

THE AMERICAN SCHOOL OF YAOUNDE

**Middle and High School
Program of Study**



2009-2010

Course Descriptions

The American School of Yaounde MISSION AND PHILOSOPHY

Our Vision

The vision of the American School of Yaounde is to be an educational institution that is highly regarded for its focus on academic excellence, innovative practice, community service learning and global citizenship.

Our Mission

The mission of the American School of Yaounde is to ensure that all students achieve high academic success, demonstrate critical thinking skills, and become responsible and compassionate global citizens prepared for their next stage of life; gained through an enriched American curriculum and offered in a challenging, secure, and diverse environment.

Our Beliefs

At the American School of Yaounde, we believe that:

- High academic expectations and positive student-teacher relationships are the cornerstone of education.
- Critical, creative, and independent thinking are essential components of education.
- Learning is a life-long process.
- All children can learn, but learn in different ways.
- The education of children is a shared responsibility between students, teachers, and parents.
- It is our responsibility to challenge students to discover and develop their potential.
- Students are motivated by a supportive environment that encourages curiosity, discovery, and problem solving.
- Our school environment should enhance the development of the whole child: physically, intellectually, socially, emotionally, and spiritually.
- Awareness and respect for the environment is essential to meaningful global citizenship.
- Diversity enriches the school community; and learning from one another within the context of Cameroon is an invaluable experience for our students.
- Students are responsible for becoming positive agents of change in the world.

Our Objectives

*Teachers, students, and parents in our community
are joined in partnership to ensure that all students:*

- Strive for academic excellence, physical development, social and emotional maturity.
- Develop the skills of independent, creative, and critical thought needed for problem-solving and decision-making.
- Develop a lifelong capacity and desire to learn and grow.
- Initiate explorations and take on new challenges.
- Are provided opportunities to benefit from differentiated teaching strategies.
- Value and respect themselves as well as other members of the school community.
- Develop a framework of knowledge and skills essential for building a conceptual understanding of the world around them.
- Demonstrate knowledge and skills in technology and the ability to adapt to change.
- Engage in meaningful and productive service in both local and global communities.
- Develop an appreciation, respect, and sense of concern for the environment.
- Develop a personal code of ethics based on the 6 Pillars of Character: Trust, respect, responsibility, fairness, caring, and citizenship.
- Understand and appreciate cultural differences

ENGLISH

Language Arts 6

Students will combine a wide range of books such as *The Phantom Tollbooth*, *Shiva's Fire*, *Royal Diary of Cleopatra*, and *Greek Mythology*, with a variety of writing styles and grammar. Students will learn about writing through journals, personal narratives, observational and description writing, and persuasive writing. They will also practice informative writing, as well as research and reporting. Grammatically speaking, the students will focus on sentence structure, nouns, verbs, pronouns, adverbs, adjectives, capitalization, and punctuation. Our class will combine writing, reading, and grammar with the goal of developing a comfort with and deeper understanding of literature. Most of our readings and many of our writing assignments will overlap with what students are learning in their 6th grade Social Studies class, Ancient History.

Language Arts 7

In Grade 7, students develop advanced skills in reading, writing, and speaking. They identify and understand idioms, comparisons, analogies and metaphors in prose and poetry. Students begin to use their knowledge of roots and word parts to understand curriculum vocabulary, and continue to read a variety of grade-level appropriate classic and contemporary literature, nonfiction, poetry, and plays, drawing on their own areas of reading interest. They begin to read reviews and critiques of both informational and literary writing, and they write or deliver longer research reports that support their position by citing a variety of reference sources. Students use a variety of sentence structures and modifiers to express their thoughts, and they deliver persuasive presentations that state a clear position in support of an argument or proposal.

Language Arts 8

In Grade 8, the Language Arts Standards reflect the challenges students will meet as they transition to high school. Students begin to study the history of English vocabulary. They continue to read a variety of grade-level appropriate classic and contemporary literature, and begin to compare and contrast different types of writing as well as different perspectives on similar topics. Students continue to

work with the Six Traits Writing Process introduced at the elementary level. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of authors. They not only write or deliver research reports, but also conduct their own research. Students use the conventions of Standard English and deliver a variety of presentations, effectively responding to questions and concerns from the audience.

English 9 Literature & Composition

2 semester course = 1 credit

Students in Grade 9 will experience such core literature as *Cry, the Beloved Country*, *A Separate Peace*, *House on Mango Street*, and *The Heart is a Lonely Hunter*. A portion of the week will be spent reading for pleasure, with books of their own choice. Students will recognize vocabulary from the books which they will share—sell—to classmates as a form of vocabulary. The literature anthology contains ninth grade interest level pieces of poetry, drama, fiction and non-fiction, and also includes vocabulary, grammar, writing and word origin study. Most written work will be done on the word processor; therefore, having a basic keyboarding background will be helpful. A research project will be a big portion of the second semester grade.

English 10 Literature & Composition

2 semester course = 1 credit

English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Literature instruction focuses on responding critically, reflectively, and imaginatively to literature distinguishing among the different types of contents and purposes of language and using language for different, sophisticated purposes. The focus is primarily on World Literature from a variety of time periods and cultural traditions. The composition component of language arts provides students with opportunities to write for various audiences and purposes. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. Oral communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication.

American Literature

2 semester course = 1 credit

American Literature is designed for Grade 11 and 12 students and provides an integrated study of literature, composition, and oral communication. In this course, students further develop their use of language as a tool for learning and thinking, and as a source of pleasure. Students move from predominately analyzing and using the elements of written language to making judgments based on those analyses. This course also incorporates a study of American Literature from different periods. The composition component of language arts provides students with opportunities to produce a variety of forms of text. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. Oral communication (speech) continues to be emphasized concerning effective listening and speaking techniques.

British Literature

2 semester course = 1 credit

British Literature is designed for Grade 11 and 12 students. This course helps students to continue to refine their ability and desire to learn and communicate about language and literature. Students develop judgments informed by keen literary analysis in English 9 & 10, and then in this course practice explaining and defending their readings to others. In addition, there is an emphasis on different cultural contexts, intensified with a focus on English literature.

To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in English literature. The composition component of British Lit continues to provide students with opportunities to hone their writing skills. Using technology, students are able to produce polished final documents. Oral communication (speech) is emphasized, with a concern for the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well-organized speeches.

AP English Language & Composition

2 semester course = 1 credit

Advanced Placement (AP) English Language and Composition is designed for Grade 11 and 12

students and is a university-level course. Students will be provided with the intellectual challenges and workload consistent with a typical undergraduate university English composition course. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Students will also be prepared to take the AP English Language exam offered by the College Board and may potentially earn college credit or advanced placement at the college or university of their choice.

AP English Literature & Composition

2 semester course = 1 credit

Advanced Placement (AP) English Literature and Composition is designed for Grade 11 and 12 students and is a university-level course. Students will be provided with the intellectual challenges and workload consistent with a typical undergraduate university English literature course. AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature.

Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Students will also be prepared to take the AP English Literature exam offered by the College Board and may potentially earn college credit or advanced placement at the college or university of their choice.

English as a Language Learner (ELL)

1 semester courses = .5 credit

ELL courses involve both social and academic English that will help students function successfully at their grade level. Study will include concepts, vocabulary, and structures which will allow them to

receive and express the English language. Students will cover a varied selection of literature as well as practice grammar, usage, spelling, punctuation, reading, speaking, and essay-writing skills. Lessons will provide a number of learning strategies and academic skills such as organizing, note-taking, classifying, and evaluating. ELL courses may be taken for multiple semesters until students no longer need language support.

MATHEMATICS

Math 6

The grade 6 Mathematics program offers students the opportunity to communicate mathematically in a wide range of concepts that apply to real life situations. Students will solidify many of the arithmetic skills from elementary school with a particular emphasis on the mastery of basic skills with fractions. Students will extend their understanding of fractions further by studying them in the context of ratios, proportions and percents. In addition, they will study 2 dimensional geometry and measurement and will be introduced to negative integers and computation. Lastly, students will explore the early skills of algebra through appropriate concrete modeling with manipulatives. This course also provides them with experiences that extend their knowledge of the general mathematical skills to a higher level of problem solving and real life applications.

Math 7

The grade 7 mathematics program offers students the opportunity to communicate mathematically in a wide range of concepts that apply to real life situations. It provides them with experiences that extend their knowledge of the general mathematical skills to a higher level of problem solving and real life applications. In particular, students will strengthen and extend their skills with computation of fractions, ratios and proportions, integers, 2 dimensional and 3 dimensional geometry and measurement and early algebra skills. The course will also stress the importance of effective communication and reasoning.

Pre-Algebra

The Pre-Algebra course provides middle school students with the opportunity to build the skills necessary to succeed in future Algebra courses. This means that students will spend a significant amount

of time on linear equation and inequality solving skills. The course includes the graphing of linear functions both on paper and on calculators. They will be introduced to coordinate geometry and will extend their understanding of proportionality through similarity, scales and dilations. In addition, the students will spend significant time on effective communication in mathematics and on problem solving skills; students will be encouraged to use math vocabulary accurately, and to explain their thinking precisely yet succinctly.

Algebra I

2 semester course = 1 credit in high school

This course will build upon skills in elementary Algebra. Semester 1 presents concepts such as patterns, real numbers, equations, proportional reasoning statistics and linear functions. Semester 2 presents inequalities, systems of equations and inequalities, exponents, factoring, and quadratic functions. Practical applications are explored. Students will receive excellent preparation for subsequent Geometry and Algebra I I courses. Depending on the math level of the student, this course is typically taken in Grade 8 or 9.

Geometry

2 semester course = 1 credit

Geometry is not primarily about lines, angles, polygons and other constructions in space. Rather, it provides training in logical reasoning that uses these elements as its foundation. The first part of this high school course will therefore focus heavily on building an understanding of and aptitude for Geometric Proof. During the second semester, we will focus more on the practical, real world applications of Geometric knowledge, with a special focus on problem solving.

Algebra II

2 semester course = 1 credit

Algebra II will strengthen algebraic reasoning and skills. Students will be exposed to a variety of functions and equations as well as their related skills including linear, quadratic, exponential, logarithmic, rational, radical and trigonometric. They will also work with linear and non-linear systems and inequalities. The course also includes short topics on matrices, probability and statistics.

Graphing functions is a significant part of this course and a graphing calculator is required. Communication is an important skill in all subject areas and math is no exception. When writing or discussing mathematical problems, students will be encouraged to use math vocabulary accurately, and to explain their thinking precisely yet succinctly.

Pre-Calculus

2 semester course = 1 credit

The goal of Pre-Calculus is to build a solid understanding of the family of functions, from polynomials to transcendental functions, which will serve as the basis for success in the study of Calculus and beyond. Topics that will be covered include: exponential and logarithmic functions, analytic geometry, trigonometric functions, problem solving using triangle trigonometry, trigonometric addition formulas and series and sequences.

AP Calculus

2 semester course = 1 credit

This Advanced Placement (AP) course is designed to be the equivalent in scope of a first-semester college Calculus course. The focus of AP Calculus has moved heavily in favor of understanding concepts, away from pure computation. As a general rule, concepts will be presented from four perspectives: analytically (using equations), graphically, numerically (looking at the function values) and verbally (articulating an intuitive understanding). In this spirit, there is a strong emphasis on using calculators to solve conceptually difficult problems involving calculus.

Students will be prepared to take the AP Calculus AB exam offered by the College Board and may potentially earn college credit or advanced placement at the college or university of their choice.

Business Mathematics

2 semester course = 1 credit

Business math is a high school course specially designed to introduce students to a first course in business. It is designed to review basic mathematical operations on whole numbers, decimal fractions and percentage applications need for a better understanding of the course. They will be given the fundamentals of business which includes payroll and marketing applications (buying and selling). Students will do banking and finance

through exposure to transactions and types of banking applications like simple interest, discounting and use of credit cards. They will also do record keeping and data analysis by interpreting accounting and financial statements, depreciation and inventories.

Students will gain business tools for statistical application on frequency distribution, averages, statistical graphs, use of metric systems and monetary conversions. In problem solving, students will be encouraged to use business vocabulary, excel spread sheet applications, companion websites, student solution manual, hand book of tables, as well as an electronic calculator.

Consumer Math

2 semester course = 1 credit

Consumer Math is a high school course specially designed to introduce students to the management of personal finance. The course prepares students to be effective and responsible consumers who are conscious of the environment in which they live, thereby helping them to make good choices. Designed to help students build the required mathematical and critical thinking skills for use in today's modern world, this course gives students the challenge and satisfaction of applying textbook knowledge to real life by building self-confidence and developing a positive attitude. Activities will be extended in the community. The goal of Consumer Math is to provide students with the tools they will need to function as responsible, employable and contributing citizens. The course is designed to cover two semesters in Grades 11-12.

NATURAL AND LIFE SCIENCES

Middle School Science

The middle school science program is an inquiry based approach to science following the constructivist learning model where students “construct” an understanding of topics step by step. Students begin by identifying what they already know about a subject. They then identify any misconceptions about the topic by doing hands-on activities to experience the subject matter directly. Finally, their experiences cause them to amend or add to the mental model they already have on the subject.

Integrated Science 6

Topics to be covered include:

1. Science and Technology
2. Patterns of Living Things
3. Microorganisms
4. Matter
5. Chemical Changes
6. The Changing Earth

Integrated Science 7

Topics to be covered include:

1. Interactions
2. Diversity of Living Things
3. Solutions
4. Force and Motion
5. The Restless Earth
6. Astronomy
7. Plants

Integrated Science 8

Topics to be covered include:

1. Life Processes
2. Particles
3. Machines, Work, & Energy
4. Oceans and Climates
5. Continuity of Life

Biology 9

2 semester course = 1 credit

Biology is the study of living organisms. Through this high school course, students will explore basic biochemistry, cellular structure of prokaryotes and eukaryotes, principles of genetics, the theory of evolution and the history of life, the five kingdoms of life: Monera, Protista, Fungi, Plantae and Animalia. They will learn their similarities and differences, and human anatomy and physiology. Current health issues will also be incorporated into units as appropriate. Inquiry-based and laboratory activities will be an integral part of the coursework. Through their study of biology, students will become more scientifically and technologically literate in order to make better personal, societal, and global awareness decisions.

Chemistry & AP Chemistry

2 semester courses = 1 credit

Chemistry is the study of the composition of matter and the changes it undergoes. Through this high school course, students will explore the atomic

structure of matter, chemical composition and reactions, nomenclature, stoichiometry, modern atomic theory, energy in chemical reactions, chemical bonding, the states of matter, and acids, bases and solutions. Inquiry-based and laboratory activities will be an integral part of the coursework. Through their study of chemistry, students will become more scientifically and technologically literate in order to make better personal, societal, and global awareness decisions.

Physics

2 semester course = 1 credit

Physics is the study of the motion and energy in the physical world. Through this course, Grade 11 or 12 students will explore fundamental principles about motion, forces, energy, matter, heat, sound, light, electricity, magnetism, and the composition of atoms. The emphasis of the course is conceptual physics, rather than a rigorous mathematical approach. Inquiry-based and laboratory activities will be an integral part of the coursework. Through their study of physics, students will become more scientifically and technologically literate in order to make better personal and societal decisions.

AP Biology

2 semester course = 1 credit

Biology is the study of living organisms. Through this Advanced Placement (AP) course, high school students will explore basic biochemistry, cellular structure of prokaryotes and eukaryotes, principles of genetics, the theory of evolution and the history of life, the five kingdoms of life—Monera, Protista, Fungi, Plantae and Animalia, their similarities and differences, and human anatomy and physiology.

Current health issues will also be incorporated into units as appropriate. Inquiry-based and laboratory activities will be an integral part of the coursework. Through their study of biology, students will become more scientifically and technologically literate in order to make better personal, societal, and global awareness decisions.

Students will also be prepared to take the AP Biology exam offered by the College Board and may potentially earn college credit or advanced placement at the college or university of their choice.

SOCIAL SCIENCES

Social Studies 6: World Regions

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

Social Studies 7: US History

In Grade 7, students focus upon United States history, including early history, the Revolution and founding era, and the principles of the United States Constitution, as well as other founding documents and their applications to subsequent periods of history and civic and political life. Students also study the development of the United States as a country, westward expansion, social reform movements, the Civil War and Reconstruction, and the influence of the United States on the rest of the world.

Social Studies 8: Civic & Economics

Citizenship in the 21st Century relates to the students' role in an ever-changing global society. What does it mean to be a citizen in the 21st Century? The units for Grade 8 Social Studies are organized around key concepts such as choice, identity, beliefs, power, and responsibilities of citizenship.

Students are introduced to economic concepts and systems, learning to compare and contrast organization and structure, advantages and disadvantages, and issues of economic freedom. A hands-on and experiential approach is taken to ensure that students understand economic and political issues existing in the real world. They envision the future and their place in a changing, complex, and global world.

The course of study for Grade 8 also includes a focus on world geography, emphasizing world regions. It includes the study of fundamental geographic skills and tools, absolute and relative location of people and places, physical and cultural characteristics of place, adaptation to environments, migration and settlement patterns, and the relationship of geography, politics, and economics. Students will continue to learn fundamental geographic concepts as applied to their daily lives.

Grade 9 World History I: Ancient Times to 1500 A.D.

This course enables students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Grades 10 World History II: 1500 A.D. to the Present

This course enables students to cover history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon

chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society that is being studied.

AP World History 11/12

2 semester course = 1 credit

In this Advanced Placement (AP) course, students increase their understanding of Islamic influences during the Renaissance period and the significance of the Scientific Revolution and Enlightenment periods of modern European history. They analyze how industrialization shaped social class and labor methods during the 19th and 20th Centuries.

Students contrast the advantages and disadvantages of imperialism and its influences to today. Students increase their understanding of the causes and global consequences of World War I, World War II, and the Cold War. A variety of different research projects, debates, and role plays will take place throughout the school year to provide in-depth coverage of these topics.

AP United States History 11/12

2 semester course = 1 credit

Advanced Placement (AP) U.S. History is offered to upper high school students, and is a yearlong chronological survey course covering the period from Colonial America (1607) to contemporary America (1990). AP US History is designed to provide students with the analytic skills and factual knowledge to deal critically with the problems and issues in US history. The course is designed to be the equivalent of a freshman college course. It prepares students for intermediate and advanced college courses by making demands equivalent to those made by full year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship.

Students will also be prepared to take the AP US History exam offered by the College Board and may potentially earn college credit or advanced placement at the college or university of their choice.

AP Comparative Government & Politics 11/12

2 semester course = 1 credit

By the end of this course students should be able to describe the common types of governments and cultures in the world, compare and analyze their governments, societies, and policy decisions, and describe their interaction in a global environment. In order to get to this point, we will study seven states: Great Britain, Russia, China, Iran, Nigeria, Mexico, and the United States. We will look at five different aspects of these seven states:

- Sovereignty, Authority, and Power
- Political Institutions
- Citizens, Society, and the State (System and Process Function)
- Political and Economic Change (Policy Function)
- Public Policy (Policy Function)

However, the course does not end there. We will also critically analyze how contemporary global political issues such as globalization, democratization, civil society, and religious fundamentalism are affecting the politics within our subject states.

The primary aim of this class is for students to become good “comparativists” who are able to use various intellectual or conceptual tools in the field of comparative politics to better analyze, understand, and/or explain significant events and processes in various countries and societies throughout the world.

This course offers an opportunity for exciting conversations and debate about the compelling political and economic issues facing our world. It offers the challenge to be more adept at thinking conceptually and to be more analytical, precisely the skills that are most highly valued in college courses. Overall, it is hoped that this course will provide a critical perspective on the inner workings of different systems of government.

Students will also be prepared to take the AP Comparative Government exam offered by College Board and potentially earn college credit or placement at the college or university of their choice.

AP Microeconomics 11/12

1 semester course = .5 credits

Advanced Placement (AP) Microeconomics is the equivalent of a university course and is offered during the first semester. This course provides an overview of microeconomics principles and is the study of how individual markets and firms behave. Students may take one semester AP Microeconomics and not elect to take AP Macroeconomics.

Students will be prepared to take the AP Microeconomics exam offered by the College Board and may potentially earn college credit or advanced placement at the university of their choice.

AP Macroeconomics 11/12

1 semester course = .5 credits

AP Microeconomics is a prerequisite for this course. AP Macroeconomics is the study of how economies behave as a whole and will provide students an overview of macroeconomic principles, preparing them to become informed and responsible participants in the increasingly interconnected global economy.

While the emphasis on theory can be dry and at times laborious, theory will be tied very closely to the incredibly dynamic world of current events in this course, where businesses slug it out in their quest for higher profits, and governments try to make sure that nobody gets left behind. Even if students never pursue a degree in economics, this course can open doors of understanding the forces that shape our world today.

Students will be prepared to take the AP Macroeconomics exam offered by the College Board and may potentially earn college credit or advanced placement at the university of their choice.

Model United Nations 11/12

1 semester course = .5 credit

The Model United Nations (MUN) course is designed to examine the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns of the global community. Through research, discussion, negotiation, and debate, students will develop plausible solutions to the collective

problems of the world. These issues include, but are not limited to, the question of human rights, protection of the environment, economic development, disarmament, the proliferation of weapons of mass destruction, and the complexities surrounding war and peace.

This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. All of this will assist students in preparing for their role as a distinguished diplomat at the East Africa Model United Nations in Nairobi, Kenya.

This course has a heavy emphasis on practical experience and specific tasks. Students are expected to attend each class session, which should be viewed as a training workshop which cannot be made up. While in attendance, students must participate actively in class discussions and in various simulations and activities. To enroll in this course, students must first pass a pre-test and earn a score of 100%.

Students will also deliver two oral presentations to the class. Additionally, each student will write a "position paper," complete an MUN binder with background materials and documents, prepare a "fact sheet" for use by other students, and write a debriefing / thought paper at the conclusion of the semester. The semester exam will be on the country to which you have been assigned. Ultimately, the goal of this course is to prepare each student to be comfortable in their role as a student-diplomat and allow each person to distinguish themselves at the Model UN conference.

MIDDLE AND HIGH SCHOOL FRENCH LANGUAGE

The ultimate goal of today's foreign language classroom is to develop the ability to communicate in meaningful and appropriate ways with speakers of other languages. It is with this philosophy that the 5 C's of language education have been established as the foundation of the ASOY French Language Program. The 5 C's are also the US National Standards in foreign language education and include:

- Communication
- Cultures

- Connections
- Comparisons
- Communities

Middle School Francophone French **Grades 6, 7, and 8**

In MS Francophone French A and B, native and fluent French speaking students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. The two courses include students from Grades 6, 7, and 8 who are able to demonstrate understanding and interpret written and spoken language on a variety of topics in French. Students learn to present information, concepts, and ideas to an audience of listeners or readers.

Students in MS French A and B demonstrate an understanding of the traditions, practices and perspectives of the cultures studied, and demonstrate an understanding of the relationship between a culture and what it produces. Students integrate foreign language study with other disciplines, and use various sources to connect the classroom to the outside world. They are also able to demonstrate understanding of the nature of language and the concept of culture through comparisons of the language and cultures studied and their own. Ultimately, they are able to use the language both within and beyond the school setting.

Middle & High School French **as a Foreign Language**

French I

2 semester course = 1 credit

French I is designed for middle and high school students who have had no prior experience with the French language. Students will be exposed to the language through a wide range of both written and oral materials.

The five Cs of **C**ommunication, **C**ulture, **C**onnections, **C**omparisons and **C**ommunities will be covered through a variety of methods including the development of oral and written skills, listening and reading comprehension

French II

2 semester course = 1 credit

French II prioritizes oral proficiency and functional use of the language and seeks to develop listening,

speaking, reading and writing skills. Middle and high school students learn about different cultures that use the language. Students are exposed to cultural mores of diverse societies in an effort to enhance global awareness and understanding along their journey of life long learning.

French III

2 semester course = 1 credit

In French III, middle and high school students develop reading comprehension, interpretation and analyzing of different kinds of texts. Functional use of the language is reinforced through vocabulary and grammar worksheets.

Students use French according to their level in a wide range of contexts. We will focus on refining and extending understanding, speaking, and writing skills. Students will be exposed to cultural mores of diverse societies in an effort to enhance global awareness and understanding along their journey toward life long learning.

French IV

2 semester course = 1 credit

This advanced high school course brings together native/fluent French speakers and French language learners who have completed French III. This course reinforces the basic skills of French language, and students learn to analyze simple and complex sentences and texts. Students also develop writing skills through the composition of narrative and descriptive paragraphs, poetry, and letters.

French V: AP French Language

2 semester course = 1 credit

Advanced Placement (AP) French Language is designed for qualified high school students who have a strong mastery of French grammar and vocabulary, as well as competence in listening, reading, speaking, and writing in French. Chosen readings from literature are integrated with language study to further develop written and oral communication skills. The refinement of grammatical accuracy is emphasized, and works are read in their entirety in French.

Students will be prepared to take the external Advanced Placement (AP) French Language exam offered by the College Board and may potentially earn college credit or advanced placement at the college or university of their choice.

French VI: Advanced French Literature

2 semester course = 1 credit

This course emphasizes the use of advanced language structure for literary analysis. This high school course also introduces students who have advanced language skills to the formal study of a representative body of literary texts in French.

This course provides students with an intensive study of the French Language and Literature that parallels a college curriculum. Chosen readings from literature will be integrated with language study to further develop written and oral communication skills. The refinement of grammatical accuracy will be emphasized. Works are read in their entirety and in French.

PHYSICAL EDUCATION & HEALTH

Physical Education Grades 6 - 8

The goal of physical education is to meet the diverse needs of all learners and develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity and wellness. Physical activity is critical to the development and maintenance of good health and improved academic performance. Middle school physical education builds on the skills learned in elementary school by providing students with a variety of activities that allow them to transfer basic skills to new situations and/or games. Emphasis is placed on the student's taking responsibility for his/her own fitness and wellness by setting attainable goals. They develop responsible personal and social behavior by demonstrating decision making skills, conflict-resolution skills, and respect for others. Students are given the opportunity to learn new games and activities that can be continued through their lifetime.

Health Grades 6 - 8

Health education focuses on knowledge, examines attitudes, and formulates lifestyle behaviors. Health is a dynamic process that includes emotional, mental, physical, social, environmental and spiritual dimensions. Students become health literate. The health literate person is a critical thinker and problem solver, a responsible, productive citizen, a

self-directed learner, and an effective communicator. Health literacy fosters an individual's capacity to obtain, interpret, and understand basic health information and services and to use such information and services in ways which are health-enhancing. Health knowledge and its applications enhance the ability to achieve life goals.

Health is essential to physical, mental-emotional, and family-social quality of life. Health education fosters a school culture that supports and challenges all students to do their best. Through health education, students acquire an understanding of health concepts and skills and apply those concepts to improve sustain and promote personal, family, and community health. Students who know, understand, and apply health knowledge and skills are contributing members of society and important to economic competitiveness.

HS Physical Education

The goal of physical education is to meet the diverse needs of all learners and develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity and wellness. Physical activity is critical to the development and maintenance of good health and improved academic performance. High school physical education continues to build on the fundamental skills and skill combination learned in previous years. Students are given the opportunity to self select wellness activities, demonstrate a depth of understanding of physical activity and show competence in lifetime physical activities.

Grade 9 Physical Education

(1 year course = 1 credit)

Students are responsible for skill mastery in four content areas: team sports, individual sports, leisure, and rhythmic activities. They analyze and apply biomechanical principles to skilled movement and physiological principles to achieve/improve physical fitness. Through record keeping, students are accountable for evaluating the benefits of physical activity. Students use appropriate social interactions and decision making skills and demonstrate respect for differences in culture and abilities.

10 – 12 Grade Physical Education (1 semester course = ½ credit)

Students are responsible for skill mastery in four content areas: team sports, individual sports, leisure, and rhythmic activities. They analyze and apply biomechanical principles to skilled movement and physiological principles to achieve/improve physical fitness. Students regularly evaluate and adjust goals that promote a lifetime of physical activity. Students use appropriate social interactions and decision-making skills and demonstrate respect for differences in culture and abilities.

HS Health

(1 semester course = ½ credit)

Health education focuses on knowledge, examines attitudes, and formulates lifestyle behaviors. Health is a dynamic process that includes emotional, mental, physical, social, environmental and spiritual dimensions. Students become health literate. The health literate person is a critical thinker and problem solver, a responsible, productive citizen, a self-directed learner, and an effective communicator. Health literacy fosters an individual's capacity to obtain, interpret, and understand basic health information and services and to use such information and services in ways which are health-enhancing. Health knowledge and its applications enhance the ability to achieve life goals.

Health is essential to physical, mental-emotional, and family-social quality of life. Health education fosters a school culture that supports and challenges all students to do their best. Through health education, students acquire an understanding of health concepts and skills and apply those concepts to improve sustain and promote personal, family, and community health. Students who know, understand, and apply health knowledge and skills are contributing members of society and important to economic competitiveness.

APPLIED AND PERFORMING ARTS

Middle School Exploratory

Exploratory Music

Middle school music is a nine week course that exposes students to basic music skills and performance techniques. Students will develop an intellectual understanding of music through

experiences in singing, moving, listening and playing instruments. They will learn to read and notate music. Students will identify the style and distinctive characteristics of music which delineate each of the basic music historical periods.

Through listening, singing, movement, instrumental, and performance activities, students develop skills in concentration, ensemble work, creativity, physical and vocal expression, observation and stage presence. Students will be expected to participate fully and reflect upon their growth during the course. Participation is a major component of student assessment, and the curriculum includes performing at events and/or concerts.

Exploratory Drama

Middle school drama is a nine week course that exposes 6th, 7th, and 8th grade students to basic performance skills and techniques. Through theater games, improvisation, and performance activities students develop skills in concentration, ensemble work, creativity, physical and vocal expression, observation, and stage presence. Students will be expected to participate fully and reflect upon their growth during the course. Participation is a major component of student assessment.

Exploratory Art

Students in 6th, 7th, and 8th will be introduced to a variety of mediums, themes, and processes over their three years in Middle School Art. Students each year will discuss and implement the elements and principles of art. Projects will focus on the medium, the theme, or the process.

For most projects students will be shown a power point where they will need to take notes, then students will be given a demonstration on how to properly use the materials, students will do pre-sketches, students will put all that they have gathered and make an original artwork, and lastly students will critique their own work along with that of their peers through verbal or written form. Projects will be done in a variety of mediums: clay, watercolor, pastel, conte, pencil, color pencil, paint, and mixed media.

High School Performing & Applied Arts

Chorus I and II

1 semester courses = .5 credit

Chorus I and II expose students to voice training through the utilization of warm-ups, breathing, vocal exercises, and vocal scores as a means to develop and maintain a healthy voice. Students will learn vocal group techniques; perform homophony and polyphony, and will learn to read the treble clef, key signature, time meter, notes, rests, and accidentals.

Choral ensembles will perform sacred and secular music of all historical periods. Students will be instructed in basic musicianship training in vocal technique, sight-singing, basic music theory, and music history through performing, listening, and evaluating choral music. Students will demonstrate mastery of music concepts at levels of increasing difficulty and will be a positive contribution to the choral group. The curriculum for Chorus I and II includes performing at events and/or concerts.

Introduction to Theater

1 semester course = .5 credit

This is a high school semester course open to students interested in the dramatic arts, ranging from those who experience stage fright or difficulty in public speaking to those who are more experienced. Students will gain the vocabulary and skills to set them on the path to strong acting techniques.

This course will use theatre tools, relaxation techniques, and shared activities to improve ability of students to relax and enjoy their unique style of self-expression. Pantomime, improvisation, the development of inner resources, movement, voice, and characterization will be explored. The semester will culminate in a performance.

Art Foundations 1

1 semester courses = .5 credit

This high school course focuses on drawing, painting, technique, and history. Emphasis is placed on improving drawing skills by using a variety of sketching materials. Students learn about color while exploring several different painting techniques, i.e. oils, watercolors, acrylics, and tempera paints.

Art Foundations II

1 semester courses = .5 credit

This high school course expands on improving artistic skills by using a variety of sketching materials. Students continue to learn about color while exploring several different painting techniques, i.e. oils, watercolors, acrylics, tempera paints, and other media.

In addition, students gain skills in making ceramics. Instruction focuses on a variety of hand-building techniques, and other skills such as glazing, wheel throwing, and sculpture will be introduced. Art concepts of texture, line, and shape are discussed in relationship to ceramics. Theme-related projects might be based on art history, world issues, social commentary or personal interpretations. Students must take Art Foundations I as a prerequisite for this course.

CAREER & TECHNICAL EDUCATION

Middle School

Exploratory Information Technology

Middle school technology leverages the art of programming to encourage students to think critically through algorithm construction and understanding. Using a variety of software and

languages, students progress to a high-level language by the end of grade 8 in preparation for further computer science courses should they opt to take them in high school.

As well, students in middle school technology classes also study basic skills of Office-like software with an attempt to integrate those skills with other subject area material. Students at the end of grade 8 are expected to be proficient touch-typists.

High School

Basic Computer Applications

1 semester course = .5 credit

In this course, high school students needing improvement in the area of basic computer applications take this course. Word processing, spreadsheets, website WYSIWYGs, photo editing and other skills are tackled. Touch-typing is also done until students reach a proficient level.

Online Publishing

1 semester course = .5 credit

The Online Publishing class is focused on an understanding of the fundamental technologies that make up the World Wide Web. Students learn basic HTML and progress with JavaScript and finally PHP. The aim of the course is to bring about an appreciation for the aesthetics of website design and critical thought concerning coding. Students will be tasked with creating their own website (intranet) throughout the course using material from a variety of sources.

The Online Publishing class is focused on an understanding of the fundamental technologies that make up the World Wide Web. Students learn basic HTML and progress with JavaScript and finally PHP.

Journalism

2 semester course = 1.0 credit

In this course, students will learn the basic skills and knowledge of what constitutes good and ethical journalism. Students will be responsible for planning, writing, editing, and producing the school newspaper, *Wired*; and for planning, organizing, producing, and overseeing the outsourced printing of ASOY's yearbook. Students will also learn how to take appropriate photographs, scan and edit photographs, design effective page layouts, meet expected standards, and make publication deadlines.

Students in this course are expected to devote time after school and on weekends to meet deadlines and ensure quality products.

Teacher Assistant

1 semester course = .5 credit

Students may elect to be a teacher assistant only with permission of the Director, and only in the event that all required coursework has been completed. Students will work closely with a supervising teacher and assist with the daily operations of the classroom.

Duties may include one-on-one tutoring, working with small groups, and preparing materials for class or class displays. Students will be under the supervision of the classroom teacher and will be expected to report to class every day and on time, exhibiting appropriate work ethics and behaviors.

Small Business Management and Entrepreneurship

1 semester course = .5 credit

The Small Business Management and Entrepreneurship course studies the multifaceted functions and operations of businesses.

The course develops student's knowledge and skills in the area of business planning & entrepreneurship, financing, accounting, marketing, human and business resources management, business ethics, information and communication skills, operations and risk management etc. The course will focus more specifically on how to create and manage a small enterprise but will also have relevance on how to develop and apply enterprising skills as employees in larger firms.

In the section on global marketing students will learn about opportunities that lie beyond our borders and will explore the business relations that African countries and African Governments have established with other countries.

The course will parallel theory lectures with a practical case exercise of setting up a class small business enterprise.

Grading and Assessment

The evaluation of students is done to monitor student development, communicate progress to students and parents, identify student strengths and weaknesses, and evaluate the quality of our curriculum and instruction. Student evaluation is based on both formative and summative assessments. Formative assessments include work completed during the grading period, such as homework, tests, quizzes, projects, and reports. Summative assessment includes end-of-term evaluations of work such as portfolios, research papers, projects, and final examinations.

Middle and High School Grading Scale

Middle and high school teachers will define their grading methods within the designated percentage ranges, in course syllabi distributed to students the first week of classes. Work below a D- is not considered passing and earns no credit toward graduation. The grading scale for the Middle School and High School is as follows:

Excellent	Commendable	Satisfactory	Poor	Unsatisfactory
A+ = 99-100%	B+ = 88 - 89%	C+ = 78 - 79%	D+ = 68 - 69%	F = Below 60% -
A = 93 - 98%	B = 83 - 87%	C = 73 - 77%	D = 63 - 67%	
A- = 90 - 92%	B- = 80 - 82%	C- = 70 - 72%	D- = 60 - 62%	

Grades are attached with numeric values for the purpose of calculating a cumulative Grade Point Average (GPA). The GPA is calculated by multiplying the number of credits earned for each course times the point value attached to the grade, then adding all scores and dividing by the total number of credits.

Grades transferred from other school will be considered on a case-by-case basis, and may not be included in calculating the GPA if incompatible with the American grading system.

Advanced Placement (AP) courses receive a higher weighting than regular courses due to their advanced level. The GPA is calculated according to the following scale:

ASOY GPA Scale									
A+	4.3	B+	3.3	C+	2.3	D+	1.3	F	0.0
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.7	B-	2.7	C-	1.7	D-	0.7		

ASOY Advanced Placement GPA Scale									
A+	5.3	B+	4.3	C+	3.3	D+	2.3	F	0.0
A	5.0	B	4.0	C	3.0	D	2.0		
A-	4.7	B-	3.7	C-	2.7	D-	1.7		

American School of Yaounde
Graduation Requirements

Subject Area	Credits Required
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Modern Language	3.0
Physical Education	1.0
Applied & Performing Arts	1.0
Career & Technical Education	1.0
Health	0.5
Community Service	0.5
Other Elective Courses	5.0
TOTAL	25.0