



International Community School of Abidjan

# **International Community School of Abidjan**

## **Upper School Program of Studies 2011 – 2012**



## **ICSA UPPER SCHOOL: LANGUAGE ARTS AND ENGLISH PROGRAM OF STUDIES**

**English Language Arts 6** introduces students to reading, writing, organizational, and study skills strategies that will be used extensively during the middle school years. Students read fiction (short stories, novels, poetry, and drama) as well as non-fiction. They learn to relate to and respond to the assigned literature while developing skills in literary analysis, as well as expressing their thoughts, both orally and in written form. Writing as a process is emphasized and the benefits of using technology in conjunction with the writing process are also taught. Students develop their vocabulary and learn to self-edit and edit the work of others. The student will write often to better hone their emerging skills.

**English Language Arts 7** is designed to help students develop proficiency in the skills of reading, writing, speaking and listening through weekly and long-range assignments. The skills learned in English Language Arts 6 will be built upon and reinforced. Reading skills will be improved through the study of fiction and non-fiction novels, short stories, poetry and drama. Students will hone their writing skills through different and varied writing tasks. Research skills will be taught and applied. Peer-editing and self-editing techniques will be employed. The use of technology will be integrated into the research and the writing process. Speaking and listening skills will be improved through oral presentations. Mini grammar lessons will be included as needed. By the end of the course students will possess the skills that will enable them to be successful in English Language Arts 8.

**English Language Arts 8** builds upon the skills and concepts previously taught in grades 6 and 7. Students will continue to develop their reading, writing, speaking and listening skills with weekly assignments and long-range projects. Students will continue honing their reading skills through the study of fiction and non-fiction. They will continue studying short stories, novels, poetry and drama. Students will work on their writing skills and techniques through various writing assignments. Research skills will be reinforced. Peer-editing and self-editing techniques will be employed. The benefits of technology will be integrated into the research and the writing process. Speaking and listening skills will be improved through oral presentations and speeches. Mini-grammar lessons will be integrated as needed. The skills learned in English Language Arts 8 will help lay the foundation for English 9.

**English 9** lays the foundation for further study of World, American and British literature, and focuses students' efforts on writing techniques used in school subjects. Students read deeply and widely, improving their skills in reading both fiction (including the novel, drama, and poetry) and non-fiction. Work on grammar skills and vocabulary development is integrated into reading and writing activities. Writing practice focuses on expository pieces, with much attention given to clarity of expression and to the revision process. Themes, projects, and readings tied when possible with the Social Studies course in modern history.



**English 10** students read major works of modern literature, focusing on works from Africa, and continue to develop academic writing and speaking skills. Students consolidate and expand knowledge of literary genres and techniques in preparation for college preparatory English classes in grades 11 and 12. Issues related to plagiarism are emphasized, and students work on processing and summarizing information without copying. They learn research and analysis skills and write a formal research paper.

**English 11** is designed as a college preparatory class, which encourages students to acquire a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. Developing students' powers of expression, both in oral and written communication, and providing opportunities of practicing and developing the skills involved in writing and speaking in a variety of styles and situations, this class introduces students to a range of literary works of different periods, genres, styles, and contexts. American Literature is emphasized in order to complement the course in U.S. history, and themes from that course are emphasized. Vocabulary and grammar issues helpful on the SAT test will be emphasized.

**English 12** is designed as a continuation of the college preparatory class begun in grade 11. In addition, students will be expected to know and demonstrate proficiency in the following topics and skills: persuasive writing, expository writing, creative writing, SAT and ACT writing, public speaking, drama interpretation, grammar, research skills, literature-based essays, reading and literary interpretation skills, journaling, and Socratic seminars. English 12 will focus on preparing students for an introductory university/college English course.



## **ICSA UPPER SCHOOL: ENGLISH LANGUAGE SUPPORT PROGRAM OF STUDIES**

The English Language Support (ELS) program seeks to empower students who lack proficiency in English to acquire the four skills of listening, speaking, reading and writing within a sheltered environment.

This course concerns the development of **CALP** [Cognitive Academic Language Proficiency] in every ELS student to enable expectations of specific grade-levels to be met within a time frame of one to three years.

ELS pullout is held during the French and English periods. The course materials are designed to cater to students' needs and their levels of maturity. Furthermore, the approach is skill-based and focuses on the following: questioning and interviewing techniques, oral presentation skills, the use of graphic organizers for writing purposes, and map-reading skills. In particular, students learn skimming and scanning techniques in reading activities.

Listening and speaking form a vital part of the program, as students are provided with opportunities to express themselves within a stress-free environment. Various media are deployed to motivate learners to obtain information from a variety of sources. Reading material with appropriate graphics will speed up language learning. More importantly, writing tasks are structured in the beginning to boost confidence. Later, students write essays on a wide range of topics. Play reading and writing are integral parts of the program, too.

ELS learners are evaluated regularly, both formally and informally. Formal assessments include recognition tasks, short responses, and dictation, in the initial stages. As learners develop their language, they are tested on cloze, and free writing activities, eventually leading to project presentations. It must be stressed that effort and attitude are important assessment tools to evaluate motivation and cooperation. Students are exited from the program when their performances in the ELS classroom and their content area assessments indicate that they are able to function independently in their respective mainstream classes. English language support is offered to students in grades 6 -10.



## ICSA UPPER SCHOOL: HISTORY AND SOCIAL STUDIES PROGRAM OF STUDIES

### GRADE 6

#### **Ancient History- Prehistory- Earliest Civilizations**

This grade 6<sup>th</sup> Social Studies course introduces students to **historical and geographic key concepts** such as culture, civilization, environment, historical sources, modernity versus primitiveness, and cultural diffusion. Students will study the evolution of mankind, cultures and human movements, and their effects on the environment as they develop research and mapping skills. Topics covered will include: the earliest people and the development of societies, Sumerian and Egyptian civilizations, Ancient China and India, and the foundations of western ideas.

### GRADE 7 - Geography and Culture

- Latin America
- The Middle East
- Europe (Introduction to WWI and WWII)

Grade 7: The **World Geography and Culture** course begins in grade 7. This social studies course emphasizes physical geography along with geographical concepts such as culture, spatial interaction, interdependence, resource development and use, international trade, and human habitation and the effects it has on the environment. Students will study the earth's regions and cultures as they develop research and mapping skills. Topics covered will include: culture, geography, economics, governance and citizenship, time, continuity, and change. Regions covered in grade 7 include Latin America, The Middle east and Europe (Introduction to WWI And WWII)

### GRADE 8 - Geography and Culture

- Africa
- South Asia
- South-East Asia

East Asia

Grade 8: The **World Geography and Culture** course continues in grade 8. This social studies course emphasizes physical geography along with geographical concepts such as culture, spatial interaction, interdependence, resource development and use, international trade, and human habitation and the effects it has on the environment. Students will systematically study the earth's regions and cultures as they develop research and mapping skills. Topics covered will include: culture, geography, economics, governance and citizenship, time, continuity, and change. Regions covered in grade 8 include Africa, South Asia and South-East Asia.



## **GRADE 9**

### **Post-Industrial Revolution/Modern History**

This course introduces students to the consequences of the Industrial Revolution in world history and the establishment of the modern world. Students will learn and understand key terms such as Democracy, Scientific Revolution, Nationalism, Imperialism, Colonization, Conflict, Trade, Economy, Independence, World War, World Order, etc. through a systematic study of post-industrial Europe, Africa, Asia, and the Americas,

## **GRADE 10**

### **Colonial and Post-Colonial Africa**

This course introduces students to contemporary African issues through the examination of African cultural, geographical, economic, and political heritage from European colonization. Topics such as the Berlin Conference/The Scramble for Africa, European Empires and Colonial Conquests, African Resistance, Colonial Rule, The World Wars and Africa, the Winning of Independence, and Africa since Independence will be explored. Students will exercise and improve their research and oral presentation skills as they are expected to examine historical sources, frame their own opinions, and discuss them in class. A final research paper is required in this course.

## **GRADE 11**

### **U.S. History**

This U.S. History course uses a thematic approach of the U.S. history covering the period of 17<sup>th</sup> through 21<sup>st</sup> centuries. It is designed to highlight and examine the conflicts and compromises that helped to shape the United States as a country. Topics will include Colonial America, the American Revolution, the Transatlantic Slave Trade, Struggling for Unity, The Civil War, The Great Depression, America and the World Wars, Domestic and International Problems, and the Rise of the U.S. as a world power. Students will exercise and improve their research and oral presentation skills as they are expected to examine abundant historical sources, frame their own opinions, and discuss them in class. A final research paper is required in this course.

## **GRADE 12**

### **Comparative Government**

This course introduces students to concepts associated with government. Some of these concepts are **Political Power, Nations, States, Governments, Individuals and Constitutions, Autocracy, Democracy Political Ideologies, Political Culture, Public Opinion, Political Communication and the Media, Legislatures, Administration and Bureaucracy**. These concepts will be examined through the study of several modern political systems including those of Britain, U.S., France, Russia, Germany, China, former Soviet Union, Latin America, and African developing nations. Students will exercise and improve their research and writing skills as well as their oral presentation skills. A final research paper is required in this course.



## **ICSA UPPER SCHOOL: MATHEMATICS PROGRAM OF STUDIES**

### **Grade 6 - Mathematics**

This course offers a comprehensive mathematical program, which includes number sense and operations, proportional reasoning, geometry, probability and data, with a focus on the development of algebraic thinking. This program takes a developmental approach to algebra, under the belief that all students, from early childhood on, do reason abstractly; but what grows over time is their ability to recognize abstractions and the formality with which they are able to express abstractions. Mathematics, while not simply common sense, is rooted in common sense. The Grade 6 course uses students' common sense to build their recognition of and ability to express these abstractions.

### **Grades 7 and 8 Pre- Algebra**

This course is designed to provide students with an understanding of number sense and operations, proportional reasoning, geometry, probability, and data. The course focuses especially on the development of algebraic thinking, from a common sense approach in which mathematics is rooted, to an abstract and general discipline. Because the program balances skills, applications and theories, students are expected to hypothesize solutions to problems, and then explain, justify, and verify their answers and approaches, both orally and in writing. Topics are revisited periodically with increasing depth and formality. Students develop conceptual understanding and then use technology to extend and broaden their understanding to solve more complex problems.

### **Grades 7 and 8 Algebra 1**

This course is designed to introduce the skills, strategies, and vocabulary involved in algebraic problem solving. Topics will fall within the content areas of Number Theory, Geometry, Algebra, and Statistics/ Probability. Students will learn to solve equations in one and two variables, Functions and Modeling will be introduced, and other topics will include Pythagorean Theorem, Slope, Area, Irrational numbers, Exponential Growth, Quadratics, Equivalent expressions, Solution of linear equations and gathering data and samples to make predictions about populations.

### **Geometry**

The Geometry course is designed to teach students to develop thinking ability pattern. This course will help students develop reasoning and problem solving skills as they study topics such as congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. The students will be introduced to inscribed polygons, tangents to circles, transforming graphs and vectors, including polar coordinates. They will treat topics such as polynomial, exponential, logarithmic, and radical functions. Students will also study parametric equations.



### **Algebra 2**

This course extends study of functions to include linear, quadratic, exponential, logarithmic, and rational functions. Students will learn to write functions involving real-world models and to solve problems related to them. The course also introduces trigonometric functions and identities and conic sections. Real-world applications and problems solving opportunities are provided throughout the course.

### **Statistics, Functions and Trigonometry**

This course is designed to introduce various concepts and tools that are used in statistics to collect, analyze and interpret data. The major areas that will be discussed will include exploring data, sampling and experimentation, anticipating patterns and making statistical inference. Research and real-world application of the concepts taught will be a focal point of the course.

### **Precalculus**

The course is to prepare students for calculus and even beyond. Other related goals are to develop skills student need for mathematics courses. This course helps students master the terminology and basic concepts of Pre-Calculus that will prepare them for a course in Calculus. The course will help students learn about various functions and their applications. Students will be encouraged to do deeper investigation of trigonometry, analytic geometry, systems of equations, sequences, binomial theorem, probability, and introduction to Calculus. Pre-calculus helps students to focus their efforts and get the most from the time and energy they invest in learning Mathematics.



## **ICSA UPPER SCHOOL: SCIENCE PROGRAM OF STUDIES**

Grade 6: **Life Science** is the study of the origins, diversity, and complexities of living organisms. This course encourages students to investigate what distinguishes living things, what they need to stay alive, and how various living organisms accomplish this task. It also enables them to understand the interconnectedness of living things within our physical environment. In enhancing students' appreciation of themselves and their well being, Life Science helps students answer the questions, how are we similar to and different from other life that exists on our living planet, our biosphere?

Grade 7 and 8: **Earth and Space Science** is the study of the origin, structure, and physical phenomena of the earth and the universe. This course, encompassing concepts in geology, meteorology, oceanography, and astronomy, allows student to learn about the nature and interactions of oceans and the atmosphere, earth's processes including plate tectonics, changes in topography over time, and the place of the earth in our universe. In so doing, Earth Science helps students integrate science understandings from their previous year of study, with their awareness of the physical environment to answer the question, how does the interconnectedness of the biological and physical systems affect my place in the world?

Grade 9: **Biology** is designed to provide students with a detailed understanding of living systems. Emphasis is placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. The history of biological thought and the evidence that supports it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. Research methods and skills highlight practical problems and questions. Students will share their work using written reports and other presentations.

Grade 10: **Chemistry** is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem solving applications. Students will study about atomic, nuclear, analytical and organic chemistry. Scientific methodology will be employed in experimental and analytical investigations, and concepts will be illustrated with practical applications. Technology, including graphing calculators and computers, will be employed where feasible. Students will understand and use safety precautions with chemicals and equipment. Learner outcomes will emphasize the qualitative and quantitative study of substances and the changes that occur in them. Students will be encouraged to share ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively.



Grade 11: **Environmental Science** seeks to provide students with the scientific knowledge and stance that enables them to develop coherent, multidisciplinary perspectives on environmental issues. It employs a systems approach in the study of central concepts and terminology and these principles are then used to study natural ecosystems and their interconnections as well as ‘physical’ systems of the earth’s atmosphere (the hydrosphere and lithosphere). Human impact on the biosphere is particularly examined in the areas of ozone depletion, global warming, and acid deposition. Issues relating to population growth and resource exploitation are also part of the core course. Students are encouraged to form moral and political responses to the course material, based on empirical data.

Grade 12: **Advanced Topics in Chemistry** is designed to provide students with a deeper understanding of chemical concepts. Students will go further in their study of atomic chemistry, nuclear chemistry, periodic properties and organic chemistry. The interactions between heat and the reaction rates will be examined. Scientific methodology will be employed to understand these concepts. Laboratory experiments and analytical investigations will be an integral part of this course. The students will also explore the impact of chemistry on society. Students will show their skills and ideas through reports, models, presentations and experiments. (This course is not offered every year)

**Grade 12 Conceptual Physics** is a science course that examines the interactions between matter and energy. Students explore physics concepts through an inquiry-based approach. This course provides students with an opportunity to use science and technological inquiry skills to explore, investigate and discover some of nature’s basic rules in physics. Students will explore the concepts of mechanics, heat, electrostatics and principles of sound and waves. (This course is not offered every year.)



## **ICSA UPPER SCHOOL: FRENCH PROGRAM OF STUDIES**

At the International Community School of Abidjan, French is studied as a foreign language and it forms an integral part of the core curriculum. In both the middle and high school, students arriving at the beginning of the year are tested and grouped by the French Department, not only according to grade, but also and primarily according to their level of proficiency.

The French Program is designed to help students reach their highest level of French language proficiency. All classes provide a balanced focus on listening, speaking, reading and writing skills throughout all phases of instruction.

Particular attention is paid to the correct usage of vocabulary and syntax in both writing and speaking. Vocabulary retention is promoted and oral language practice emphasized through structured practice exercises, dialogs, and role-play. Students read various types of ability-appropriate texts. Writing has an important place in our program and students regularly produce writing for a variety of purposes, where they incorporate new vocabulary, grammar and sentence structures studied in class.

ICSA offers beginning, intermediate and advanced French classes in both the middle and high schools. Our most advanced high school students enroll in Advanced Placement French Language.

At all levels, the French program integrates special events, themes, that are celebrated or observed by the School, and the students are encouraged to use French to communicate inside and outside of school whenever the opportunity arises and it is appropriate to use French. Each year the school celebrates Francophonie and the impact of French language and culture throughout the Diaspora.



## **ICSA UPPER SCHOOL: INFORMATION TECHNOLOGY PROGRAM OF STUDIES**

### **6th – 8th Grades: Library and Information Technology Skills I**

The emphasis in this course is the use of technology as a tool to access, gather, synthesize/organize, utilize and present information in the classroom, community and everyday life. Building on students' basic library and technologies skills, we turn students' attention to use of these programs, for creating content. They will also be introduced to the use of specific, focused, web 2.0 social networking, multimedia, audiovisual, and website development technologies. Students will learn how to about the ethical use of information, and safe, more effective and more efficient use of the Internet. Students will engage in a number of projects that will also help them to develop confidence, ease, and self-sufficiency in the use of technology, and develop an understanding of its role in society. Units or modules will integrate technology, communication, problem solving and core course work with the use of these various technologies.

### **9th – 10th Grades: Library and Information Technology Skills II**

The emphasis in this course is the use of technology as a tool to access/gather, synthesize/organize, utilizes and present information in the classroom, community and everyday life. Students will begin to develop research skills and will continue to build on their intermediate technologies skills. While the focus continues to be on the use of these programs, for creating content, they will also be introduced to the use of higher level web 2.0 social networking, multimedia, audiovisual, and website development technologies. Students will delve more deeply into ethical use of information and technology, and safe, more effective and more efficient use of the Internet as a research tool. Students will engage in a number of projects that integrate technology, communication, problem solving with core coursework.

### **11th – 12th Grades: Library and Information Technology Skills III**

The emphasis in this course is the use of technology as a tool to access/gather, synthesize, organize, utilize and present information in the classroom, community and everyday life. Students will develop proficient research skills, able to use all of the library and online resources available to them and will develop advanced level technology skills and proficiency in use of standard programs, as well as experience with and an understanding of higher level applications, web 2.0 technologies and social networking, multimedia, audio-visual, and website development technologies. While the focus continues to be on the use of these programs for creating meaningful content, they will also be introduced to the use of higher level web 2.0 social networking, multimedia, audio-visual, and website development technologies. Students will delve more deeply into ethical use of information and technology, and safe, more effective and more efficient use of the Internet as a research tool. Students will engage in a number of projects that integrate technology, communication, problem solving with core coursework.



## **ICSA UPPER SCHOOL: PHYSICAL EDUCATION PROGRAM OF STUDIES**

Physical Education contributes to the development of life skills for responsible management of personal health and as a setting for practicing cooperation in the pursuit of a common challenge. We seek to maximize each student's potential by providing an emotionally and physically safe environment that offers varied opportunities to acquire knowledge, skills, and attitudes through enjoyable, structured physical activity. Classes are co-educational and are taught outdoors. Units of study are impacted by the weather and the opportunity to link activity units to Sports that are played in the local and international communities are emphasized.

Students in the middle and high school are required to take physical education. The program is designed to increase physical fitness and broaden capabilities in individual, team and cooperative activities. In middle school, emphasis is placed on individual, dual, and team activities, team building, sports, and accountability. At the high school level, physical education emphasizes sport activities and athletics, along with personal development, and fitness. Students are expected to dress out and participate actively to acquire a better understanding of and appreciation for the importance of lifetime fitness. At ICSA, behavioral and fitness goals are also an important aspect of the program.

During upper school physical education at ICSA, students will understand:

- Movement concepts and principles in the development of motor skills, and use of these skills to perform a variety of physical activities.
- The benefits of establishing and maintaining health and physical fitness associated with participation in physical activity.
- And demonstrate knowledge of the implications and benefits derived from involvement in physical activities, including how to monitor and maintain a health-enhancing level of physical fitness.
- Social and personal responsibility associated with participation in physical activity and its contribution to a healthy lifestyle.



## **ICSA UPPER SCHOOL: MUSIC PROGRAM OF STUDIES**

Music plays an integral role in the lives of all people and cultures. The music department at ICSA believes that all students should have a diverse musical background, which includes vocal and instrumental performance, as well as a familiarity with the music of different styles, time periods, and cultures. The music program in the upper school hopes to foster feelings of self-worth, confidence, and individuality in its students. Every student is able to participate in music class because of the many types of activities that are offered: composition, improvisation, vocal performance, instrumental performance, historical background, and musical theory. Students learn to appreciate others, become independent musicians and also to perform as part of an ensemble.

In the upper school music program, students learn how to behave onstage and how to be attentive members of an audience while watching others perform. Consequently, a variety of live performance experiences are organized for students at all levels. Performances, such as school-wide concerts given by the general music classes, are important experiences that result in personal satisfaction to the performers, as well as provide evidence of what students have learned. Additional performance opportunities also exist such as talent shows, thematic assemblies and cultural celebrations that are held throughout the school year.

Upper school students will choose and learn to play a modern musical instrument and several traditional African musical instruments. Vocal music is also a component of the class. The music curriculum will consist of:

- Music theory
- African and modern Band
- Classical Band
- Sight Reading and Singing
- History of World Music

### **Grades 9-12 Instrumental Music (Elective)**

The instrumental music class will provide opportunities for students to develop performance skills on traditional African and classical instruments. The curriculum will also provide opportunities for students to develop skills and techniques that are used to compose and arrange music for a wide variety of instruments. Students will develop performance skills by performing in large and small ensembles, and will also receive individual instruction on their instruments. Students will explore music theory, harmony, composition, and arranging. This course will also provide students with a springboard for the development of skills in performance, improvisation, and composition.

### **Grades 9-12 Vocal Music (Elective)**

This course is designed for mixed voices and it provides students with an introduction to vocal technique and performance. Through the utilization of various exercises, techniques and choral selections, students will develop skill in vocal production, vowel formation,



diction and intonation. Students will gain increased musical skills and understandings in preparation for solo, ensemble and group vocal performance.



## **ICSA UPPER SCHOOL: HEALTH PROGRAM OF STUDIES**

"Healthy students are better learners. Not only *must* schools contribute to student health through policy and daily practice, but health promoting schools are safer, calmer and host students demonstrating higher academic engagement and success than schools that are not health promoting." —J Schultz

The health curriculum in the upper school is designed to enhance our students' knowledge base about health-related issues and to help to promote healthy lifestyles and choices. Students will explore topics related to the following areas of health:

- Mental and Emotional Health
- Alcohol, Tobacco, and Other Drugs
- Personal and Consumer Health
- Family Life and Human Sexuality
- Safety and Injury Prevention
- Nutrition and Fitness
- Disease Prevention and Control

Over the course of the middle and high school years, students will explore these topics in a developmentally appropriate manner.



## **ICSA UPPER SCHOOL: DRAMA PROGRAM OF STUDIES**

### **Drama Grades 6-8**

In the middle school, the drama curriculum is designed to provide the student with an introduction to drama including theater history, acting techniques, play production, and performance. Working from a premise that theater skills are life skills, it is our belief that theatrical training can enhance a student's life in many ways. The following skills are reinforced in the class:

- Concentration and cooperation
- Imagination and observation
- Physical and verbal expression

Topics explored in the middle school will include:

- Theater History
- Play Production
- Acting Techniques
- Makeup, Costuming, and Technical Theater
- Literature as Drama
- Theater Games and Improvisation

### **Drama Grades 9-12 (Elective)**

Drama class is offered as an elective to high school students. The aims of the course include helping students to:

- Gain understanding about how theatrical productions are made
- Acquire an awareness of theatrical terminology
- Learn various theatrical techniques involving voice and body movement
- Use acquired skills as well as their own imagination to portray a character on stage
- Learn to work with others as productive, reliable and cooperative team members
- Gain self-confidence in making presentations to an audience

Topics explored in class include:

- Relaxation activities
- Voice projection and expression
- Activities involving movement
- Activities involving imagining sensations and situations
- Character growth
- Presentation of monologues
- Presenting scenes with other players
- Pantomime



**ICSA UPPER SCHOOL: SPEECH  
PROGRAM OF STUDIES**

**Speech Grades 9-12 (Elective)**

In high school speech, students are given the opportunity to develop their public speaking skills and to overcome any apprehension they may have about speaking in front of an audience. Activities focus on research, composition, organization, and delivery of informative and persuasive speeches for various purposes and occasions. Students will learn how to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course will also include an understanding of the communication process, effective verbal and nonverbal communication skills, increased confidence, enhanced listening skills, awareness of leadership skills, and group management skills.