

October
2023



American School of Yaoundé



This monthly magazine serves as a platform for the community to share news, events, activities, and sports matches from ASOY.



Last year's G10 L&L with Ms. Mira Skalkottas

Last year, grade 10 students read the memoir *Born a Crime: Stories from a South African Childhood* and explored the issue of racism addressed in the book, especially the form it took in South Africa-apartheid. In an extension to our study, we looked at a collection of articles and videos that discuss the concept of race. Students were then tasked with writing three persuasive paragraphs drawing on the research, including in-text citations and a works cited list.

We also looked at the genre and craft of memoir writing and authorial choices or literary devices that can be used to make a memoir more effective. Students were asked to write their own memoirs in first person and past tense, giving structure to their stories, including sensory details and figurative language, and reflecting on the meaning of the experiences they recounted.



Blue

by Aleya Njong-Aliga

I was five years old—at least I think I was--the first time I celebrated Christmas. I lived with my mother and sister in a three-bedroom apartment in the heart of Nairobi, Kenya. We had spent the day before looking to buy a Christmas tree, and we settled on a dark pine, not too small but not too large. Later that night, the three of us assembled the tree, unboxing decorations as the night went on. Gold and red tinsel scarves circled each row of leaves, the warm colours comforting the forest of plastic. Glittery gold, silver, and red bells hung on the edge of each leaf, making it come alive. Gold angels, whose shine made them seem as if they were glowing from the inside graced any lingering spaces neglected by the tree.

Finally, my sister and I stood on a stool to place the star on top. I always loved stars as a child. I always loved the sky. Its infinite body, home to a flood of stars, had a way of intriguing me. In that same apartment, we used to go to the roof equally during

the day or night to watch the stars and the sky, and now I could watch one from the comfort of my home. Whenever we went up at night, my mum would teach me about planets and astrology: What planet was which, why we could only see certain planets, just anything that came to mind. We turned off the lights as my mum lit candles—ocean, vanilla, and rose. She then took to the kitchen to get my sister and me something to eat, jam sandwiches maybe? I've always loved eating breakfast for dinner. Considering this was one of the few holidays I've celebrated, it's ironic that it was religious, in contrast to my mother's agnostic beliefs. Resembling the way a star can only burn bright from the inside, she found faith spiritually, within herself. In that star atop the Christmas tree, I'm reminded of her.

The following morning on Christmas, I woke up in the room my sister and I shared at around 8 am. Still half asleep, I crawled out of my pink and white striped mickey mouse bed sheets and walked over to our pink bathroom to brush my teeth. Soon after, my sister came rushing in. Santa had left gifts under the tree!

I made my way to the living room to find red-wrapped gift boxes with gold detailing and ribbons under the tree. My mum explained to us that Santa had delivered them that night while we were asleep. I always believed in fairytales and such, even if I knew at heart that they were fictional—doubt follows me like the plague. Nonetheless, I was delighted that I made it to the nice list.

My sister and I sat down and unboxed the gifts one at a time as my mother watched in anticipation. We went through a few clothes and toys, but the one thing that never fails to leave my mind was a blue dress—this beautiful blue dress. It was a traditional Kenyan-style woven ensemble, with blue tassels and a red and green stripe surrounding the bottom, some kind of fusion between linen and wool. It was sleeveless, formless, and relatively long, the lack of structure resembling water. Oddly enough, that was when I understood that this wasn't Santa Claus, but her. I don't know what it was, possibly my Western ideology of Santa giving it away, but I knew she used her money to get it for me.

By that time, my father had already left and was working in another country. We could barely afford rent as my mother was a university student trying to build a career while raising two kids alone. She took time out of her day and saved enough just to get my sister and me gifts for Christmas; cheap or not it didn't matter. Maybe I didn't realise it then, or at least I didn't fully comprehend my thoughts or feelings, but that was one of the first times it dawned on me that my mother was my only parent.

I wore that dress until I couldn't wear it any longer. I see myself in that dress, amorphous, almost. The blue hue stalks me, and just like the water or sky, I am an endless body of emotion and thought. Blue is the bane of my existence—I live for blue. I live for that dress. I live for that star. I live for my mother. Waves crash against rocks just like our emotions clash against one another, but after the storm, when turbulence turns to soft waves, the beauty of our unconditional love for one another comes to fruition.



Race Is a Social Construct

by Jeremie Tavares

Many people think that race is a biological reality that divides humans into distinct groups based on their physical appearances, such as skin color, hair texture, or facial features (Giordano). However, race is not a real thing in terms of genetics and evolution. According to an anthropologist and paleobiologist at the Pennsylvania State University, "race is understood by most people as a mixture of physical, behavioral and cultural attributes" (Jablonski). However, there is no solid evidence from science to support either the association of these traits with one another or any genetic basis for ideas about race. There isn't any gene that determines an individual's race. In reality, differences in human appearance do not always reflect genetic differences; there are many other factors that can influence them.

Race is an idea that has historically been used to legitimize injustice, prejudice, and violence rather than being a component of human biology; consequently, we shouldn't classify or evaluate people based on their "race." Journalist John Biewen affirms that the concept of race was invented in Europe just a few centuries ago. The person responsible for this is named Gomes De Zurara, a Portuguese man who in the 1450s wrote a book describing Africans as "beastly" and part of a "distinct group." The book was written with the sole purpose of justifying the enslavement of black people conducted by the King of Portugal. We should not base our ideas on something that was created for no reason but to gain an economic advantage (Biewen).

Some people might argue that race is actually a thing because "there are specific diseases that are more likely to be present in some people because of their race" ("Race Is a Social Construct"). However, it has been scientifically proven that this statement is not true, and if a disease is more present in a certain type of population it is because of external factors (economic, political, environmental...) that do not include race. For example, the issue of preterm births was associated with race, since it was more frequent in black women, but "one study showed that chronic stress was the primary reason for this disparity, and other studies have shown how chronic stress can be transmitted from generation to generation" ("Race Is a Social Construct"). So, the real reason why black women were more likely to experience preterm births is that they were more subject to poverty and racism, causing them stress. We can apply this way of thinking when looking at all those diseases that are considered to be race-related, and we'll understand the real reasons why they are more frequent in specific population groups than others.

Race Is a Social Construct

Works Cited

Biewen, John. "Seeing White". Tedx Charlottesville. Youtube.com, 7 February 2020. Web. 6 April 2023.

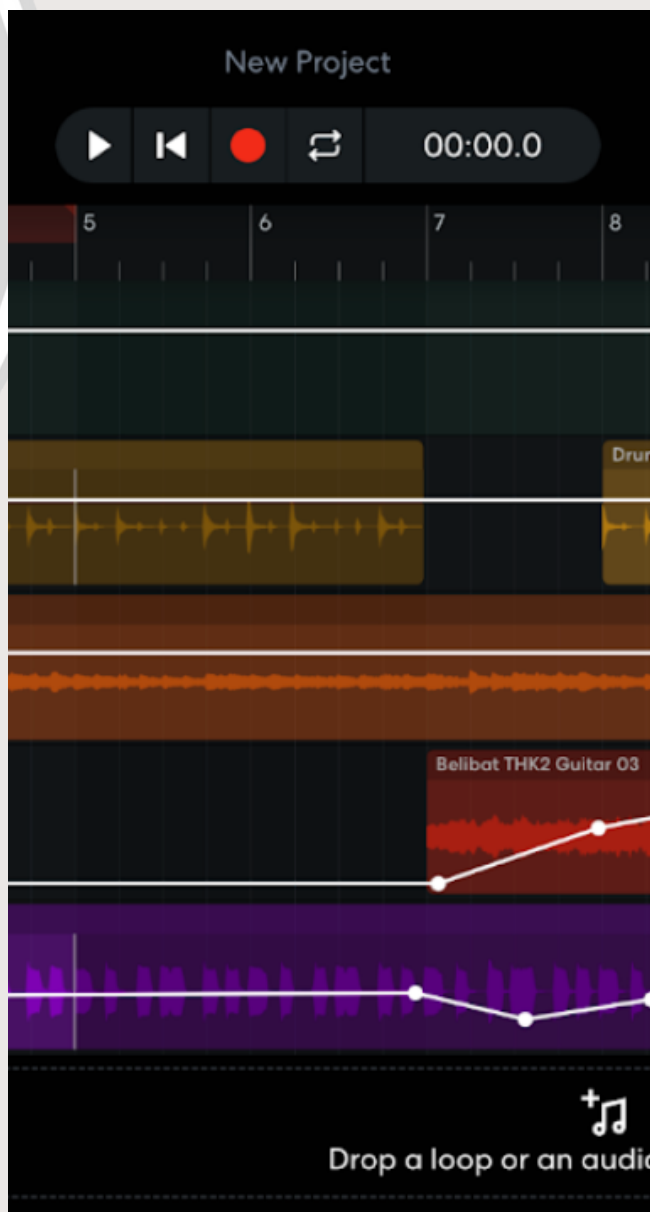
Giordano, Larissa. "Race, Racism and Genetics: An Elementary STEM Unit." Yale University, 2 May 2023. Web. 7 May 2023.

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"Race Is a Social Construct." Center For Health Progress. 2017. Web. 6 April 2023.



MUSIC



MUSIC - GRADE 8

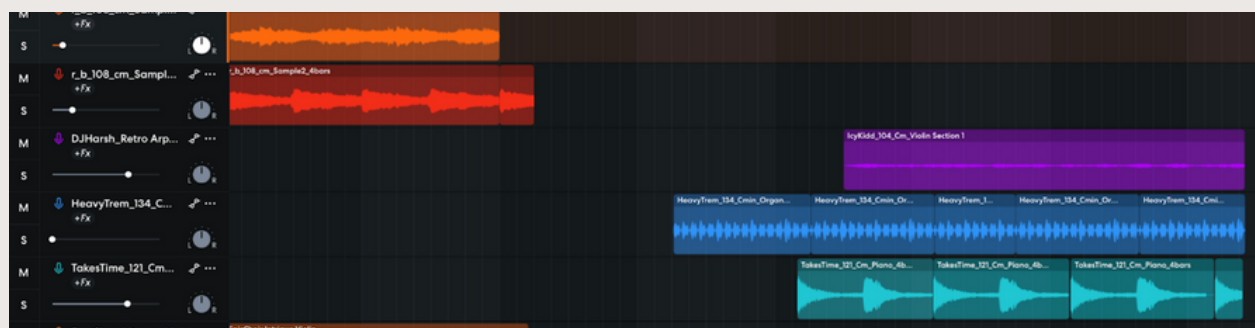
What a fantastic way to introduce students to the world of music composition and production! By providing them with the opportunity to become "film soundtrack composers," they were able to learn about the importance of music in conveying a message and setting the tone for a scene.

Using digital online software is an excellent way to teach students about the various tools and techniques available to composers in the real world. By exploring how music is written for films, the students were likely able to gain insight into the creative process of a professional composer and the importance of collaboration between composer and filmmaker.

This unit undoubtedly provided the students with a valuable learning experience that will likely inspire many of them to pursue further study in music production or composition.

Criterion B1 - Timestamp/Cuesheet		
Scene	Time Range	Detailed Visual Description
1	00:05-00:10	He is putting his hand on his face.
2	00:10-00:13	He starts writing something on a sticky note.
3	00:13-00:16	Sticks the sticky note on his wall.
4	00:16-00:17	Put another sticky note which is written indian? On it and stick it
5	00:17-00:18	Put another sticky note saying atheist? On it and put it on the wal
6	00:19-00:20	Write on the sticky note and stick it on the wall saying engineer?
7	00:20-00:21	Writes a student on the paper and sticks on the wall and this scen
8	00:21-00:22	He is stressed by putting his both hands on his head with his face
9	00:22-00:24	Throws away his can with pencils and 3d block on the table.
10	00:24-00:26	Stands up and leaves the room looking sad, angry and worried for
11	00:26-00:29	Shows all the sticky notes he put on his wall about his personality
12	00:29-00:30	His engineer's sticky note falls down.
13	00:30-00:32	Another one falls down
14	00:32-00:34	The name soul is spelled on using his sticky notes of writing who
15	00:34-00:36	2-3 sticky notes fall again.
16	00:36-00:44	The names of the authors , actors, and designers are written on an

Criterion B2 - Musical Elements	
Identify musical elements (how do you know?)	Describe the impact of the musical elements on the scene.
I recognized the rhythm in the music by when it played I heard drum sounds playing and making beats.	I think the impact(use) of rhythm in the music produces drum sounds which make interesting and mysterious like what will happen next will he give up or not makes it a good introduction for
I identified meter as 4/4 in the movie clip because it started with drums then a mixture of melody and dynamics in the movie clip and because after 4 beats starts another one and another one making it 4/4.	I think the impact of the meter in this scene they mixed the melody and dynamics in the form of ABA by repeating itself over
I recognized it as a melody because there are different music sounds but they are aligned well and match with the movie clip because after one starts then another one each music shows it's music.	The impact of melody in the scene/scene is a good thing because it matches the mood of the scene which is easy to know and understand mean is that the person who made this smart and knowing what to do because the movie clip very well by putting a knowing that it is suspense music by the mysterious.





Through the creation of various artworks, students were able to revisit the elements and principles of art and composition. This process allowed them to develop their creativity and artistic skills while also gaining a deeper understanding of the power of visual arts. By exploring different mediums and techniques, students were able to express themselves and communicate their ideas in unique and meaningful ways. As a result, they were able to develop a greater appreciation for the arts and their ability to inspire, educate, and enrich our lives.





PYP in ACTION
mYP in ACTION
DP in ACTION



In Action Day - Friday 13th October

PYP, MYP and DP in Action day.

It's great to see parents taking an active interest in their children's education. Giving parents the opportunity to observe firsthand how their children learn in class can help to create a sense of community and foster stronger connections between teachers and parents. This is an excellent way to celebrate the conclusion of a unit and to showcase the hard work and progress made by students. It's important to continue to involve parents in the educational process and to create opportunities for them to engage with their children's learning. Thank you to all the parents who participated, making it a memorable experience.



MYP in Action - Visual Arts

Parents Try Blind and Double Blind Contour Still Life





PAL's (Peer Assistance and Leadership)

The ASOY PAL's program is running again. With the intent to support the transition experience, elementary children new to ASOY are matched with a high school buddy (or "pal"). Not only does this program help new children feel welcome and comfortable, but it also creates an opportunity for high school students to develop mentoring and leadership skills.

-PAL's advisor, Jennifer Glittenberg



PAL's is an activity which takes place every Tuesday during advisory. High school students who signed up are paired up with a new kid in elementary school. Every Tuesday, the high school students and their little pals play fun games which help both of them learn more about each other. As a leader, my role is to help organize PAL's. The other leaders and I come up with games and monitor the activity. This activity is important because it gives the elementary kids someone to talk to and engage with. They can also say to their friends that they have a friend in high school! I did PAL's last year and decided to be a leader this year because the experience is unique. I really like it and recommend high schoolers to join next year.

-Maxime Bonamy, grade 10

