures will be announced ahead of time. All are welcome to attend.

**viii. Transportation**

A two-trip bus service is provided upon request and for an extra charge. Buses follow certain fixed hours and cover all the "Greater Beirut" area. At the beginning of the school year, parents will be informed of the bus number their child will board. All questions related to transportation should be addressed to the Bus Office, telephone No. 867208, Extension 129. Students using bus transportation services have to abide by the rules and regulations set for this service, otherwise, they will not be allowed to use these services. Behavior on buses will be strictly monitored. Any serious misbehavior will subject the student to disciplinary measures.

## **V. Students, Parents, and Employees' Rights and Responsibilities**

### **Student Honor Code**

International College promotes an environment of honesty, respect, responsibility and trust. It encourages students to take pride in themselves, their talent and ability, their school, their teachers and classmates. The following are conduct and honor expectations for all IC students.

#### **Honesty**

- A commitment to truthful words and actions
- A commitment to academic honesty and integrity

#### **Respect**

- A commitment to appreciate others, their views, and values
- A commitment to honorable and respectful behavior
- Attending all classes on time, contributing positively to discussions, meeting academic deadlines, and performing to the best of one's ability
- Following school and classroom rules and procedures

#### **Responsibility**

- Assuming ownership for one's work, words, deeds, and actions
- Exercising personal courage to do the "right" thing by taking action against wrongdoing, regardless of peer pressure
- Accepting accountability for one's choices

#### **Compassion**

- Exhibiting kindness, caring, and a willingness to help others
- Having empathy for the feelings and emotions of others

### **Code of Conduct for Parents**

International College recognizes the importance and value of a mutually supportive relationship between the school and parents. The education of a child is best served when the school and parents share a commitment to collaboration, open lines of communication, mutual respect, and when roles, responsibilities, and expectations are clearly defined. The College reserves the prerogative to enroll students and families who fully embrace the mission, vision, policies, and

procedures adopted by the College, including our commitment to diversity, respect for individual differences, and secularism. It is a further expectation that parents will address any concerns in a positive and supportive manner, avoiding public actions or criticism detrimental to the College or its employees. The addendum to this code of conduct further clarifies expectations intended to ensure an orderly, respectful, and secure educational environment.

### **Addendum (Parent Code of Conduct)**

The specifics referred to in this addendum to the Parent Code of Conduct, are representative of, but not limited to, conduct expectations for parents:

- recognize that the education of each child is the joint responsibility of the parent, student, faculty and school community
- demonstrate that both parents and the school work cooperatively in the best interest of the child
- treat members of the International College (IC) faculty, staff, security personnel and others employed by the College, in a professional and respectful manner
- exhibit a good example for students in their conduct, language and behavior while on campus or at school sponsored activities
- refrain from negative gossip or unsubstantiated criticism that disparages the reputation of the school or its employees, including on whatsapp, facebook, twitter and other social media sites
- refrain from using social media to fuel discontent or criticism of individual school employees, other parents, students, or school programs or services
- seek to clarify a child's version of events with the school's view in order avoid misunderstanding and to bring about a successful resolution to any dispute
- contact the school directly when you have a question or need clarification of a school matter rather than depending upon the interpretation of parents or other non-official school sources
- ensure that children attend school regularly and arrive to and are picked up on time
- may not threaten or approach any student, staff or faculty member in an abusive or intimidating manner
- accept to comply with any reasonable request from a school employee in the performance of his/her duties

Anyone not respecting the above guidelines may be asked to leave school premises and in some cases, may be prohibited from access to the school.

### **Code of Conduct for Employees**

The College strives to promote the highest standards of conduct and integrity. The Code of Conduct describes the professional expectations of College Employees that are consistent with

the College's mission statement and ethical values which promote integrity and respect for individual difference, cultural diversity, and secularism. College Employees may refer to their direct supervisor or to HR for consultation and assistance.

### **Observance of Lebanese Laws and IC Policies**

College Employees shall observe and comply with Lebanese laws and regulations and shall not do any act which may violate, in any respect, any laws and/or regulations in Lebanon. In addition, College Employees shall abide by the policies of IC.

### **Professional Expectations**

College Employees are expected to follow general rules and guidelines during their employment, and must:

- Treat everyone with respect, patience, integrity, courtesy, dignity and consideration.
- Use positive reinforcement rather than criticism, inappropriate competition, or comparison when working with students.
- Maintain appropriate physical boundaries at all times.
- Cooperate fully and report to a school counselor any kind of abuse of students.
- Report to the relevant Director and Counselor should a student make inappropriate advances.
- Not have inappropriate physical or emotional interaction with students that can be perceived as abusive.
- Conduct all electronic communication with students and parents through official IC electronic communication accounts.
- Not be connected or linked to students through personal electronic or personal social media accounts such as WhatsApp, SnapChat, Instagram, Facebook, Twitter, personal email or similar forms of electronic or social media.
- Only use language that is contextually appropriate and culturally sensitive.
- Adhere to IC policies regarding the nonuse of tobacco or alcohol products on campus or at school sponsored activities where students are present.
- Not access, download or view inappropriate content or videos on school equipment or on IC premises.
- Not possess or be under the influence of illegal substances at any time.
- Ensure privacy of students' personal information except in appropriate school related circumstances, such as meetings with counselors, concerned parents or school Directors.

### **Non Secular or Partisan Political Activities**

International College is a secular non-political institution. As such, while on campus or at College-sponsored events, IC Employees are required not to engage in any religious or partisan political activity and to avoid endorsing or opposing religious or political parties.

### **Conflict of Interest**

A Conflict of Interest is a situation in which a faculty or staff member has a perceived, potential, or actual personal interest or benefit which may compromise their obligations to the College. Faculty and staff members shall avoid all situations in which their personal interests conflict or could be construed as being in conflict, with those of the college.

### **Confidentiality of information**

Faculty and staff shall treat all information acquired in the course of their employment as strictly confidential. All knowledge, information, and data shall not be disclosed to others or used for their own benefit or to the detriment of IC, either during or after termination of employment with the College. All literature, reports, records, files, documents and any other property belonging to IC, and which may be in their use, custody or charge, shall be and remain the property of IC and shall immediately be returned to IC upon termination of employment.

### **Employee Dress Code**

It is expected that IC Employees will dress in a professional manner and in accordance with the College's dress code. Good judgment will prevail when selecting the mode of attire for field trips and other College-related activities.

A few examples of what would be regarded as inappropriate attire for the workplace:

- Immodest necklines, torn jeans, crop tops
- Clothes made of see-through materials
- Shorts, spaghetti straps
- Tight and short dresses and skirts
- Beach slippers and flip flops

### **Drug-Free Workplace**

International College is committed to maintain a workplace free from the unlawful manufacture, use, dispensing, possession, or distribution of controlled substances. Unlawful manufacture, use, dispensing, possession, or distribution of controlled substances by College employees in the workplace is prohibited under College policy.

### **Smoke-Free Campus**

IC is a smoke-free workplace where smoking is prohibited. College Employees shall not smoke in either enclosed or outdoor areas on the IC campus.

### **Harassment and Bullying**

The College does not tolerate bullying or harassment and will take strict disciplinary measures to ensure a safe environment for all of its students and school personnel. All members of the school community are committed to ensuring a safe and supportive environment that fosters learning based on the core values of integrity, compassion, respect for individual differences, and cooperation.



Bullying and harassment are acts of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse or an imbalance of power. Individuals or groups may be involved.

Bullying and harassment can take many forms, all of which will cause distress and are the most common form of violence experienced by young people. Examples of bullying and harassment include:

- Disrespectful Behavior: Actions that are rude, unpleasant, inappropriate and unprofessional. Behavior that causes hurt feelings and distress and disturbs or offends others.
- Physical: hitting, pushing, tripping, spitting on others.
- Verbal: teasing using offensive names, ridiculing, spreading rumors. (Oral and written on electronic sites such as Facebook).
- Non-verbal: writing offensive notes or graffiti about others, rude gestures or abuse of the honor of a person through the use of Internet or SMS messaging.
- Extortion: threatening to take someone's possessions, food or money.
- Property: stealing, hiding, damaging or destroying property.
- Gendered Bullying: bullying based on gender or the enforcement of gender-role expectations.
- Sectarian Bullying: bullying based on religion or sect.
- Sexual Harassment: Unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, non-verbal, or physical conduct of a sexual nature.

### **Technology Use by Employees**

The College will assign an IC e-mail address to appropriate employee. IC discourages the use of this email for personal mail as the main purpose of the account is for College business. As such, email addresses will be published within the College and the College community in order to enhance communication with all groups.

In the case of Employees who discontinue employment from the College, their IC email address will remain active for a period of 90 days after their last day of work or until September 1st whichever comes first.

The College makes every effort to provide the best available technology to its Employees. The College has installed at substantial expense equipment such as computers, Internet access, and e-mail. This policy sets forth policies on the proper use of the computer, Internet access, and e-mail systems.

The College property, including computers, e-mail, and Internet should only be used for conducting IC business. Although IC provides certain codes to restrict access to protect these systems against unauthorized access, Employees should understand that these systems are intended for business use, and, as such, all computer information, and e-mail messages are considered IC records. No electronic communication or other data or information created, sent, received, or stored on any of IC systems is to be considered the personal, confidential, or private messages or information of any employee, regardless of its content. IC reserves the right to

access, intercept, monitor, review, record, store, delete, and disclose any communications and other information created, sent, received, or stored in IC's systems.

The use of IC e-mail and the Internet is prohibited for the following:

- Soliciting for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations
- Creating or sending any offensive or disruptive messages. The use of the College systems is subject to IC's Harassment Policy.
- Sending or receiving copyrighted materials, proprietary financial information, or similar materials without prior authorization.
- Downloading software not approved by IC's technology department.
- Accessing or using confidential or personal information without authorization.
- Accessing or downloading inappropriate websites, such as pornography or gambling.
- Spending inappropriate amounts of IC time using the Internet or e-mail that are non-job related or interfere with job duties.
- Obtaining personal financial gain.
- Fraud and conflict of interest.
- Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to discipline, up to and including termination.

### **Gifts**

Faculty and staff shall not accept or solicit any gifts or benefits for themselves that might be interpreted as an attempt to compromise or influence them in carrying out their duties. Gifts of symbolic value from students may be accepted.

*Any action inconsistent with the above may result in disciplinary action up to and including termination of appointment at the International College.*



We acknowledge receipt of the 2018-2019 student handbook.

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Student Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Parent/ Guardian Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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International College  
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Postal Code: 1107-2020  
Beirut, Lebanon

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