

**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.

ADOPTED FEBRUARY 6, 1980  
REVISED OCTOBER 17, 1995  
REVISED JANUARY 25, 2000  
REVISED MARCH 20, 2007  
REVISED APRIL 17, 2008  
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**Organization for Instruction**

The School shall be organized as follows:

- \* Elementary School: Pre-Kindergarten to Grade 5
- Middle School: Grades 6-8
- High School: Grades 9-12

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.

## **CURRICULUM DEVELOPMENT, SELECTION AND ADOPTION OF CORE AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND CURRICULUM IMPLEMENTATION**

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 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. Identify appropriate instructional strategies and practices to effectively implement the curriculum; and
4. Promote student achievement by aligning adopted curriculum, instructional practices, and student assessment.

### **CURRICULUM DEVELOPMENT**

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

1. Prepare 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 practices 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.
3. Provide a dynamic and rigorous core curriculum enriched by appropriate program options; and
4. Be consistent with AISL community educational expectations and standards.

All new courses or major modifications to existing courses must be approved by the Superintendent prior to implementation.

The Superintendent shall establish regulations for curriculum development which provide for involvement of community representatives and staff members at appropriate times, the annual review of selected areas on a cyclical basis, and any suggested changes that should be made as a result of the curriculum study.

## **SELECTION AND ADOPTION OF CORE AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

The school board is responsible for the selection of all core instructional materials used in the school. Core instructional materials shall be defined as all printed, filmed or recorded materials furnished by the school and are used as the primary resource for delivery of the curriculum standards. The primary objective in selecting core instructional materials is to implement, enrich and support the educational program of the school. All core instructional materials shall be selected in conformance with:

- A. The stated standards of the school which are relevant to the particular needs of the students and expectations of the AISL community
- B. Established selection procedures
- C. The established cycle of review

### **Criteria for Selection of Core Instructional Materials**

Textbooks used for core instruction shall be formally adopted by the board prior to their use in schools except for trial-use texts of a pilot nature, which may be authorized by the Superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.

Staff shall rely on reason, educational research and professional judgment in the selection of high quality materials that comprise a comprehensive collection appropriate for the instructional program.

Instructional materials selected shall include those which:

- A. Enrich and support the curriculum standards, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.
- C. Ensure that a rigorous curriculum of study is delivered to all students.

### **Selection of Supplementary Instructional Materials**

The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of AISL.

Any requests from organizations that provide supplementary instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The Director of Curriculum shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

The Superintendent shall ensure that a listing of all approved textbooks used within the school curriculum is maintained and is available for public review.

## **CURRICULUM IMPLEMENTATION**

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.

The Superintendent is authorized to develop and implement the necessary regulations for the policy.

**COURSE GOALS**

Each grade level and subject instructed at the school will maintain and use a course syllabus or course guideline. This outline includes major areas of instruction along with learning objectives. Course syllabus/guidelines are annually reviewed by classroom teachers and the administration and may be viewed at any time by a parent.

**ELEMENTARY SCHOOL**

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

1. Pre-Kindergarten: This program shall be designed to prepare students for 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.
3. Grades 1-5: The Core Curriculum for Grades 1-5 includes Reading, Language Arts, Mathematics, Social Studies, Science, World Language, Art, African Studies, Music, Library Skills, Information technology, and Physical Education. The elementary curriculum is a carefully planned articulated program defined for each discipline with specific student learning objectives identified for each grade level.

## **MIDDLE SCHOOL**

The purpose of the middle school program is to provide each student with a sound basis for entering high school.

The curriculum of the middle school follows the typical American Middle School and offers classes which include: Mathematics, English, Science, Social Studies, World Language, Information Technology, 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 content area standards identified for each grade level.

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## **HIGH SCHOOL**

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 11<sup>th</sup> and 12<sup>th</sup> grades. 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). Titles to be update for actual IB programme.

## **CONTROVERSIAL ISSUES AND GUEST SPEAKERS**

The school shall offer courses of study that will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold and express their own opinions without personal prejudice or discrimination. The school encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems and draw their own tentative conclusions.

Teachers shall guide discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment and the virtue of respect for conflicting opinions. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the relevant Principal.

When an invited speaker expresses opinions that are partisan or considered controversial by a large portion of the community, the school shall strive to provide for the presentation of opposing views.

- A. If the teacher and the Principal believe at any point that the guest speaker's topic is or has become controversial, they will develop a plan whereby the issue(s) can be presented in an objective and unbiased manner.
- B. In the event the speaker's topic is determined to be controversial, the teacher will notify parents beforehand. Any student who does not wish to attend the presentation may have an alternative assignment.

The Superintendent is authorized to develop and implement the necessary regulations for the administration of this policy.

**Regulation 2.600**  
Curriculum and Instruction

## **CONTROVERSIAL ISSUES AND GUEST SPEAKERS**

The school curriculum includes opportunities for students to study controversial issues that facilitate the development of their decision-making and critical thinking skills. For example, students may study complex political, religious, economic or social issues.

Criteria for Determining Appropriateness of Controversial Issues

1. No issue involving the indoctrination of students in religious, atheistic or sectarian beliefs can or should be included in class discussions or in the curriculum.
2. Problems and issues for discussion will align with the curriculum standards for that course of study and should be significant and important to the course goals and objectives.

3. Study materials and other learning aids which yield a reasonable amount of data on all sides of the issue should be readily available if appropriate.
4. Responsibility for determination of an issue as controversial under the terms of this policy sits with the relevant Principal

### **Responsibilities of Professional Staff**

1. The teacher is responsible for treating controversial issues in an objective and scholarly manner.
2. The teacher, as moderator and participant, should point out the possibility of alternative points of view. The teacher is responsible to see that all aspects of an issue are honestly presented and that students evaluate their sources of data as well as their own conclusions.
3. The teacher must recognize that dealing with controversial issues in the classroom requires special skills in promoting respect for the opinions of others, in developing critical thinking skills and in encouraging active participation in the democratic process. The tradition of debating issues in a respectful manner is an important part of developing critical thinking skills.
4. The teacher has the responsibility of making certain that all students, within the limits of their ability and maturity, understand the importance of, and the reasons for, considering controversial issues.
5. The teacher must exercise good judgment when introducing controversial issues to students and guiding them through meaningful debates.
6. A teacher must first obtain the Principal's approval before inviting prospective speakers to address a class of students.

### **Student Rights and Responsibilities Regarding Controversial Issues**

1. The student has the right to study controversial issues that have political, economic or social significance in an atmosphere that is free from bias.
2. The student has the right to form and appropriately express his or her own opinions, within the framework of school policy, without jeopardizing his/her relationship with the teacher or school.
3. The principle that students' rights must carry corresponding responsibilities should be emphasized in the process of student-teacher interactions.

**ALTERNATIVE LEARNING EXPERIENCE PROGRAMS: Distance Learning and Competency Testing for Course Credit**

The Board of Directors recognizes the need to consider alternative learning experience programs designed to meet the individual needs of students in order to earn high school credits towards graduation. Such learning experiences must take place outside of the school with the exception of any online course authorized by the school due to the unavailability of faculty to offer the course.

The curriculum and course requirements for any such program must be approved by the school.

The superintendent is authorized to develop and implement the necessary regulations for the administration of this policy.

### **Distance Learning Courses**

The school recognizes the educational value of Distance Learning courses in many circumstances and therefore may grant high school credit(s) for Distance Learning work that meets school criteria. Distance learning opportunities take place outside the school day unless the course is listed in the school course catalogue. All fees and tuition are the responsibility of the student's family.

Distance Learning work may be approved in the following situations:

1. A student needs to retake a course to improve his/her failing grade.
2. A student wants to take a course not offered at the school.
3. A student wants to add additional courses to his/her academic pathway.

Students must follow the school's established process to get prior approval to earn high school credit for any course taken through Distance Learning:

1. Prior to the student beginning a course, the student submits a Distance Learning Request Form to the counselor.
2. The counselor forwards the form for recommendation to the Director of Curriculum who will review the course content for alignment with course standards and the appropriate level of rigor.
3. The Principal will approve or deny the request based upon the recommendation from the Director of Curriculum.
4. The Distance Learning Request Form will be returned to the counselor for processing.

The School deserves the right to administer a competency test to any student who earns a credit through an alternative learning experience.

### **Competency Testing for Course Credit: High School Credit by Examination**

A student not enrolled in a High School course may receive credit for the course due to the student's competence in the subject matter. The school may grant credit(s) based on competency testing in lieu of enrollment or taking specific courses. A request to earn credit for a course by examination must originate with a letter or email addressed to the Director of Curriculum requesting the opportunity to challenge the course. That request will include:

1. A statement that the parent gives permission for the challenge.
2. The reason for challenging the course.

The appropriate school personnel will be contacted by the Director of Curriculum if approval to proceed is granted after the letter is received. Parents must agree to accept all relevant costs.

Credit based on competency testing in lieu of enrollment or taking specific courses may be completed in the following way:

### **Credit by Examination Guidelines**

Listed below are the general requirements for a student who wishes to take a competency test instead of actual course participation. The general competency test requirements are:

1. The student will be tested using a comprehensive exam covering the learner outcomes based on the written standards for that course.
2. The types of test items used will reflect the learner outcomes that are being assessed. Objectively scored items (true/false, multiple choice, matching, short answer) may be best used to assess knowledge of a content domain while rubric-scored items (essays, performances, projects) may be best suited for the demonstration of more complex concepts.
3. The tests will be administered on site, under the supervision of a staff member.
4. Tests may require additional “outside reading” and/or written work to satisfy basic course learner outcomes. If so, the student will be informed of this in advance of the test.
5. The student must show any work required to arrive at his/her answer for each problem.
6. The time limit given for the student to complete the test will be determined by the administrating teacher. The student will be notified of the limit well in advance of the testing.
7. The criteria for obtaining a passing score shall be determined in advance of the student taking the test, with a minimum score of 80% required.
8. The test may not be taken more than one time during a given semester.
9. The department chairperson or designee, will be responsible for scoring the competency test.
10. The department chairperson or designee will be responsible for the creation of the test and ensure that the test is representative of the course content. This test is not to be punitive by requiring more than one would normally expect from a student.

In the event that the student is successful in meeting the requirements of the course:

1. The student will be given course credit and a grade of “P” (Pass), for the successfully challenged course.
2. This grade must be entered on his/her course transcripts.
3. Credit for a challenged course shall not be posted for the fall semester unless the request for the challenge was received by the Director of Curriculum prior to November 1; second semester challenges must be received by April 1.