



ASOY Elementary School

The ASOY Elementary School is characterized by a caring and challenging environment focused on the Six Pillars of Character. Students learn to take risks and become sensitive to the world around them by participating in concrete experiences, relating to one another, acting responsibly, and making positive decisions.

The ASOY Elementary School is comprised of two programs:

- The Early Childhood Program: Pre-Kindergarten 3 & 4 and Kindergarten (ages 3-5)
- The Elementary Program: Grades 1—5 (ages 6—10)



Both programs encourage children to explore their world by challenging them to think critically, and to strive for continuous growth in an environment of learning. Our goal is to help children become independent, life-long learners.

This syllabus is intended to offer an overview of the curricular sequence of the ASOY elementary program. For each grade level, a brief outline is included of the learning goals for the core

subjects, which include language arts, math, science, social studies, and French. Special classes are also offered in art, music, physical education, and computers.

To promote the vision and mission of the school, the following components are also integrated throughout the Early Childhood and Elementary Programs:

- The Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Citizenship, & Caring
- The Six Traits Writing Process: Word Choice, Ideas, Voice, Fluency, Organization, & Conventions
- Community Service Learning
- Global Citizenship

Early Childhood Program: Nursery, Pre-K, and Kindergarten

The Early Childhood Program provides a foundation for all future learning. The environment is child-centered and caring where children learn to feel secure, confident, and enthusiastic about school and learning, regardless of their developmental level. We believe that:

- Play is an essential component of an early childhood program and contributes significantly to social, physical, intellectual and emotional development
- Learning is best achieved through creative exploration and exposure to a wide range of age appropriate materials and activities
- Positive social interaction should be promoted in order to develop valuable social skills and prepare children for successful participation in group activities.

- The program should provide special opportunities for the development of fine and gross motor skills.
- Special consideration should be given throughout the program to the development of language, communication and critical thinking skills.
- A close partnership with parents is an essential element of the Early Childhood Program

Three program options are offered at ASOY for children under the age of 6:

- **Nursery:**
The Nursery class is for children who are 2 ½ years of age Children in the Nursery class must be toilet trained.
- **Pre-Kindergarten 3:**
Pre-Kindergarten 3 is for children who have turned 3 years of age by September 1st of the current

school year. Children attend school Monday through Friday, 8:00-12:15 am.

- **Pre-Kindergarten 4:**
Children in Pre-Kindergarten 4 shall have turned 4 years of age by September 1. Pre-4 children attend school Monday through Friday, 8:00-2:15
- **Kindergarten**
Kindergarten is for children who have turned 5 by September 1 of the current school year. Kindergarten children attend school Monday through Friday, 8:00-2:15 am.

Children with limited or no English skills are welcome in the Early Childhood Program, for the natural ability of children to learn language is capitalized upon through classroom games and activities.

Elementary Program: Grades 1–5

In the Elementary Program, students begin to develop a wider awareness of the world around them, thus expanding their social conscience and ability to think abstractly. The Elementary Program offers a variety of learning opportunities, created in an environment that supports individual growth through a culturally enriched American curriculum.

The Elementary Program provides students with a strong foundation in language arts, math, science, social studies, French, the arts, information technology, library, physical education, and health. In the Elementary School, we believe that:

- Learning is a partnership and shared responsibility between home and school.
- Every child learns and is creative, intelligent, and capable.
- Critical thinking skills enable children to be successful learners and reach their fullest potential.
- Organizational skills are essential for students to make a successful transition into middle school.
- It is crucial for each child to develop positive communication skills, the ability to cooperate and resolve conflicts, and enhanced self-esteem.
- An academically challenging, nurturing and positive environment is essential for students to feel secure, confident, and enthusiastic about the school and learning as a life-long process.
- Instruction must be differentiated to accommodate different learning styles and abilities so all students acquire knowledge, skills, and understanding.
- Active participation in community service learning, with a focus on the Six Pillars of Character, serves to help students become caring and compassionate global citizens.

Homework in the Elementary School

Homework is an important part of a child's school experience, and good study habits begin in elementary school. Homework provides an opportunity for the following:

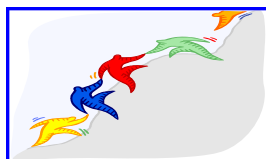
- To provide extension or transfer of a skill or concept to a new situation
- To practice or drill in skills or concepts already taught
- To prepare for material to be presented or taught in subsequent lessons
- To complete assigned work not finished in class

Homework requires cooperation between teachers, students, and parents.

Homework Responsibilities

Teachers are responsible for:

- Communicating homework expectations and guidelines to students and parents
- Assigning, monitoring, correcting, and returning homework in a timely manner
- Conferring with parents regarding homework concerns or lack of completion



Students are responsible for:

- Understanding/recording homework in assignment book before leaving school (grades 3, 4, & 5)
- Taking home all necessary materials to complete assignments
- Organizing time to be compatible with family and/or after school clubs activities
- Completing homework independently with minimum parental help
- Returning homework on time

Parents are responsible for:

- Providing encouragement and support and showing an interest in the student's work
- Assisting students to develop good study habits by providing a comfortable study area
- Assisting students to set a regular time for studying
- Assessing extra-curricular activities to be sure the child has sufficient homework time
- Conferring with teacher's regarding homework concerns

Homework will usually be assigned Monday-Thursday, with weekend work at the discretion of individual classroom teachers. Time spent on homework will gradually increase from Kindergarten through Grade 5.

Before and After School Hours

For the safety and protection of our students, children in Pre-Kindergarten through Grade 5 are not allowed to play unsupervised on school grounds before or after school.

Before school, supervision is provided on the playground for children arriving early; however, after school, children in the Elementary School are expected to go home directly after school or enroll in the Elementary After-School Care Program.

Children may register for the After-School Care Program on a semester or year-long basis for one to five hours per day during the hours of 12:15 to 4:30 pm. The program includes supervised care, snacks, games, homework time, playground activities, swimming, etc. An additional fee is charged for the Elementary After-School Care Program.

On weekends, the playground, pool, tennis courts, and basketball courts are open to students, families, and other members of the ASOY Recreation Center. Children younger than Grade 4 must be accompanied by an parent or adult designee, or supervised an ASOY staff member.

The pool is staffed by two certified lifeguards, and it is closed on Mondays.

Homework continued

Parents are encouraged to check and supervise that homework is being done, however, parents are requested not to complete or correct homework for their children. Homework is a method to monitor student understanding and provide the teacher with information concerning what has been learned and what may need to be re-taught.

Specific homework expectations and guidelines will be communicated to students and parents by each teacher.

Children in grades 3-5 are required to keep an assignment planner in which to record homework assignments and other reminders. Parents are expected to check the assignment book on a daily basis in order to help your child meet homework deadlines, manage time, and organize work.

If a child is not keeping up with homework assignments, parents will be asked to initial the assignment book on a daily basis to maintain communication between home and school.

Playground Rules for Safety

At ASOY, we take our *in loco parentis* responsibility very seriously. Therefore, to ensure the safety, security, and well-being of our students, the following expectations and guidelines apply at all times, including before and after school hours and on weekends.

1. Climbing on or over the fence is not allowed.
2. Chasing games may occur on the ground only, but not on the climbing set or in the tree.
3. Rough play on the playground or on any playground equipment is not allowed.
4. Rollerblades, shoes with wheels, scooters, and skateboards are not allowed anywhere on campus.
5. Only one person at a time may be on the big red slide. Use of this slide is for students in Kindergarten and up.
6. Throwing sand, gravel, or dirt is not allowed under any circumstances.
7. Glass bottles are not allowed anywhere on the playground.
8. All students are to eat snacks in the designated areas before playing.

9. Shoes must be worn on the playground at all times.
10. When playing on the monkey bars, hands must be on the bars at all times.
11. No students may run or chase another student in the area between the classrooms or behind any of the buildings.

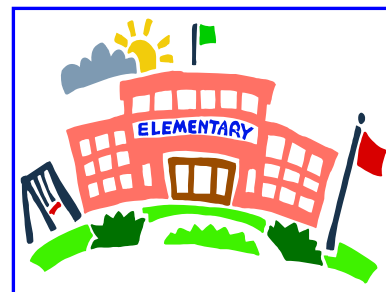
Students in violation of these guidelines will be referred to the Director. Disciplinary action is based on the nature of the incident and the willingness of the student to take responsibility for his/her conduct.

ASOY Mission

The mission of the American School of Yaoundé 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.

Elementary Program Objectives

- The objectives of the Elementary Program are for children to:
- Develop critical and analytical thinking skills necessary to draw conclusions, make generalizations, and comprehend the world around them.
- Be responsible members of their classroom and school communities, and to be aware of the consequences of their actions in both a personal and scholastic context.
- Exhibit organizational skills essential for success in a school environment.
- Improve communication skills through writing, critical analysis, peer mediation, acquisition of computer skills, written and oral presentations, and projects.
- Develop and refine problem-solving skills through a variety of contexts including mathematics, science, and discussion.
- Exhibit respect for their peers, their teachers, and themselves both personally and academically.
- Develop self-confidence to try new things and take risks.
- Demonstrate social skills enabling them to be informed, conscientious, and active global citizens in an ever-changing world.
- Exhibit a positive toward school and the pursuit of knowledge through both academic and extra-curricular activities.



Language Arts: Nursery - Kindergarten

Nursery & Pre-Kindergarten 3:

- Recognition of some letters and sounds
- Development of pre-literacy skills
- Development of pre-writing skills
- Storytelling
- Recognition of letters relating to the word
- Songs and rhymes
- Recognition of individual names
- Ideas on paper using a crayon or paint
- Recitation of the alphabet
- Reciting a story

Pre-Kindergarten 4:

- Identify the letters of the alphabet both capital and lower case and identify their sounds
- Write the alphabet and individual names

- Express ideas on paper using pictures and words/letters
- Songs and rhymes
- Retell story in sequence
- Concepts of print: cover/back of a book and title.
- Phonics: begin reading and writing phonetically (by sounds)
- Pre-literacy skills development
- Pre-writing skills development
- Rhyming Words
- Nursery rhymes & fairy tales
- Read-aloud stories
- Begin to recognize simple sight words

Kindergarten:

- Identify the letters of the alphabet in and out of sequence
- Write alphabet sequentially from memory

- Match sounds to the letters
- Recognize some simple sight words
- Express ideas on paper through letters and pictures
- Use “invented” spelling
- Know sounds of the 26 letters
- Write upper and lower case letters, using correct strokes & spacing
- Spell short words
- Copy words, work from left to right
- Concepts of print: cover/back of a book, the title, author and illustrator
- Read and understand books
- Know and create rhyming words and their families
- Retell/summarize/respond to readings

Language Arts: Grades 1—3

Grade One:

- Phonics: short and long vowels, consonants
- Handwriting/penmanship
- Learn syllable counting
- Spell small words, sight words, and sound out more complex words
- Word patterns/families
- Write sentences: periods & capital letters
- Identify rhyming words
- Basic story writing
- Recognize story map: characters, setting, problem, solution, book parts: beginning, middle, end
- Practice decoding
- Read for information
- Oral reading
- Context clues
- Main ideas
- Appreciation for literature
- Understanding quotation marks
- Summarize a story

Grade Two:

- Predict, decode, retell new vocabulary, silent reading, fluency, expression, distinguish fantasy from reality, identify poems, fables, folktales, realistic fiction, autobiography
- Compare and contrast fairytales
- Brainstorm, draft, share, edit, publish, write in full, meaningful sentences, use of capital and punctuation marks
- Apply rhyme patterns, correct spelling of high frequency vocabulary and “best try” for unknown words, spelling strategies
- Recognize sentences, tell and name parts, nouns, verbs, adjectives, pronouns, synonyms, homonyms, homophones, making plurals
- Introduce cursive handwriting
- Identify information in non-fiction texts
- Identify story elements
- Descriptive letter writing
- Write memoirs, narratives, short stories and non fiction reports

Grade Three:

- Poetry: Develop oral reading skills through prose and poetry, recognize and use rhyme patterns in poetry
- Identify setting, character, problem, events, solutions, similes, homonyms, homophones, idioms
- Develop writing and grammar skills that reflect the 6 Traits of Writing
- Fairytales and folktales—Identify and develop the ability to write folktales
- Demonstrate spelling strategies
- Write in cursive
- Write personal narratives, short stories, non fiction reports
- Vocabulary—spell and define words with short and long vowels
- Sarah, Plain & Tall—Develop oral reading skills and comprehension skills

Language Arts: Grades 4 & 5

Grade Four:

- The 6 Traits Writing Process
- D.L.R. (Daily Language Review)
- Writing mechanics
- Parts of speech
- Creative writing
- Read & interpret novels
- Writing for different purposes & audiences
- Monthly book projects with different genres
- Research report: Present & deliver
- Following & giving precise directions
- Spelling & vocabulary words derived from novels read in class

Grade Five:

- The 6 Traits Writing Process
- D.O.L. (Daily Oral Language)
- Journaling
- Monthly book report
- Literature centers
- Legends, fables, and myths
- Punctuation
- Parts of speech
- Creative writing
- Independent reading contracts
- Novels
- Interviewing
- Speech/debate
- Analogies
- Persuasive writing
- Author study
- Informative articles
- Read aloud
- Poetry
- Short stories
- Mystery and fantasy stories
- Spelling & vocabulary

Math: Kindergarten—Grade 2

Kindergarten:

- Identification of numbers
- Sort and Classify by shape, size, & kind
- Count forward to 20 and backward from 10
- Identify patterns/Shapes
- Positional/spatial relationships
- Graphs
- Ordinal numbers from 1-10
- Estimation/Probability
- Addition/Subtraction using numbers 1-10
- Tell time to the hour and 1/2 hour using both analog and digital clock
- Measurement of capacity, length, width, size, money
- Count to 100

Grade One:

- Addition/subtraction facts to 10
- Number recognition
- Sequence numbers
- Pattern building
- Identify even & odd numbers
- Skip counting by 2, 3, 4, 5, & 10
- Logical thinking/problem solving
- Graphing
- Tell time to the 1/2 & 1/4 hour
- Fractions
- Count money
- Problem solving using manipulatives and drawings

Grade Two:

- Compare patterns
- Do skip counting
- Use addition & subtraction with and without re-grouping
- Use fact families
- Add 3 or more numbers
- Record 2 digit numbers
- Partition numbers
- Round to the nearest ten
- Use measurement strategies
- Collect and record data
- Graph

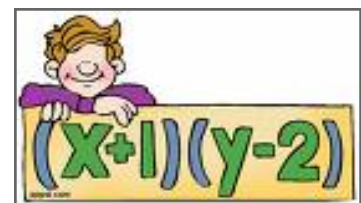
Math: Nursery, Pre-Kindergarten 3 & 4

Nursery & Pre-Kindergarten 3:

- Identify numbers 1-5
- Count 1-10
- Identify patterns
- Number books 1-5
- Match numbers to sets
- Identify colors (red, blue, green, yellow)
- Identify shapes (circle, square, triangle, rectangle)
- Sequence and order
- Pre-writing skills-tracing and writing numbers

Pre-Kindergarten 4:

- Numbers 1-10
- Count 1-10 and beyond
- Identify patterns
- Matching numbers to sets
- Identify colors (review: red, blue, yellow, green. new: orange, purple, black, brown)
- Identify shapes (review: circle, square, triangle, rectangle. new: oval, rhombus, hexagon, trapezoid, parallelogram)
- Sequence and order
- Pre-writing/writing skills for numbers



- Demonstrate mastery of basic
- Sort and classify groups
- Begin multiplication
- Use division and identify how it relates to multiplication
- Estimate
- Count, model, compare 3 digit numbers
- Model and compare fractions
- Tell time and use money
- Calculate parameters of solid objects

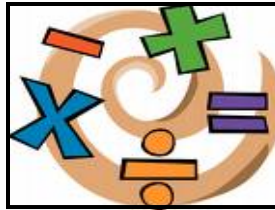
Math: Grades 3—5

Grade Three:

- Place value to 1,000,000
- Understand and use 4, 5, & 6 digit numbers
- Use money and calculate the values of bills and change, as well as make change (dollars and CFA)
- Tell time to the minute and calculate elapsed time
- Temperature
- Estimate
- Calendars—read and interpret
- Round to 10's and 100's
- Ordinal numbers
- Graphing
- Measurement
- Multiplication/division facts to 12
- Fractions & decimals
- Geometry
- Patterns

Grade Four:

- Place value to millions
- Rounding & comparing
- Addition & subtraction with 3+ digit numbers
- Estimation
- Work with money values
- Fractions & decimals
- Measurement
- Geometry
- Probability & statistics
- Patterns & functions
- Basic algebra



Grade Five:

- Addition/subtraction/
Multiplication/division facts
- Place values (whole number & decimals)
- Word problems
- Estimating
- Rounding
- Measurement:
Standard & metric
- Patterns
- Geometry
- Coordinate graphing
- Decimals
- Money
- Using a calendar
- Graphing of data
- Probability
- Ratio
- Percentages

Social Studies: Nursery - Grade 3

Nursery & Pre-Kindergarten 3:

- Social interaction skills
- Appreciating other cultures and ethnic groups
- My family
- Self-help skills: putting on shoes, washing hands, cleaning up, etc.
- Cameroonian studies

Pre-Kindergarten 4:

- Animals in Cameroon
- Following the rules
- Social interaction skills
- Me & my country
- Living in Cameroon

Kindergarten:

- All About Me: Who am I? What makes me special/unique? What is my role in my family?
- Family: Family roles, characteristics, jobs, & responsibilities, holidays/ events & traditions, changing families
- Communities: rules, transportation, people, varying communities,

housing, jobs, communities in Cameroon

- My World: geographical changes, weather changes, structural changes, cultural differences, natural resources

Grade One:

- Communities
- Families around the world
- Homes around the world
- Holidays around the world: how different holidays are celebrated around the globe
- Introduction to map skills: directions and how to read a basic map
- Natural resources in Cameroon
- Celebration of the Earth
- Helping one another
- Working together

Grade Two:

- Map Skills
- Communities: rules, differences/ similarities

- Pioneers
- Exploration, westward expansion
- Rural & urban communities
- Government
- Establishment of the U.S.
- Cameroonian studies

Grade Three:

- Map skills
- Communities: rules, differences/ similarities/ changes
- Biographies of historical figures
- Native American culture
- Pilgrims
- Major wars ; revolutions/rebellions (causes and effects)
- Emergence of the U.S.
- Slavery and the Civil War
- Historical documents
- Early explorers
- Need and the establishment of government
- Cameroonian studies

Social Studies: Grades 4–5

Grade Four:

- Timelines
- Research skills
- The study of Ancient civilizations: Stone Age, China, Egypt, Rome and Greece
- Geography
- Contemporary world: current events & journalism
- Civics & government
- Economics
- Individuals, society, & culture
- Cameroonian studies

Grade Five:

- Geography: countries of West Africa & the World
- Native people to Africa and America
- Exploration of the New World and Africa
- Settlers and colonization of West Africa
- History of Cameroon
- Cultural diversity
- African Americans/slavery
- Basic economics
- Governments

Science: Nursery to Grade 3

Nursery—Pre-K 3:

- Animals: farm, pet, zoo
- Parts of the body
- The Five Senses

Pre-Kindergarten 4:

- Nutrition and the five senses
- Plants: Life cycle of a plant
- Life cycle of a butterfly

Kindergarten:

- Scientific Investigation: How do we observe objects with our 5 senses?
- Force, Motion and Energy: Why do magnets attract some objects but not others?
- Matter: How can we observe and describe objects? How does water flow and what are the different properties?
- Life Processes: What are the basic needs of plants and animals? What is a life cycle?
- Earth and Space: How are shadows formed?
- Earth Patterns: What are the four seasons and how do they differ in Cameroon? Weather:
- What is weather and how can one tell the different types of weather?

- What guesses can one make about the weather?
- Resources: How can materials be reused?
- Health: How can we make healthy choices as an individual and a community?



Grade One:

- Scientific Investigation: How do tools help us make observations? Why are making predictions important?
- Force, Motion and Energy: What are the different types of motion and what causes motion?
- Matter: How do different substances react with water?
- Life Processes: What are the different needs of animals and plants and how are these needs met?
- Living Systems: What are the different habitats of animals around the world (focus on Cameroon)?
- Earth and Space: Why is the sun important and what causes night and day?
- Earth Patterns: How do the seasons and weather affect the growth and habitats of plants, animals and people?
- Resources: What are natural resources and what affects them? What are some natural resources in Cameroon and home countries?
- Health: What are the main parts of a body and what are their functions? How do everyday decisions affect our health?

Grade Two:

- Scientific Investigation: How do we observe, organize and classify information?
- Force, Motion and Energy: What are the different characteristics of magnets?
- Matter: What are the different properties of materials and how can heat have an effect?
- Life Processes: What are the different parts of insects and plants? How do they go through the life cycle and what changes occur?
- Living Systems: How do living things interact and depend on their environment (living and non-living)?
- Earth and Space: What are the different types of weather and how do we observe and record weather?
- Earth Patterns: How does weather effect the land, people, and animals?
- Resources: How are plants beneficial to the environment and people?
- Health: What are the major systems of the body and how can we make good choices to stay healthy? What outside influences can effect our health?

Grade Three

- Scientific Investigation: How do we predict, hypothesize, observe, record and analyze when conducting an experiment?
- Force, Motion and Energy: What are simple



French Language Program Nursery - Grade 5



Two strands of French language instruction are offered at ASOY, one for native French speakers and one for French language learners. French-speaking students receive the same levels of language instruction as they would in a French school.

Students attend French class every day, and are placed according to their levels of understanding and proficiency. The ultimate goal of the foreign language classroom is to help students develop the ability to communicate in meaningful and appropriate ways with speakers of other languages.

It is with this philosophy in mind that the 5 C's of foreign language education

have been established as the foundation of the ASOY French Language Program. The five C's include:

- **Communication**
Communication is the key to second language study, and can take many forms including reading, writing and personal interactions.
- **Cultures**
Understanding the cultures in which the foreign language is spoken is an essential component of the mastery of foreign language.
- **Connections**
The study of foreign language provides a unique opportunity to integrate knowledge learned in other

other school subjects as well as connect with the outside world.

- **Comparisons**
Through comparisons between languages, students are able to develop insight into the nature of language and the concept of culture and recognize multiple ways of viewing the world.
- **Communities**
In combination with the aforementioned elements, ASOY foreign language students are able to participate in multilingual communities at home and around the world in both culturally appropriate ways and in diverse contexts.

Applied & Performing Arts

Music



Music education is a means by which students can develop self-expression, self-confidence, and a sense of accomplishment. Through the learning process, students acquire a certain autonomy and will develop critical-thinking regarding music from all over the world. Drawn from the National Association for Music Education standards, the ASOY Music Program provides students with a broad and thorough appreciation of music.

Students not only learn an eloquent language of human expression, but also acquire a means of experiencing the world's cultures. In the Elementary School, children learn to listen, identify, describe, and categorize a myriad of sounds. They experience music by reading, writing, arranging, speaking, chanting, singing, playing, moving, and creating.

A highlight of the Elementary Music Program is the annual Holiday Program presented for parents and the greater Yaounde community in December.

Art



Art education is basic to the development of creativity and perception. In the Elementary School, art education focuses on the acquisition of a reservoir of ideas for art making. Students acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students learn to express these ideas, using a variety of materials, skills, techniques, and processes.

The use and application of skills, processes, and mediums encourage self-expression, creative growth, discovery, and the realization of ideas. Assessment is made on individual achievement related to each student's stage of growth and development. The art program at ASOY is sequential and cumulative, enabling knowledge, aesthetic judgments, skills and abilities to be strengthened as students progress through the grade levels.

Physical Education



The ASOY Physical Education Program is an integral part of the total education process, providing students with the opportunity to make informed decisions and attain an optimal quality of life and well-being. The ASOY PE Department is dedicated to physical, emotional, intellectual and social development, and focuses on the whole child in an accepting environment.

Children in the primary grades benefit a curriculum that builds essential components of coordination, balance speed, agility, endurance and strength. Children have the opportunity to experience success and to feel good about themselves and about physical activities.

In Grades 4 and 5, sport skills are introduced through a variety of lead up activities, as well as through a continuation of the movement development begun in the primary grades. The program is designed so children have many opportunities to experience success and to feel good about themselves and about physical activities.

Library & Information



The aim of the ASOY Library Program is to ensure that students can use the library and its resources effectively for both school work and personal enjoyment. The library program provides a foundation for lifelong learning by combining effective learning and teaching strategies and activities with information access skills that ensure that all students can interact with all types of information and can construct meaningful knowledge.

Starting in Pre-K, children begin to gain proficiency in using computer technology to accomplish common tasks. Students progressively broaden their understanding of computer technology and strengthen their skills to effectively produce and access information.

Science: cont'd Grade 3

machines and how do we use them?

- Matter: What are the basic properties of solids, liquids and gases?
- Life Processes: How and why do animals adapt to their environment?
- Living Systems: What is a food chain (aquatic and terrestrial)? How can we make good decisions to ensure limited resources are not exhausted?
- Earth and Space: What are the components of soil and how is it important?
- Earth Patterns: What are some patterns that occur in nature? What is the water cycle and how does it effect living things?

Science: Grade 4 & 5

Grade Four:

- Scientific Investigation: What are the differences between predicting, hypothesizing, observing, recording and analyzing when conducting an experiment? Why is accuracy important when making measurements?
- Force, Motion and Energy: What is motion and what effects motion?
- Matter: What are reversible and non-reversible changes?
- Life Processes: What is the anatomy and life processes a plant?
- Living Systems: How do plants and animals co-exist?
- Earth and Space: How do weather conditions and phenomena occur?
- Earth Patterns: What is the relationship between the earth, moon and sun?
- Resources: What are the important Cameroonians resources?
- Health: How does nutrition effect health and academic behavior?

Grade Five:

- Scientific Investigation: What are the steps needed to plan and conduct an investigation?
- Force, Motion and Energy: How is sound transmitted?
- What are the characteristics of light?
- Matter: What are the properties of matter?
- Life Processes: What are the functions of the major body systems? What are the physical differences between females and males and what changes occur?
- Living Systems: What are the structures and functions of cells?
- Earth and Space: What are the characteristics of the ocean environment?
- Earth Patterns: What are the different layers of the earth? What are the different types of rocks and how are they formed?
- Health: How can interpersonal skills effect relationships with others? What is AIDS and how can it be contracted?