

ARTICLE 2 INSTRUCTION AND CURRICULUM (Series 2.000)

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Curriculum

The Board of Directors recognizes that the most critical factor for success of the School is the delivery of a superior educational program. The Board also recognizes the value of the diversity of the student population that the school serves. The educational program must not only meet the needs of American expatriate families but also expatriate families from a wide range of other countries as well as local residents who desire an American education for their children. In keeping with these demands, the AISL curriculum is based on the American curriculum model and will be developed using the highest standards from this model. In addition, the Board is committed to expanding the curriculum to incorporate the best practices from other curriculum models particularly the international models, into the school's educational program. Along with the US High School program requirements, the International Baccalaureate Diploma Program will provide the foundation for the curriculum for the AISL High School. It is the Board's belief that the adoption of the International Baccalaureate program will strengthen the curricular program at all levels of the school as a result of incorporating the rigorous academic standards set forth by the program.

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REVISED OCTOBER 17, 1995
REVISED JANUARY 25, 2000
REVISED MARCH 20, 2007
REVISED APRIL 17, 2008
EDITED JUNE 5, 2009

Organization for Instruction

Effective in the 2007/2008 school year, the School shall be organized as follows:

- * Elementary School: Pre-Kindergarten to Grade 5
- Middle School: Grades 6-8
- High School: Grades 9-12 (fully implemented in the 2009/2010 school year)

High School grades added incrementally under the following timetable:

2007/2008	10 th grade
2008/2009	11 th grade
2009/2010	12 th grade

Based on program requirements and enrollment considerations, the School will adopt an organizational structure for administration of the School that best supports the delivery of a high-quality instructional program at each of these organizational levels. It is the responsibility of the Superintendent to evaluate the effectiveness of the Administration organizational structure on an ongoing basis and to make recommendations to the Board of Directors regarding changes and improvements.

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CURRICULUM DEVELOPMENT AND IMPLEMENTATION

PURPOSES

1. To establish standards for curriculum at AISL which are relevant to the particular needs of the students and expectations of the AISL community.
2. To establish an ongoing process to provide a carefully designed school-wide program of study which supports opportunities for the successful attainment of specified learning outcomes.
3. To ensure that a rigorous curriculum is delivered to all students.
4. To establish a process for the evaluation, development, selection, implementation, review and monitoring of the curriculum.

POLICY STATEMENT

The board acknowledges its responsibility to approve the developing standards for curriculum at the American International School of Lagos, Nigeria. The Superintendent is directed to provide leadership in the development and implementation of a curriculum designed to:

1. Accomplish the mission of the American International School of Lagos, Nigeria to create students who will be capable of excelling in any future academic setting, either in the U.S. or internationally;
2. Enable students to achieve their full potential and be proud of their accomplishments by providing for:
 - a. Appropriate challenges and motivation for intellectual and skill development necessary for students to progress on a continuous basis;
 - b. Instructional materials and methods considered to be most appropriate for the successful implementation of the adopted curriculum;
 - c. Evaluation to determine if the desired student outcomes have been achieved.

CURRICULUM DEVELOPMENT AND IMPLEMENTATION

3. Accomplish the mission to provide a dynamic and rigorous core curriculum enriched by appropriate program options; and
4. Be consistent with AISL community educational expectations and standards.

Further, the board acknowledges a need for ongoing curriculum review and development. The Superintendent is directed to develop and administer a cycle for development, implementation, and review of curriculum which is designed to:

1. Provide for a system for evaluating, developing, selecting, implementing, reviewing, and monitoring all curriculum for the school;
2. Establish a system for providing appropriate instructional materials for implementing all curriculum of the school;
3. Encourage the use of appropriate instructional strategies and methods to effectively implement the curriculum; and
4. Promote student achievement by aligning adopted curriculum, instructional practices, and student assessment.

The Superintendent shall direct teaching staff to deliver the adopted curriculum to all students. In addition, the Superintendent shall monitor the progress of instructional program development and implementation. Annually, the Superintendent shall inform the Board of Directors of necessary program or curriculum changes as part of the three-year plan.

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COURSE GOALS

Each level of instruction will maintain and use a course syllabus or course guideline. This outline includes major areas of instruction along with learning objectives. The Course of Study Handbook is constantly reviewed by classroom teachers and the administration and may be viewed at any time by a parent.

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ELEMENTARY SCHOOL

The elementary school program at AISL is defined as Pre-Kindergarten through fifth grade.

1. Pre-Kindergarten: This program shall teach skills for enhancing success in Kindergarten.
2. Kindergarten Program: This program provides daily instruction in Reading, Phonics and Mathematics. Social Skills are developed to encourage students to work independently and cooperatively in groups. The program also provides instruction from specialists in the areas of Science, Computer Education, Art, Music, Library Skills and Physical Education. AISL emphasizes the belief that the Kindergarten student is not only able but also ready and eager to learn.
3. Grades 1-5: The Core Curriculum for Grades 1-5 includes Reading, Language Arts, Mathematics, Social Studies, Science, World Language, Art, Music, Library Skills, Computer Education, and Physical Education. In addition, Nigerian Studies are integrated into the curriculum to develop knowledge of host country characteristics. The elementary curriculum is a carefully planned articulated program defined for each discipline with specific student learning objectives identified for each grade level.

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MIDDLE SCHOOL

The purpose of the middle school program is to provide each student with a sound basis for entering high school. Each student is provided an opportunity which fosters learning and growth towards individual goals and potentials. An additional goal at AISL is to establish a dimension of international experiences for our students who are growing up in a world comprised of various languages, ethnic origins, ideas, and values.

The curriculum of the middle school follows the typical American Middle School and offers classes which include: Mathematics, English, Science, Social Studies, World Language, Computer Education, Physical Education, and exploratory elective courses. In addition Nigerian Studies are integrated into the curriculum to develop knowledge of host country characteristics. The middle school curriculum is a carefully planned articulated program defined for each discipline with specific student learning objectives identified for each grade level.

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HIGH SCHOOL

The AISL Board of Directors recognizes that high expectations are a necessary ingredient for stimulating student achievement and with standards in place; a successful school provides excellence as well as equity for every student. Rigorous high school graduation requirements as well as effective teaching and learning strategies, make certain that students, parents and teachers all focus in the same direction.

The AISL Board of Directors is committed to having graduation requirements that provide students with the necessary skills to make a successful transition to post-secondary training and that students have the skills and knowledge necessary to compete with other learners on the world stage.

The AISL High School Diploma program will offer students a stimulating course of study across Grades 9 to 12 resulting in an AISL High School Diploma.

The International Baccalaureate (IB) curriculum will be taught in all subjects at the 11th and 12th grades. The curriculum is inquiry based and all subjects are approached from a global perspective. AISL students may elect to earn IB Certificates in specific subjects or the full IB Diploma in addition to the AISL High School Diploma.

Students participating in the full IB Diploma program must sit for exams in six subject areas including; language-English, Social Science, Experimental Science, Mathematics, World Language and optionally The Arts. These students must also complete the additional requirements of a 4,000 word extended essay, a course of study in the Theory of Knowledge, and 50 hours in each of Creativity, Action, and Service (CAS).

Beginning with the Entering Class of 2007/08, students who wish to graduate with the AISL High School Diploma must meet the following requirements:

- Twenty-four (24) high school credits, according to each of the AISL High School Diploma categories listed in the table below.

AISL HS GRADUATION REQUIREMENTS

Subject	Credits
English	4 credits
Math	4 credits
World Language	3 credits
Exp. Sciences	3 credits
Social. Sciences	3 credits
Health/Physical Education	2 credits
The Arts	1 credits
Electives	4 credits

- Complete 75 hours of student initiated community service, 50 of which are to be carried out in a student's 11th and 12 grade years.

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