

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 high 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 by the program.

ADOPTED FEBRUARY 6, 1980
REVISED OCTOBER 17, 1995
REVISED JANUARY 25, 2000
REVISED MARCH 20, 2007

Organization for Instruction

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

- * Elementary School: Pre-School to Grade 5
- Middle School (Junior High) 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.

ADOPTED MARCH 20, 2007

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 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 curriculum.

POLICY STATEMENT

The board acknowledges its responsibility for 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;
1. 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 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.

ADOPTED FEBRUARY 6, 1980
REVISED MAY 18, 1999

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.

ELEMENTARY SCHOOL

The elementary portion of the AISL structure consists of grades Pre-Kindergarten through sixth 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, Foreign Language (French) 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 curricular discipline with specific student learning objectives identified for each grade level.

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MIDDLE SCHOOL (JUNIOR HIGH)

The purpose of the middle school (junior high) 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 (junior high) follows the typical American junior high school and offers classes which include: Mathematics, English, Science, Social Studies, Foreign Language and 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 (junior high) curriculum is a carefully planned articulated program defined for each curricular discipline with specific student learning objectives identified for each grade level.

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REVISED MARCH 20, 2007

HIGH SCHOOL

The AISL High School program will offer students a rigorous course of study resulting in either a US High School Diploma or the International Baccalaureate Diploma. Students who have not elected to participate in the full IB Diploma program may be awarded individual IB certificates for the IB classes and examinations that they have successfully completed.

The IB Diploma Program is a demanding two-year pre-university course of study that leads to a qualification that is widely recognized by the world's leading universities, including those in the US, UK, and Western Europe. It is designed for highly motivated secondary school students aged 16 to 19 (11th & 12th grade). In addition to the core subjects of language, social science, experimental science, mathematics, and arts, students are required to complete the following three core requirements: extended essay, theory of knowledge, and creativity, action and service hours. The curriculum is inquiry based and, wherever possible, all subjects are approached from an international perspective.