



**island school**

**Curriculum Guide**

**2016-2017**

**Grades 6-12**

*40th Edition*

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*Island School's mission is to prepare our students to live productive, fulfilling lives as confident, responsible life-long learners and contributing members of society; to express fully the talents of our faculty and administration through a challenging curriculum that prepares students for successful higher education; to provide a safe, nurturing environment that fosters creativity, critical thinking, initiative and respect for self and others.*

**Accredited by the Hawaii Association of Independent Schools  
and the Western Association of Schools and Colleges**

July 2016

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ISLAND SCHOOL  
CURRICULUM GUIDE FOR GRADES 6-12  
2016-17  
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*Island School does not discriminate on the basis of race, color, religion, national or ethnic origin in any policies or programs.*

## **INTRODUCTION**

This *Curriculum Guide* contains information about Island School’s curriculum (i.e., course of studies). Every effort has been made to ensure accuracy; nevertheless, there may be changes as the school year approaches and proceeds. Such changes will be conveyed to affected individuals as soon as possible.

The contents are designed to be useful. As indicated below, they . . .

- Explain the structure of Island School’s curriculum.
- Specify graduation requirements for high-school students.
- Offer an example of a four-year schedule for high-school students.
- Indicate steps to be taken to register for courses.
- Describe the college preparatory emphasis of Island School, including honors courses, planning for college, and tests used for college admissions.
- List and briefly describe all courses, grades 6 through 12.
- Give information about academic policies and practices, including ways to change a schedule and withdraw from a course, grades and grade-point averages, incomplete grades and deadlines that must be met in changing these, consequences of academic probation, and honors courses.
- Acknowledge the place of athletics at Island School and specify policies that govern participation.

The school year is organized by **trimesters**. This means that there are three major divisions of the 173 instructional days. Trimesters are shorter than semesters and allow for a variety of courses. In addition, they fit a school year better than semesters. For example, the Winter Break (Thursday, December 22<sup>nd</sup> through Wednesday, January 4<sup>th</sup>) falls in the middle of a trimester rather than just at the end of a semester.

<i>Trimester</i>	<i>Start Date</i>	<i>End Date</i>
1	August 22 <sup>nd</sup> , 2016	November 18 <sup>th</sup> , 2016
2	November 28 <sup>th</sup> , 2016	March 3 <sup>rd</sup> , 2017
3	March 7 <sup>th</sup> , 2017	June 2 <sup>nd</sup> , 2017

During the year there are four extended breaks of a week or longer – **Autumn Break** (October 10<sup>th</sup> to October 14<sup>th</sup>), **Thanksgiving Break** (November 21<sup>st</sup> to November 25<sup>th</sup>) **Winter Break** (December 22<sup>nd</sup> to January 4<sup>th</sup>), and **Spring Break** (March 27<sup>th</sup> to March 31<sup>st</sup>).

As indicated in the pages that follow, Island School’s educational program addresses all aspects of a student’s potential – intellectual, social, emotional, aesthetic, and physical. Preparation for college is emphasized; also, the importance of civic responsibility is an important aspect of our program. The future of our democratic society is dependent upon an informed and involved citizenry. This is an essential aspect of an Island School education.

We encourage you to study this *Curriculum Guide*. Your comments and suggestions are welcome.

**THE CURRICULUM AT ISLAND SCHOOL**

Island School’s curriculum (course of studies) is based on its mission, approved by the Board of Directors on May 1<sup>st</sup>, 1997. This mission stipulates three purposes for Island School: 1) to prepare students for life (they are to be life-long learners and confident, responsible contributors to society); 2) to prepare students for successful higher education; 3) to foster creativity, critical thinking, initiative, and respect.

To address these purposes, there are thirteen **Expected Schoolwide Learning Results (ESLRs)**, as follows:

<b>ESLR Students are to . . .</b>	<b>Students will know . . .</b>	<b>Students will be able to . . .</b>	<b>Students will value . . .</b>
1. Read, write, listen, and present with understanding and effectiveness.	<ul style="list-style-type: none"> <li>Rules of grammar and composition.</li> <li>Different genre and styles of literature.</li> <li>How to listen.</li> <li>Varieties of presentations used to inform, persuade, and entertain.</li> </ul>	<ul style="list-style-type: none"> <li>Write clearly and effectively for different audiences.</li> <li>Read with understanding and enjoyment.</li> <li>Demonstrate listening skills.</li> <li>Make an effective presentation using a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>Good writing.</li> <li>Literature that informs, persuades and entertains.</li> <li>Listening as a social and communicative skill.</li> <li>Multi-faceted possibilities of making presentations.</li> </ul>
2. Be able to communicate in a second language and appreciate a foreign culture.	<ul style="list-style-type: none"> <li>Basic vocabulary and structure of a second language as well as major elements of the culture reflected in the language.</li> </ul>	<ul style="list-style-type: none"> <li>Carry on an informal conversation with a native or near-native speaker.</li> <li>Read and write in the language.</li> </ul>	<ul style="list-style-type: none"> <li>Contributions and unique aspects of other languages and cultures.</li> </ul>
3. Solve problems and make decisions systematically, using logic and mathematics.	<ul style="list-style-type: none"> <li>Conceptual understanding of numbers.</li> <li>Arithmetic and mental math.</li> <li>Basic operations -- addition, subtraction, multiplication, division on all numbers including decimals, fractions, and integers.</li> <li>Geometric relationships.</li> <li>Applications of math in various disciplines and real-world situations.</li> </ul>	<ul style="list-style-type: none"> <li>Reason deductively and inductively.</li> <li>Solve problems using mathematics.</li> <li>Symbolically represent word problems.</li> <li>Think algebraically.</li> <li>Apply correct mathematical reasoning to other disciplines.</li> <li>Read, interpret, and produce graphs.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to think critically, including the use of logical, sequential thought and reasoning as a means of solving problems.</li> <li>The place of mathematics in society.</li> </ul>
4. Recognize, value, and experience techniques and works related to the visual arts.	<ul style="list-style-type: none"> <li>Elements of art;</li> <li>Various uses of art (function);</li> <li>Relationship of art to culture;</li> <li>Relationship of form to feelings in visual representations/creations.</li> </ul>	<ul style="list-style-type: none"> <li>Use various media to convey their ideas and feelings, from concrete to abstract;</li> <li>Recognize different historical periods and styles of art;</li> <li>Use the elements of art to analyze specific works.</li> </ul>	<ul style="list-style-type: none"> <li>The rich storehouse and variety of artistic expressions;</li> <li>Skills and imagination of artists;</li> <li>Themselves as creators of art;</li> <li>The relationship of expression to feelings as being central to an aesthetic experience.</li> </ul>

<i>ESLR Students are to . . .</i>	<i>Students will know . . .</i>	<i>Students will be able to . . .</i>	<i>Students will value . . .</i>
5. Know factors important to physical, mental, and social health and how these relate to quality of life.	<ul style="list-style-type: none"> <li>• Ways to evaluate their level of fitness and design and implement a personal fitness program.</li> <li>• Several recreational sports and games enriching to their lives.</li> <li>• Purposes and factors of nutrition.</li> <li>• Healthy practices regarding their sexuality.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine what constitutes a healthy lifestyle.</li> <li>• Participate in at least one life-time physical activity or sport.</li> <li>• Strengthen their physical skills.</li> <li>• Identify consequences of various choices regarding their sexuality.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of personal fitness, skill development, and maintaining a healthy lifestyle.</li> <li>• Teamwork.</li> <li>• Good Sportsmanship.</li> <li>• Enjoyment of games and sports.</li> <li>• Overcoming adversity.</li> </ul>
6. Appreciate and participate in musical experiences, aware of varieties and uses of different musical techniques and expressions.	<ul style="list-style-type: none"> <li>• Elements of music and how these affect human emotions;</li> <li>• Styles of music, from Baroque to Modern, classical to jazz, and popular forms;</li> <li>• Different genre, including ballet, musical shows, opera, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why they like or don't like particular selections or styles;</li> <li>• Sing in a group;</li> <li>• Distinguish among various kinds of musical expressions;</li> <li>• Respond emotionally to musical techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Music as a unique and enjoyable experience.</li> </ul>
7. Understand and accept responsibilities as citizens in a global society and affirm principles and practices of democracy.	<ul style="list-style-type: none"> <li>• Basic manners and the rationale for these;</li> <li>• Why and how societies are organized and governed;</li> <li>• Humans as social creatures, meaning that they learn from as well as contribute to others;</li> <li>• Strategies for dealing with conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice courteous behaviors;</li> <li>• Analyze different societies;</li> <li>• Participate in group activities;</li> <li>• Resolve conflicts and learn from the experience;</li> <li>• Explain benefits and drawbacks of a democratic society in comparison with other forms of government.</li> </ul>	<ul style="list-style-type: none"> <li>• Manners as an important facet of civilization;</li> <li>• Diversity as enriching to the larger tapestry of humankind;</li> <li>• Contributions of various individuals to the betterment of the whole;</li> <li>• Tolerance and nonviolence;</li> <li>• Democratic forms of governance.</li> </ul>
8. Clarify personal values and assume responsibility for choices.	<ul style="list-style-type: none"> <li>• Various traditions/ approaches to making sense out of life;</li> <li>• Career options available to them;</li> <li>• "Opportunity Costs" and the relationship of choices to consequences;</li> <li>• Purposes and practices of reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Define their values, indicating their benefit to self and others;</li> <li>• Select career options appropriate to their interests and abilities;</li> <li>• Take time for introspection – i.e., productively use solitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Worth of self and others as individuals;</li> <li>• Opportunities for making choices;</li> <li>• Work as a central activity of humans;</li> <li>• Reflection.</li> </ul>

<i>ESLR Students are to . . .</i>	<i>Students will know . . .</i>	<i>Students will be able to . . .</i>	<i>Students will value . . .</i>
9. Observe and describe phenomena, make inferences, and develop and test hypotheses designed to explain observations.	<ul style="list-style-type: none"> <li>• Purposes and steps of the scientific method.</li> <li>• Physiology and morphology of biological taxonomies.</li> <li>• Physical laws governing our physical and chemical world.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the scientific method as a means of solving problems and making decisions.</li> <li>• Relate form and function from the molecular scale through ecosystems.</li> <li>• Develop and apply physical laws to predict changes in mechanical, chemical, and ecological systems.</li> </ul>	<ul style="list-style-type: none"> <li>• An objective approach to understanding the world.</li> <li>• Evolution as a fundamental premise to explain current condition of life.</li> <li>• Qualitative and quantitative expressions relating properties of our physical world.</li> <li>• The role of science in shaping our society and its future.</li> </ul>
10. Be proficient and responsible in use of technology.	<ul style="list-style-type: none"> <li>• How computers work.</li> <li>• Keyboarding as a basic skill in using the technology.</li> <li>• Various programs (e.g., word processing, spreadsheet, data management, graphing, etc.).</li> <li>• Network ethics and applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain basic units and uses of the computer.</li> <li>• Type using the touch-type method at 20 words per minute.</li> <li>• Apply various computer programs to specific situations and problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Advantages that computers bring to information processing.</li> <li>• Systematic approach to using the keyboard.</li> <li>• Computer as a tool.</li> <li>• The impact of technology on society.</li> </ul>
11. Demonstrate qualities of leadership, perseverance, commitment, and loyalty.	<ul style="list-style-type: none"> <li>• Personal attributes that affect success in the workplace and the larger society.</li> <li>• Various approaches to time management, study skills, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze their own behavior in relation to these attributes.</li> <li>• Manage their time effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for self, others, and the environment.</li> <li>• Work ethic and the importance of reputations.</li> </ul>
12. Accept responsibility for contributing to the health of the environment and living things and be proficient in skills that support this.	<ul style="list-style-type: none"> <li>• How and why choices they make help or hinder the environment as a whole.</li> <li>• Basic concepts of ecology and environmental science.</li> <li>• Limitations of resources supporting the quality of human life.</li> <li>• The role of scientific inquiry in maximizing the health of both humans and the biosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the effects of human behavior on the health of the planet.</li> <li>• Design and pursue activities in support of a healthy environment;</li> <li>• Analyze various aspects of an ecological system, noting imbalances and offering alternative ways to address these.</li> <li>• Operate and maintain systems to meet human needs for food, energy, and waste disposal in environmentally responsible ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Their own responsibilities in maintaining and enhancing the environment.</li> <li>• The natural environment and living things, whether or not these are directly useful to humans</li> <li>• Skills, activities and life choices that support a healthy environment.</li> <li>• Science as a tool for evaluating the validity and importance of data and for informing life choices.</li> </ul>

<p>13. Perform in a theatrical event before an audience, demonstrate confidence and acting technique/ability, and take direction.</p>	<ul style="list-style-type: none"> <li>• How to prepare for a role in a production or a performance.</li> <li>• The different areas and functions of Artistic and technical theatre and the roles, relationships, and responsibilities of the production team.</li> <li>• Basic stage positions, directions, and acting/technical terminology.</li> <li>• How to read, analyze, and score a script.</li> <li>• Various acting techniques and methods including those of: Stanislavski, Meisner, Adler, Spolin, &amp; Hagen.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a believable character from scripts and improvisation intended for performance.</li> <li>• Listen and maintain focus and manage time effectively</li> <li>• Perform with vocal inflection, projection, clear articulation, and well-paced lines.</li> <li>• Memorize lines, cues, and blocking effectively.</li> <li>• Use criteria to evaluate and make suggestions for improvement for their own and the work of their peers.</li> <li>• Seek and accept constructive criticism of their own work.</li> <li>• Contribute successfully to an ensemble</li> <li>• Demonstrate the ability to take positive performance risks and to solve problems, individually or collaboratively.</li> <li>• Demonstrate appropriate audience manners.</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre Arts as a means of self expression and as an opportunity to experience the diversity of being human.</li> <li>• That the function of theatre is to entertain, teach, elicit change, and enlighten</li> <li>• That acting is an art form that is intentional and requires dedicated work and technique</li> <li>• Attending a good performance.</li> <li>• Collaboration and the unified nature of theatre</li> <li>• Theatre skills as a basis for communication and presentation</li> </ul>
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## ***ORGANIZATION OF DISCIPLINES***

ESLRs provide the central focus of the curriculum, suggesting disciplines to be taught. The basic organization of each discipline is shown below:

<b><i>DISCIPLINE</i></b>	<b><i>REFER TO ESLR</i></b>	<b><i>ORGANIZATION OF THE DISCIPLINE</i></b>				
<b><i>English</i></b>	1	Reading	Writing	Presenting (e.g., Speech; Reports)	Listening	Viewing (e.g., Films)
<b><i>Social Studies</i></b>	7, 8, 11	History	Social Organization/ Geography	Civics/Politics	Economics	Personal Values/ Ethics
<b><i>Math</i></b>	3	Facts and Algorithms	Measurements	Problem Solving and Real-World Connections	Geometric Applications	Logical Reasoning
<b><i>Science</i></b>	9, 12	Physical Science	Life Science (including nutrition)	Earth Science	Unifying Science Concepts	Science as Inquiry
<b><i>Technology</i></b>	10	Operating – starting up, file management, digital citizenship, etc. Troubleshooting – i.e. Maintenance and repair of equipment on campus.	Students apply digital tools to gather, evaluate, and use information. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources	Applications – such as video editing, publishing, web-design, etc.	Programming, including robotics, python, scratch, and other languages.	
<b><i>Art</i></b>	4	Production	History	Criticism	Aesthetics	
<b><i>Music</i></b>	6	Human Voice and Vocal Expression	Music Theory, Appreciation, and History	Instrumentation (Percussion, Recorder; Ukulele, Keyboard)	Performance	
<b><i>PE</i></b>	5	Health (Physical and Mental; Personal and Communal)	Leisure/Life-Long Sports	Teamwork/ Sportsmanship		
<b><i>Hawaiian Studies</i></b>	2, 6	Ethnicity and Culture	Hawaiians as an Indigenous People	Culture and the Arts, including language, music, and dance	Religion and Governance	
<b><i>Foreign Language</i></b>	2	Speaking	Reading	Writing	Listening	Culture
<b><i>Theater Arts</i></b>	13	Preparation	Presentation	Appreciation & Reflection	Evaluation & Reflection	

## ***REQUIREMENTS FOR GRADUATION***

There are 173 days of instruction in the 2016-17 school year. These days are divided into three sections of about twelve weeks each, called “trimesters.”

Students are expected to take a full course load each trimester. In other words, to graduate with a diploma from Island School a student the class of 2017 must have earned a minimum of **26 high-school credits** (total credits are rounded up). In a few cases, exceptions to specific requirements are granted by the Academic Affairs and Activities Committee of the Board of Directors.

One credit represents the successful completion of a year-long course or series of courses. A single trimester course receives 0.33 credits (rounded to 0.3) and a two-trimester course, 0.67 credits (rounded to 0.7), as indicated below:

SUBJECT	NUMBER OF REQUIRED TRIMESTERS	TOTAL CREDITS EARNED
English	12	4.0
Social Studies	11	3.7
Mathematics	9	3.0
Science	9	3.0
Foreign Language (Spanish or Chinese)	6	2.0
Physical Education	6	2.0
Computer Basics	1	0.3
Theater Arts	1	0.3
Music	1	0.3
Visual Arts	1	0.3
Electives	21	7.0
<b>totals</b>	<b>78</b>	<b>26.0</b>

**In addition, each year high school students are expected to contribute 20 hours to community service (i.e., not for pay) and to participate in all events scheduled during the school year, such as Art Day, the Birthday Celebration, May Day, and field trips. Also, proficiency on the computer keyboard must be demonstrated – see section on technology.**

### **A SAMPLE FOUR-YEAR PROGRAM FOR A HIGH SCHOOL STUDENT**

Island School prepares students for college; therefore, the curriculum is broad and challenging. In designing their schedules, students should think about where they intend to go to college and areas in which they might want to specialize.

A *sample* four-year program for a high-school student follows.

<b>9<sup>TH</sup> GRADE</b>			<b>10<sup>TH</sup> GRADE</b>		
<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>3rd Trimester</i>	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>3rd Trimester</i>
English 9	English 9	English 9	English 10: American Literature	English 10: American Literature	English 10: American Literature
World History	World History	World History	US History	US History	US History
Spanish I or Chinese I	Spanish I or Chinese I	Spanish I or Chinese I	Spanish II or Chinese II	Spanish II or Chinese II	Spanish II or Chinese II
Algebra I	Algebra I	Algebra I	Geometry	Geometry	Geometry
Biology or Honors Biology	Biology or Honors Biology	Biology or Honors Biology	Chemistry or Honors Chemistry	Chemistry or Honors Chemistry	Chemistry or Honors Chemistry
Video Production	Theatre Arts	Studio Art	HS Chorus	HS Chorus	HS Chorus
*After School					
<b>11<sup>TH</sup> GRADE</b>			<b>12<sup>TH</sup> GRADE</b>		
<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>3rd Trimester</i>	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>3rd Trimester</i>
English 11/12 or AP English**	English 11/12 or AP English**	English 11/12 or AP English**	English 11/12 or AP English**	English 11/12 or AP English**	English 11/12 or AP English**
Fundamentals of Economics	American Government	International Relations & World Economics	History of Hawaii	Comparative Religions	Elective
Spanish III or Chinese III	Spanish III or Chinese III	Spanish III or Chinese III	Spanish IV or Chinese IV	Spanish IV or Chinese IV	Spanish IV or Chinese IV
Algebra II	Algebra II	Algebra II	Honors Pre- Calculus	Honors Pre- Calculus	Honors Pre- Calculus
Physics or Honors Physics	Physics or Honors Physics	Physics or Honors Physics	Honors Science, or Science Elective	Honors Science, or Science Elective	Honors Science, or Science Elective
Weight Training	Junior Counseling	Graphic Design	Senior Counseling	Senior Capstone	Graduation Prep

*\*After School Sports can count towards Physical Education requirements all trimesters throughout high school*

*\*\*2016-2017 English 11/12 will be Literature and Composition and 2017-2018 English 11/12 will be Language and Composition*

## ***THE DAILY SCHEDULE***

For grades 6-12, the school day begins promptly at **8:00 a.m.** The last class of the day ends at **3:00p.m.** See the *Student/Parent Handbook* for a description of the daily schedule.

## ***SENIOR PROJECT***

The *Senior Project* is a culminating experience for Island School seniors. They conduct an independent study encompassing math, science, the humanities, and/or the arts. In other words, each senior examines a topic or issue of importance to him or her and to the community. This is done under the guidance of a faculty member and may also include a community advisor.

The Senior Project is more than a report; it is a study or project that includes the following:

- A thesis statement or a hypothesis that is the focus of the study or project.
- Key questions to be investigated.
- A detailed outline indicating the depth and breadth of the learning, including a conclusion related to the thesis, hypothesis, or projects.
- An annotated bibliography evaluating the usefulness of each source cited and its relevance to the investigation.
- A public presentation of approximately 20 minutes that informs and persuades the audience of the importance and salient parts of the study, with 10 minutes after the presentation for questions from members of the audience.

To assist with preparation, each senior receives a manual explaining the separate parts, including a calendar indicating when various parts of the project are to be completed.

## ***SOPHOMORE PROJECT***

Sophomores will be engaged in a Sophomore Project. This involves writing two papers, one for American Literature (in the fall) and another for American History (in the spring). The papers themselves will be on a common theme chosen by the student from a list of possibilities. Proper MLA standards will be required for references.

## ***CLUBS AND SPECIAL ACTIVITIES***

High-school students have an opportunity to participate in many co- and extra-curricular activities. In order to participate in competitions or activities students must attend school on the day of the event. Listed below are some of these, offered in response to student and staff interests:

- **INTERACT**– sponsored by the Rotary International of Poipu. Concentrates on community-service projects.
- **STUDENT GOVERNMENT** - Designed for student-elected and appointed leaders, Students promote school spirit, coordinate social activities, and comment on and make recommendations to improve school programs.
- **SPANISH** – for those who want to further their proficiency in the language.
- **LITERARY MAGAZINE** – students compile, edit, and publish an anthology of student writing.

- **DIVE** - qualifies students for SCUBA certification and schedules regular dives throughout the year.
- **ISLAND SCHOOL THEATRE COMPANY** - for those interested in being a part of a full-length theatre production. Membership limited to students who have completed or are currently enrolled in Fundamentals of Acting or Improv Theatre courses. (This requirement may be waived by the director if a student has had sufficient outside training.)
- **MOCK TRIAL** – a team is formed and competes with teams from other schools in defending and prosecuting cases.
- **Tri-M** – a high school music honor society.
- **NATIONAL HONOR SOCIETY** – Island School has a National Honor Society chapter. Admission is by application and approval by the faculty. Criterion for membership is a demonstrated excellence in scholarship, leadership, conduct, and service.
- **SCIENCE OLYMPIAD** – For students who enjoy science and preparing projects for competition.
- **FIRST ROBOTICS AND VEX ROBOTICS** – For students who want to learn more about programming machines for local and national competition. This is done under the tutelage of adult mentors.

### ***REGISTRATION FOR CLASSES***

Students register for classes prior to the beginning of the trimester based on teacher recommendations and graduation requirements. Students are to attend classes in accord with their schedules. **Schedule changes must be done within the first week of the trimester.** To make a change, the student needs to consult the instructor of the course he or she wants to change to and obtain the approval of an administrator. After the first week, the schedule is fixed.

### ***PLANNING FOR COLLEGE***

Island School is a college-preparatory institution. All sophomores and juniors take the Preliminary Scholastic Assessment Test (PSAT) at school on Wednesday, October 19, 2016. Juniors and seniors **take one-trimester of college counseling:**

- Junior counseling is about preparation – i.e., attending college events; taking the Preliminary Scholastic Assessment Test (PSAT), from which Merit Scholarship Awards are determined; making initial inquiries and sending away for catalogues; preparing for and taking the Scholastic Assessment Test (SAT); and relating grades and interests to various career choices and schools.
- Senior counseling focuses on the application process – i.e., more testing, including both the SAT and the American College Test (ACT); completing application forms; obtaining recommendations; writing the college essay; meeting deadlines; getting responses; making a decision about where to go; and completing the process, including applying for financial aid if this is wanted.

Tests directly related to college admissions are the ***SCHOLASTIC ASSESSMENT TEST (SAT)*** and the ***AMERICAN COLLEGE TEST (ACT)***. They are given several times a year on our campus. Students from seventh grade and above can take these tests.

In the process of choosing and applying for a college or university, students consider a number of factors: e.g., location, size, academic challenge, co- and extra-curricular opportunities, special services, types of students attending, costs related to any financial aid which may be provided, and so forth.

Island School graduates have been accepted at more than 100 different institutions across the country, from the East Coast to the West and in Hawaii. These institutions include Massachusetts Institute of Technology (MIT), Georgetown, Babson, Duke, Wheaton, Ithaca, Rochester Institute of Technology, Mount Holyoke, Hampshire College, University of Pennsylvania, Purdue, Oberlin, Creighton, University of Denver, University of the Pacific, Stanford, Pomona, Claremont-McKenna, Concordia, Pepperdine, Westmont, Reed, Oregon State University, Lewis & Clark College, University of Puget Sound, Gonzaga University, Whitman, University of Idaho, University of Hawaii (both Hilo and Manoa campuses), Chaminade University, Hawaii Pacific University, and others.

### ***COURSE DESCRIPTIONS (Covers Grades 6-12)***

***PLEASE NOTE: At Island School, placement examinations and teacher recommendations will be used to determine courses to which a student is assigned. These may be higher or lower than traditional placements that depend on the age or grade level of a student. The purpose is to have the student placed at a level consistent with his or her knowledge and social maturity.***

**ENGLISH:** The study of English is a pursuit that is intended to “not only educate, but also entertain.” Therefore, we instruct our students to be not only thoughtful and eloquent, but also engaged and inspired.

The descriptions below provide a brief overview of the English courses we offer in grades 6-12. All students must take at least four credits of English, a total of twelve trimesters. Students may choose College or AP classes starting with English 11/12. College level classes prepare students for success at four-year colleges, while AP courses offer a more challenging and rigorous curriculum for those students hoping to read and write at the highest level. A student must request to enroll in an AP course, and a student’s request must be approved by his/her current and future teachers.

#### ***English 6***

This course includes components of reading, grammar, and writing. Students will practice active and purposeful reading; they will identify the stages of a plot, recognize central themes and ideas, and find support for arguments. Students will be asked to survey material, process the information, and create written analyses of the text. In addition, students will use grammar to describe, compare, and evaluate passages from literature and from their own writing. Required summer reading for 6th grade is *Holes* by Louis Sachar. Please check the list of recommendations. In class readings include short stories, a dramatization of “The Prince and the Pauper,” the novel *Esperanza Rising*, and multiple poems.

#### ***English 7***

This course involves several different writing assignments. Students are introduced to the fundamental writing patterns of description, narration, comparison, analysis, and persuasion. Students learn and practice strategies for designing, arranging, drafting, revising, and editing their work. Students will use literary techniques in their own writing; these techniques include alliteration, which typically occurs with words or phrases at a specific point in a text; literary elements, like point-of-view, that appear throughout a text; and rhetorical tactics, like persuasion, that apply to the organization and arrangement of a text. Students will also explore these methods in readings

during class. Students are expected to read *The Hunger Games* by Suzanne Collins during the summer prior to entering 7th grade. Please check the list of recommendations. In class readings include *Roll of Thunder, Hear my Cry* by Mildred D. Taylor and *The Outsiders* by S.E. Hinton. Students will also read multiple short stories throughout the year, and conclude with a poetry unit.

### **English 8**

This general course provides students with opportunities and experiences facilitating the development of the primary skills of English Language Arts – listening, speaking, reading, writing and presenting. Students explore these essential skills by engaging in a variety of units throughout the year including public speaking, nonfiction writing, and the study of fiction. Readings include *Anne Frank: The Diary of a Young Girl* and *To Kill a Mockingbird* as well as poems, short stories, dramas, novels, and other fictional literature. Additionally, students read, study, and practice drafting, revising, and publishing various forms of nonfiction writing. Students create and present a range of presentations utilizing different media applications. The course also includes the study of Standard English skills and content, including grammar, vocabulary, and reading comprehension. Required summer reading prior to entering eighth grade: *Fahrenheit 451* by Ray Bradbury.

### **English 9**

Ninth Grade English is a year-long study that consists of four components: vocabulary, punctuation/grammar, writing, and literature. Special attention will be given to the specific literature genres: short story, novel, poetry, mythology, epic, drama, and nonfiction. Through the study of literature, students will write for a variety of purposes including, but not limited to, personal (journals, responses, poems, stories) and academic (summaries, analyses, essays). Grammar focus will include parts of the sentence, phrases, clauses, common sentence errors, and subject-verb and pronoun agreement. Punctuation will cover the basic punctuation and capitalization rules. Special consideration will be given to the paragraph and essay structure. Focusing on a study of literary genres, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning in order to determine a sound interpretation. We will read a variety of poems and short stories in addition to *Romeo and Juliet*, *The Odyssey*, and short classic and modern novels such as *Billy Budd* by Herman Melville, *A Christmas Carol* by Charles Dickens, *The House on Mango Street* by Sandra Cisneros, and *Speak* by Laurie Halse Anderson. Required summer reading is *The Book Thief* by Markus Zusak.

### **English 10**

This course surveys essential American works chronologically. Students begin with Iroquois myths and conclude with the contemporary short stories of Raymond Carver. In between, students analyze, evaluate, and critique the texts that define the various periods and styles in American Literature: Native American, Pre-colonial European, Colonial, Revolutionary War, Romantic, Transcendental, Abolitionist, Modernist, Postmodernist, and Contemporary.

In addition to studying the American Canon, students write synthesis, compare and contrast, argumentative, analytical and personal essays. The writing emphasis in the American Literature course is on effectively addressing a prompt using both personal and literary evidence. Furthermore, English 10 is seen as the last step in an Island School student's formal study of grammar, mechanics, and usage. By the end of this course, students are expected to write with consistent accuracy.

***English 11/12: Literature and Composition***

This course explores essential fiction texts in four forms: poetry, short story, drama, and the novel. We will ask broad questions on genre, such as “What can a poem do that a novel cannot?”, while investigating specific rhetorical structures and concepts such as exposition, conflict, author intention, style, tone, and theme. Students will read novels, short stories, poems, and plays from Homer, Chaucer, Pope, Milton, Wordsworth, Keats, Dickinson, Frost, Plath, Ibsen, Orwell, Austen, Fitzgerald, Woolf, Shakespeare, Stevens, Auden, and Eliot. Formal writing assessments and evaluations will occur throughout the three trimesters in varying lengths, formats and purposes and extensive time in class will be spent improving the content, structure, and language of student writing. Summer reading is required.

***English 11/12: AP Literature and Composition***

This introductory college-level course explores essential fiction texts in four forms: poetry, short story, drama, and the novel. We will ask broad questions on genre, such as “What can a poem do that a novel cannot?”, while investigating specific rhetorical structures and concepts such as exposition, conflict, author intention, style, tone, and theme. Students will read novels, short stories, poems, and plays from Homer, Chaucer, Pope, Milton, Wordsworth, Keats, Dickinson, Frost, Plath, Ibsen, Orwell, Austen, Fitzgerald, Woolf, Shakespeare, Stevens, Auden, and Eliot. Formal writing assessments and evaluations will occur throughout the three trimesters in varying lengths, formats and purposes and extensive time in class will be spent improving the content, structure, and language of student writing. Summer reading and writing are required. Students prepare for the AP® English Literature and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

***English 11/12: Language and Composition (Offered in the 2017-2018 school year)***

This course explores a broad and challenging range of nonfiction prose selections to deepen awareness of rhetoric and how language works. Students begin with broad questions such as “How does an author persuade?” to examine the classic rhetorical appeals of ethos, pathos, and logos and the specific rhetorical techniques of figurative language, satire, and irony. Course readings feature expository, analytical, personal, and argumentative texts in the form of essays, letters, speeches, biographies, and memoirs. Authors include Montaigne, Emerson, Hurston, Plato, Sontag, Twain, Cicero, Carson, Machiavelli, Nabokov, Poe, Miller, Johnson, and Shakespeare. Through frequent writing exercises, students develop their ability to work with language and text with a greater awareness of purpose and strategy. Students frequently confer with their teacher and peers in both one-on-one and group writing conferences. Summer reading and writing are required.

***English 11/12: AP Language and Composition (Offered in the 2017-2018 school year)***

This introductory college-level course explores a broad and challenging range of nonfiction prose selections to deepen awareness of rhetoric and how language works. Students begin with broad questions such as “How does an author persuade?” to examine the classic rhetorical appeals of ethos, pathos, and logos and the specific rhetorical techniques of figurative language, satire, and irony. Course readings feature expository, analytical, personal, and argumentative texts in the form of essays, letters, speeches, biographies, and memoirs. Authors include Montaigne, Emerson, Hurston, Plato, Sontag, Twain, Cicero, Carson, Machiavelli, Nabokov, Poe, Miller, Johnson, and Shakespeare. Through frequent writing exercises, students develop their ability to work with language and text with a greater awareness of purpose and strategy. Students frequently confer with their teacher and peers in both one-on-one and group writing conferences. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. The grades for this AP course are based on a 5.0 scale as long as the entire year long course is successfully completed.



## **FINE ARTS : Art, Music, Theater Arts**

**PLEASE NOTE:** At the Middle School, enrichment classes are assigned one per trimester. At the High School, enrichment classes can be elected throughout the high school career.

**ART**. Refers to ESLR #4 Students are to recognize, value, and experience techniques and works related to the visual arts. Four areas are addressed 1) Art Production; 2) Art History; 3) Art Criticism; 4) Aesthetics. Classes are for one trimester.

### ***Middle School Art (one trimester enrichment class)***

Students explore drawing, painting, and printmaking. Lessons focus on skill development and creative problem solving and will be linked to the study of art history and aesthetics. A variety of materials are used as students render such subjects as landscape, still-life, and the human form. Imaginative works based on memory and fantasy are also done, as well as abstract compositions. Several types of printing techniques are explored.

**PLEASE NOTE:** At the High School, many art electives are offered each year. Classes engage students in studio art and are taught by working artists in their areas of specialty.

### ***Introduction to Drawing and Painting***

After a brief review of drawing skills students will explore color: how to see it, mix it, and use it to create various effects. They become familiar with the twelve-color wheel and use it to make secondary, tertiary, and neutral colors from primary colors. They produce representational, imaginative, and abstract paintings based on still life, landscape, and the human form, as well as from memory and the imagination. Materials used include watercolor, acrylic, tempera, and block-printing inks. Drawing skills are emphasized and reviewed.

### ***Ceramics***

The class focuses on sculpture and hand building. Three types of hand building are emphasized: coil building, slab construction, and the making of pinched forms. A variety of surface decoration techniques is demonstrated. The class experiments with at least one unusual method of firing -- either pit fire or raku. Incorporated into lessons are slides of sculpture and pottery by historical and contemporary artists. All students must present a PowerPoint slide show on a significant sculptor or ceramist.

### ***Studio Art***

This is an intensive course that combines two-dimensional and three-dimensional art production: drawing, painting, 3-D construction, and a collaborative project that may incorporate some or all of these disciplines. Art history and art criticism will be incorporated into the curriculum.

**MUSIC**. All Island School students study music to some degree and in some capacity and, while students are not expected to become musical experts, they are expected to take their study of music seriously. Students study music, so that they will recognize beauty, be sensitive, have something meaningful to retain throughout life and, in short, have more life. As Plato said: "I would teach children music, physics, and philosophy; but most importantly music, for in the patterns of music and all the arts are the keys of learning."

The descriptions below refer to ESLR #6 and describe course offerings in music. ESLR #6 states: Students are encouraged to appreciate a variety of musical styles and to participate in musical experiences. The discipline comprises four basic areas: 1) Human voice and vocal expression; 2) Music Theory, Appreciation, and History; 3) Instrumentation; 4) Performance.

### ***Middle School Music***

#### ***Island School 'Ōpio Chorus***

All students in grades 6, 7, and 8 are invited to join Island School 'Ōpio Chorus. ISOC provides students with the opportunity to participate in a musical ensemble and perform alongside the other Island School choruses at major concerts. ISOC rehearsals are held on various days during advisory period so students do not miss time from required academic classes. Membership in Island School 'Ōpio Chorus requires regular attendance at all rehearsals and a continuous commitment from September to April. Participation in public concerts is a requirement of membership in the Island School 'Ōpio Chorus.

#### ***Middle School Music (one trimester enrichment class)***

A one trimester course exploring a variety of musical skills and topics. Activities and experiences include expressive singing in unison and in parts; instrumental instruction and performance; and reading, notating, listening and responding to music. Students examine styles, genre and elements of music, and investigate music from various cultures, time periods, and composers. Students play chimes, ukulele, and/or other instruments to create melodies or accompaniments. The course exposes students to a range of musical experiences, increases musicianship, and deepens appreciation and enjoyment of music in general.

### ***High School Music***

#### ***American Stage Music***

A one trimester survey course of music from the Broadway stage from World War II to the present. Students develop an appreciation of the importance musical theater plays in American culture, know various popular song forms (montage, soliloquy, ballet, patter song, ballad, incidental music, etc.) used in music for the stage, and value American stage music as a unique and enjoyable experience.

#### ***Basic Music Theory***

This one trimester fundamental course introduces students to music vocabulary as it relates to scales, intervals, and chords, and provides systematic instruction in melodic, rhythmic, and harmonic aspects of music and in reading and writing music. Students learn the fundamentals of music notation (key signature, time signature, incidentals, dynamic markings, etc.) and understand how mastery of basic music theory deepens their appreciation of all types of music.

#### ***Beginning Piano***

This one trimester keyboard course is designed for students with no previous experience playing the piano. Students learn about the elements of music as they perform simple piano pieces, independently and with others. Areas of concentration include keyboard technique, note reading, basic chord progressions, and performance. Fundamentals of music theory as it relates to the piano are also introduced.

#### ***Beginning Ukulele Ensemble***

A one trimester course which provides the opportunity for beginning students to acquire and develop skills in playing the ukulele and singing. Students explore traditional techniques of strumming, finger positions, and simple chord progressions. Music genres studied include rock, reggae, jazz, classical, and Hawaiian. Prior knowledge of basic ukulele chords is recommended.

### ***Island School Alaka`i Chorus***

A year-long advanced vocal class and performing ensemble designed for earnest, hard working, and dedicated student musicians who desire to develop their appreciation and understanding of music through rehearsal and performance. Students prepare and perform a variety of musical literature from different time periods and styles, representing traditional, multicultural, and contemporary choral repertoire. Simple stage movement is integrated into performances. Only the most dedicated and serious students with considerable maturity and music ability will be considered for membership. This select vocal ensemble has limited enrollment based upon the need for specific voice parts. Students will, on occasion, be required to attend special rehearsals and performances scheduled outside the regular school day. Performance at a number of public concerts is a requirement of this course. Students in this ensemble are eligible to attend the annual Hawai'i all-state choral festival. Prerequisite: Audition.

### ***Music Appreciation***

A one trimester study of music, beginning with its essential elements – timbre, rhythm, melody, harmony – and moving to a consideration of historical styles, forms, and genres. This is a non-technical approach to the study of music, with an emphasis on listening. Students learn about different aspects of music and apply this knowledge to numerous musical compositions by various composers representing the six classical periods of Western music (Middle Ages, Renaissance, Baroque, Classical, Romantic and Contemporary).

### ***Ukulele Band***

A performance class for ukulele ensemble, which may also include guitar, bass, and piano. The course is designed to increase the students' knowledge of basic music theory, structure and style of Hawaiian musical compositions, singing, playing, arranging, and performing. Public performance at May Day is required, with additional public performances likely. Prerequisite: successful completion of an entrance screening and approval from teacher.

**THEATER ARTS** Refers to ESLR #13. Students perform in a theatrical event before an audience, demonstrate confidence and acting technique/ability, and take direction.

### ***MS Theatre Arts (one trimester enrichment class)***

This course will get students out of their chairs playing inventive and exciting theatre games and exercises, creating stylized Greek theatrical masks, learning a few special effects makeup techniques, and work shopping varied scenes and monologues. Performance aptitude will be developed through an introduction to multiple acting techniques. Throughout the course, students will explore skills such as relaxation/focus, personal/vocal/spatial awareness, audition techniques, physicality/expression, and the performance process. This course cultivates the ability to work under pressure along with the development of skills such as problem solving, communication, creative thinking, memorization, self analysis, collaboration, adaptability/flexibility, and self confidence.

### ***Middle School Play Performance (Trimester 3)***

Are you interested in acting, lighting, or makeup? Then you don't want to miss the auditions/interviews for the MS play! Discover a new character you can be, work at your own level with beginning or advanced acting coaching, maybe land a leading or supporting or even "bit" (minor) part, design and run lights or find music and sound effects for the show, create makeup designs, make the poster, help design special effects or stage combat, or be in charge as the stage manager. Auditions will be held for various acting parts in the play and interviews will be held for the technical positions (lighting, makeup, sound, set design/construction, props master, stage manager, script supervisor, stage crew, publicity, and more!). Be involved a little bit with a minor role or tech

crew position or a lot with a major role or technical design/management position. There is something for everyone! Check Google Classroom (code: wwdoar) for information about the production as it becomes available (play choice and synopsis, character list, script check out availability, audition info, rehearsal times, etc.). Casting will be based on schedule availability and/or conflicts, experience, ability, and attitude. One “how to audition” course will be offered before auditions (time/place TBA). The show will perform 5 times with 2 student performances for elementary and middle school and 3 public performances on Friday-Sunday, May 19, 20, and 21. This course cultivates the ability to work under pressure along with the development of skills such as problem solving, communication, creative thinking, self analysis, collaboration, adaptability/flexibility, and self confidence. Class is pass/no pass.

### ***High School Theatre Arts***

Are you curious about or intrigued by improvisation and acting, but are intimidated or overwhelmed by the idea of either memorizing lines or jumping in without a script? In this one-semester course, students learn to gradually face fears while developing their instinctive, authentic artist within. It is an easy way to explore every student’s innate ability to have fun and be creative. Students will be introduced to the actor’s craft through improv and theatre games/sports, stage combat and swordplay, relaxation/focus exercises, cultivating personal vocal/physical awareness, scene and monologue work and techniques for auditioning, memorization, and character development. Students will develop understanding that recognizes good acting as “the ability to live truthfully under imaginary circumstances (Meisner).” Theatre and performance skills such as quick thinking under pressure, physical expression, vocal delivery, focus, teamwork, stage presence, problem solving, adaptability/flexibility, self confidence, and initiative are all cultivated through acting and improvisation. There will be only 2 memorized pieces. The midterm will consist of a memorized short duo scene and the final will include a 2 minute monologue with an improv theatre sport competition to follow. Course is a pre-requisite to audition for the high school theatre production play.

**FOREIGN LANGUAGE.** Refers to ESLR #2 – Students are to be familiar with a second language and culture. The languages taught at Island School are Spanish and Chinese; goals are to help students develop linguistic proficiency and cultural sensitivity. Four skills are addressed: listening, speaking, reading, and writing. The study of culture is presented and integrated into the course. At the High School Spanish I through Spanish V, and Chinese I through Chinese IV are offered. Middle School Foreign Language is divided into two years beginning in 7<sup>th</sup> grade. All courses are for the entire year.

***PLEASE NOTE: Students are required to satisfactorily complete the second year of the language they study. Nevertheless, the goal is fluency in the language; therefore, our strong recommendation is that students continue their study of a foreign language for as long as they are at Island School.***

### ***Spanish 1A***

Spanish 1A is a 7<sup>th</sup>-grade, year-long course for students who have never taken Spanish before. In Spanish, students introduce themselves and talk about what they want or need, about school and other events, and about what they like to do. They describe a family and name colors, numbers, days of the week, months of the year, and items of food. The present tense, pronouns, and plurals are used. Students tell time, make comparisons, negate statements, and use demonstrative adjectives. Students must successfully complete this class with a grade of C- or better to advance to Spanish 1B. Students who do not meet this prerequisite should enroll in Spanish I, where they will review Spanish 1A material before going on to Spanish 1B.

### ***Spanish 1B***

Spanish 1B focuses on strengthening basic writing, reading, and speaking skills covered in Spanish 1A. By the end of the year, students carry on basic and meaningful conversations in Spanish. Students must successfully complete this class with a B- or better to advance to Spanish II and pass final exam with 80% or higher.

### ***Spanish I***

This course is for students new to the language or whose knowledge of Spanish is at a beginning level. The material covered is the same as Spanish IA and IB. If a new student has had Spanish before, a test will be given to determine placement into a Spanish class appropriate to his or her achievement level. Students must successfully complete this class with a grade of C- or better to advance to the next level. Students who do not meet this prerequisite must repeat and pass the class in order to advance to the next level.

### ***Spanish II***

Designed for students who have completed Spanish I or both Spanish 1A and 1B. It covers the preterit and imperfect past tenses, future tense, reflexive verbs, indirect and direct object pronouns and utilizes many new words in addition to those already known. Students are able to carry on basic conversations with Native Spanish speakers by the end of the year. Students must successfully complete this class with a grade of C- or better to advance to the next level. Students who do not meet this prerequisite must repeat and pass the class in order to advance to the next level.

### ***Spanish III***

Students express and support a point of view, express qualified agreement and disagreement, talk about hopes and wishes, express an opinion and make suggestions and recommendations. Informal commands, reflexive verbs, double-object pronouns, the imperfect and present perfect, and subjunctive tenses are studied. Students must successfully complete this class with a grade of C- or better to advance to the next level. Students who do not meet this prerequisite must repeat and pass the class in order to advance to the next level.

### ***Spanish IV/V***

This course varies according to the skill level of the student. Fluency is encouraged as more complex patterns of language are studied including the subjunctive after expressions of doubt and disbelief, certain conjunctions such as *para que* and *por* in fixed expressions, and the conditional. After four years of study the student has developed sufficient language skills to be conversant, and it is recommended that the student consider spending time in a Spanish-speaking country to enhance his or her skills.

### ***Intro to Chinese***

Introductory Chinese is a two-year course in which students will learn the basic speaking, listening, reading and writing skills for acquiring Chinese as a second language. During their first year, students they will learn to pronounce and recognize tones, introduce themselves, ask and answer questions about their families and tell time. In addition, students will learn to read and write approximately 125 characters. The course will also cover an extensive range of topics related to Chinese culture, history and current events. At the end of the first year, 7<sup>th</sup> grade students who successfully complete this course with a grade of a C or better may continue on to Introduction to Chinese 1B; 8<sup>th</sup> grade students would have the option of enrolling in Introduction to Chinese 1B or Chinese 1.

***Introduction to Chinese 1B (Offered in the 2017-2018 school year)***

In this second year, students will continue their study of Chinese by learning to speak more complicated sentences, understand longer utterances and handle more complicated communicative tasks. In addition they will also learn to read and write an additional 125 characters, bringing the total number of learned characters to 250. Cultural topics and current events will also be an integral part of the course content. Students who earn a B grade or better and pass final exam with 80% or higher may in this course may continue on to Chinese 2.

***Chinese I***

In Level 1 of Mandarin Chinese, the official language of the People’s Republic of China and the Island of Taiwan, students will learn to recognize and pronounce the four tones, read and write approximately 250 characters, and learn sentence patterns for statements and questions. In terms of speaking Chinese, students will learn to introduce themselves, ask and answer simple questions about family and school, ask and give directions, buy and sell various items, and order food. As part of this process, they will gain an appreciation for Chinese cultural values and ways of interacting.

***Chinese II***

The second year course in Mandarin Chinese expands student abilities in listening, speaking, reading and writing. Students will learn formal grammatical constructions including aspect markers (the Chinese equivalent of tense) and particles. Listening and reading activities will include movie transcription, simple newspaper articles and Chinese culture and history. Character study will include a cumulative total of over 500 characters.

***Chinese III***

The third year course in Mandarin Chinese continues the development of student abilities in the four basic core competencies of reading, speaking, listening, and writing. Readings will be expanded into literary selections and more advanced newspapers which will serve to prepare students for functionality in modern Chinese. Fluency in speaking will focus on task-based activities that encourage active communication and creativity with the language. Character study will be based on mastering the “1000 Most Frequently Used Characters” from the Chinese Language Press Institute’s “List of 3000 Characters Commonly Used in Newspapers”.

***Chinese IV***

The fourth year in Mandarin Chinese delves more deeply into the development of student abilities in the four core competencies of reading, speaking, listening and writing. The student’s understanding of Chinese grammar is further expanded through the introduction of more advanced patterns as well as by highlighting similar or easily confused structures. Chinese IV also includes readings in each chapter on different aspects of contemporary Chinese culture to broaden the student’s reading comprehension of modern China. Character study is embedded in the new vocabulary combinations for each chapter, and also continues with the ‘1000 Most Frequently Used Characters’ from the Chinese Language Press Institute’s ‘list of 3000 Characters Commonly Used in Newspapers.

**MATHEMATICS**. Refers to ESLR #3 Students are to solve problems and make decisions systematically, using mathematics and logic. There are five major divisions of the discipline 1) Facts and Algorithms; 2) Measurements; 3) Problem solving and Real-World Connections; 4) Geometric Applications; 5) Logical Reasoning. **Each course is for one year unless otherwise indicated.**

***PLEASE NOTE: The High School mathematics requirement will be considered met when the student satisfactorily completes Algebra II or three years of math courses for credit while in high school.***

Students are carefully and regularly assessed. Their particular class assignments are determined by these assessments. There are several paths to completing graduation requirements for math as indicated in the following chart:

**SAMPLE MATH PATHS**

<b>GRADES</b>	<b>GENERAL</b>	<b>ACCELERATED</b>	<b>ADVANCED</b>
<b>6</b>	General Mathematics	General Mathematics	Fundamentals of Mathematics
<b>7</b>	Fundamentals of Mathematics	Fundamentals of Mathematics	Algebra I
<b>8</b>	Pre Algebra	Algebra I	Geometry
<b>9</b>	Algebra I	Geometry	Algebra II
<b>10</b>	Geometry	Algebra II	Pre-Calculus
<b>11</b>	Algebra II	Honors Pre-Calculus	AP Calculus AB
<b>12</b>	Honors Pre-Calculus or College Algebra	AP Calculus AB	AP Calculus BC

**Please Note: Most 4-year colleges require the successful completion of Algebra II as a condition for acceptance.**

**General Mathematics**

The General Math course is designed to increase student proficiency with problem solving skills, numbers and number sense, computation, patterns, functions and algebra, measurements and geometry, statistics and probability. The curriculum follows the Math in Focus Singapore Math Course 1A and 1B over the course of the academic year. Students work with decimals, ratios, proportions, percentages, fractions, and mixed numbers and solve problems using these concepts. Students learn absolute value, operations with integers. Also simplifying, evaluating, and isolating variables with algebraic expressions.

**Fundamentals of Mathematics**

Uses Glencoe Math Connects Course 2. Concentrates on proficiency in working with numbers to solve problems involving fractions, decimals, percents, integers, solving equations and inequalities, using proportions, linear functions and probabilities. Students will create and interpret graphs and models to represent, analyze, and solve problems. Students will justify and apply formulas for surface area and volume of three-dimensional shapes and understand geometric concepts. Prerequisite: knowledge and skill of basic math facts. No calculators allowed.

**Pre-Algebra**

Using Glencoe Pre-Algebra text, prepares students for Algebra 1 by reviewing order-of-operations involving fractions and integers. Students solve multi-step equations and inequalities. They continue the study of ratios, proportions and similarities. They study graphing as it pertains to linear and non-linear functions.

### ***Algebra I***

Prerequisite: Pre-Algebra. Any exceptions need department head approval. Using the Glencoe Algebra I text, develops the art and craft of using variables to solve numerical problems. The first trimester begins with the study of algebraic properties and the translation of word problems into algebraic expressions and solving linear equations. The second trimester includes solving linear inequalities, solving systems of equations and inequalities, and the study of exponents and exponential functions. Students also explore using algebraic techniques in factoring. In the last trimester students master techniques of solving quadratic equations. Students learn throughout how to interpret, represent, and visualize solutions to linear and quadratic equations through graphing in the coordinate plane. In addition, students learn to solve problems in statistics and probability including the topics of simulations, permutations, combinations, and compound events. Applications of techniques to solve math and science problems are emphasized. Graphing calculator (model TI-83 or higher) is required.

### ***Geometry***

Prerequisite: student should have successfully completed Algebra I with a grade of “C-” or better. Any exceptions need department head approval. Scientific or graphing calculator required. Encompasses principles and applications of algebraic, planar, and solid Euclidean geometry. Students gain spatial knowledge, develop skills in inductive and deductive reasoning, solve spatial problems, recognize everyday geometric applications, apply the Pythagorean Theorem to resolution of triangles and distances; they undertake projects, and express their mathematical experience using concepts taught in the course.

### ***Algebra II***

Prerequisite: completion of Algebra I with a C- or higher; Geometry or may be taken concurrently with Geometry. Graphing calculator required. Explores in depth higher-level algebraic concepts including graphing linear and quadratic inequalities, solutions to 3x3 linear systems of equations using matrix algebra and determinants, solutions of nonlinear systems of equations and third degree polynomial equations, quadratic functions, rational expressions, radical equations, conic sections, and direct and inverse variation. Students will be introduced to sequences and series, permutations and combinations. Students develop an appreciation for and understanding of advanced algebraic concepts and their applications in science and engineering.

### ***College Algebra***

Prerequisite: Successful completion of Algebra II. Graphing calculator required. Students completing Algebra II with a C or D may repeat Algebra II or enroll in College Algebra. Uses College Algebra, 2<sup>nd</sup> edition (Colburn). For students needing reinforcement of algebraic concepts before taking Pre-calculus or for seniors wanting to continue their study of mathematics but wanting an alternative to Pre-calculus. This course reinforces and expands upon topics covered in Algebra I and II. The scope is essentially the same as college algebra taught at such places as the University of Hawaii and its community colleges. Topics include number sets, factoring, radicals and radical equations, rational expressions and exponents, quadratic equations, linear systems, synthetic division, roots of polynomial functions, logarithms, nonlinear systems, matrices, and conic sections.

### ***Honors Pre-Calculus & Trigonometry***

Prerequisite: completion of Algebra II with a grade of B or higher or completion of College Algebra. Graphing calculator required. Uses Glencoe Advanced Mathematical Concepts. A study of functions needed in calculus as well as other areas of mathematics. Analytic geometry is used in the study of polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, vectors, polar coordinates, complex numbers, and sequences and series.



### ***AP Calculus AB***

Prerequisite: A grade of B- or higher in Pre-Calculus. Intended for students who have a thorough knowledge of algebra, geometry, trigonometry and analytic geometry. The course is valuable to future engineering or science students who may take courses that require knowledge of basic calculus, the mathematics of motion. Topics covered are limits, continuity, derivatives and integrals. Students are required to take the AP Calculus AB exam in May. A TI-84 graphing calculator (or higher) is required. The grades for this AP course are based on a 5.0 scale as long as the entire year long course is successfully completed.

### ***AP Calculus BC***

Prerequisite: AP Calculus AB. This course continues the study of Calculus and is valuable to future science and engineering students. Students will apply what they learned in Calculus I to topics that include: Advanced Applications of Integration; Advanced Integration Techniques; Infinite Series; Parametric Equations; Polar Coordinates; Vectors and the Geometry of Space; Vector-Valued Functions. Students are required to take the AP Calculus BC exam in May. A TI-84 graphing calculator (or higher) is required. The grades for this AP course are based on a 5.0 scale as long as the entire year long course is successfully completed.

**PHYSICAL EDUCATION**. Refers to ESLR # 5 includes activities related to physical, mental, and social health and how these affect quality of life. Students develop skills in cooperative and individual sports, understand purposes and factors of sound nutrition, and know about and participate in aerobic activities.

***PLEASE NOTE:*** Activities listed for each trimester are subject to change depending upon availability of facilities or other factors affecting the scheduling of such activities.

***Physical Education (Grades 6-8)*** – focuses on developing the whole child. Many factors are included: e.g., diet, exercise habits, and genetics, to name a few. These influence each child’s performance. All students are encouraged to achieve their personal best.

Goals of middle-school physical education are as follows. Students are to . . .

- Learn about and practice skills involving movement
- Develop a positive self-image
- Develop social skills through team sports

### ***6<sup>th</sup> Grade***

Skills learned in elementary school are reinforced through students’ participation in individual and team sports. Students are exposed to several lifetime/recreational activities. Assessment of each student’s physical fitness is used to design and implement a personal fitness program. Students participate in a daily conditioning program to enhance their fitness level. Sportsmanship and teamwork are stressed as students are expected to maintain a level of appropriate and acceptable behavior in competitive and cooperative play.

### ***7<sup>th</sup>/8<sup>th</sup> Physical Education***

The impact of exercise, nutrition, relaxation/stress management, and substance abuse on growth is studied. Students design personal plans for a healthy lifestyle through a standardized assessment program. In addition to physical education, students are involved in a “Team Sports Program” that focuses on volleyball, basketball,

soccer, and track. Team Sports emphasize conditioning, preparation for competition, knowledge of rules and regulations, and sportsmanship.

**Physical Education (Grades 9-12)** –The high school requirement is six trimesters of PE. After-school sports may be substituted for PE. A single competitive sport counts for one trimester of PE until all requirements have been met. See page 37 for more details.

**High School Physical Education Electives**

Each trimester an additional PE elective may be offered such as Yoga, Ballroom Dancing and Weight Training.

**Hula**

The unique Hawaiian dance, *Hula*, is studied, both *Hula Kahiko* (the traditional style) and *Hula `Auana* (the modern style). The history of each dance and the place and persons being honored are part of learning the dance. In addition, *Hula* instruments will be made and used. Public performance is required.

**SCIENCE.** Refers to ESLR #9 Students are to observe and describe phenomena, make inferences, and develop and test hypotheses designed to explain observations. Five major areas are addressed 1) Physical Science; 2) Life Science; 3) Earth Science; 4) Unifying Science Concepts; 5) Science as Inquiry. **Each course is for one year unless otherwise indicated.**

**SAMPLE SCIENCE PATHS\***

<b>GRADE</b>	<b>COMMON</b>	<b>HONORS</b>
6	Physical Science	Physical Science
7	Life Science	Life Science
8	Earth and Space Science	Earth and Space Science
9	Biology	Honors Biology
10	Chemistry	Honors Chemistry
11	Physics	Honors Physics
12	Honors Science or Science Elective	Science Elective

**\*Please Note: These are suggested paths, and movement between them may occur as interests and achievement levels of particular students indicate.**

**Physical Science: (Grade 6)**

The sixth grade science course stresses the importance of using a dynamic model of the scientific method. To do this students will learn to take careful observations, ask relevant thoughtful questions, design unique experiments, and draw conclusions from real life data. The three areas of focus are the Properties of Matter, Motion and Forces, and Energy. This provides students with a broad understanding of various disciplines in science with a focus on Physical Science.

### ***Life Science (Grade 7)***

This course is an inquiry based approach to Life Science. Students will gain an understanding of the structure and functions of cells, cell processes, the classification of organisms, and genetics. They will understand evolution, biological diversity, plant biology, human biology, and ecology. Students will make observations, use microscopes, take measurements, interpret data, and write formal lab reports as they discover more about the living world around them. The Scientific Method and laboratory safety will be emphasized throughout the course.

### ***Earth and Space Science (Grade 8)***

Students will apply scientific principles, concepts, and techniques in the study of the basic principles of geology, weather and astronomy. Students will use the Scientific Method in labs and projects throughout the course. Scientific skills that are required in high school will be emphasized throughout the course.

### ***Biology***

An introduction to living things and life processes including classification, ecology, cellular and micro biology, simple genetics, evolution, and the systems and organs of the human body. Students explore the nature of science and implications of biological discoveries for their own lives and society. The course includes some laboratory and hands-on experiences. Guiding principles include lab safety, ethics, and respect for living things.

### ***Honors Biology***

A comprehensive overview of living things and life processes including classification, ecology, biochemistry, cellular and micro biology, genetics, evolution, forms of living things, and behavior. Students will explore the nature of science, collaboration, design of experiments and inquiries, sources of error, and implications of biological knowledge for their own lives and society. The course requires considerable reading, successful completion and documentation of laboratory work, and analysis of current research in biology. Guiding principles include lab safety, ethics, and respect for living things.

### ***Chemistry***

Prerequisite: Successful completion of Algebra I. the course is a broad introduction to the study of the composition and interactions of matter. The emphasis is on understanding our physical world from the perspective of atoms and molecules. Concepts of chemistry are reinforced through their application to issues relevant to students' everyday lives. **Requirement:** Students will use a TI-84 or higher calculator.

### ***Honors Chemistry***

Prerequisite: Successful completion of Algebra I. A broad but rigorous laboratory-based study of matter, its changes, and its interactions. Students enhance their understanding of the physical world as they apply knowledge of chemical changes, develop observational and laboratory skills, and *quantitatively* analyze chemical phenomena. **Requirement:** Students will use a TI-84 or higher calculator.

### ***Physics***

Prerequisite: Geometry. This introduction to physics explores major concepts including mechanics, work, energy, gravitation, wave phenomena, and electromagnetism. The course emphasizes a conceptual understanding of general principles. **Requirement:** Students will use a scientific calculator.

### ***Honors Physics***

Prerequisites: Successful completion of Honors Chemistry and concurrent enrollment in Pre Calculus, or higher math. Students must obtain approval from the instructor before registering for this class. This honors level

course is a rigorous survey of basic principles of physics with strong emphasis on mathematical relationships and problem solving. Laboratory experiments investigate topics including Newtonian mechanics, and wave phenomena. **Requirement:** Students will use a TI-84 or higher calculator.

### ***Honors Anatomy and Physiology (Offered in the 2017-2018 school year)***

Prerequisites: Biology or Honors Biology with a grade of B or better. This course focuses on the structure and function of the human body. Areas covered include medical terminology, cell and tissue structure, and the 11 systems of the human body: integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive. Laboratory work is required, including a detailed comparative anatomy dissection lab using the cat. **Requirement:** Students will use a calculator.

### ***Advanced Placement Biology***

The AP Biology course is designed to be the equivalent of the general biology course usually taken during the first college year. Biology topics will be covered in depth according to the requirements set forth by the College Board. The topics of study will revolve around four central themes: The process of evolution drives the diversity and unity of life, biological systems utilize free energy and molecular building blocks to grow, reproduce, and to maintain dynamic homeostasis, living systems store, retrieve, transmit, and respond to information essential to life processes, biological systems interact, and these systems and their interactions prowess complex properties. Lab skills will be emphasized in this course and students will be required to keep a detailed lab notebook to document laboratory skills. Students enrolled in AP biology will take the AP exam upon completion of the course. Prerequisite: Completion of biology or honors biology with a grade of B or better and completion of chemistry with a B or better. The grades for this AP course are based on a 5.0 scale as long as the entire year long course is successfully completed.

### ***Engineering and Design (Trimester 1)***

The class where art slams into science! Students will learn how to design and create projects that will teach them how to conceive, visualize, and create 3D models from their own ideas. Initially, students will learn basic design concepts and the thought processes that are involved in making a successful design. They will also learn the workflow involved as the project progresses from idea, to model, to 3D prototype to final product. Concepts such as 3D rendering, CAD/CAM and G-Code creation will be discussed in depth. Students will then learn how to create 3D models using the Sketchup Software package as well other related software applications. They will learn how to create basic solid 3D shapes, how to modify existing models and how to make more complex models all using Sketchup. Each student will have to design a small architectural model and present the 3D rendering to the class. Finally, students will have the opportunity to design and create their own unique object. There will be the chance to either work in a group setting to create a project that has a complex design that requires multiple 3D parts, electronics, onboard computers and sensors (such as an aerial drone); or to work on a solo project that will require a slightly less-complex design (such as a 3D rendering of an architectural space and walkthroughs). All projects will be presented to the class for evaluation.

### ***Chemistry of Cooking (Trimester 2)***

Hey, you didn't burn those cookies - you were giving them a dark smoky flavor! Face it: cooking is just chemistry that you can eat. The class will examine the chemical reactions that drive the processes of cooking food. Students will learn about topics such as foams, gels, emulsions, heat reactions and the physics of cooking. Weekly units will cover such topics as eggs, dairy, sauces, grilling, baking, fermentation, and molecular gastronomy. We will also discuss subjects such as the history of food, industrial food production, food safety, and careers in food science. We hope to have at least 1-2 field trips and/or guest chefs as speakers. Approximately 10 times during the trimester students will be assigned homework in which they prepare simple items to bring in and be evaluated. There will be in-class demos in which we sample ingredients and discuss

flavors, scent, texture and other properties of food. And yes, there is a chocolate tasting. Please note: this class will require handling and preparing foods that include meat, dairy, eggs, fish and other animal products. While it would be possible to take this class if one were vegetarian, it would most likely not be possible if one were vegan.

### ***Science Olympiad (Trimesters 1 and 2)***

In this course high school students prepare for events in the Science Olympiad tournaments. The students will compete in the Kauai Regional Tournament in January and at the Hawaii State Tournament on Oahu in March. As part of the course requirements, students must prepare for a minimum of three of the tournament events. Students in this course are also expected to take a leadership role on the team. Tournament events include areas of study such as Biology, Chemistry, Physics, Geology, Engineering, and Technology. Students will be expected to learn material beyond the scope of their regular Science courses. This course counts as a general elective.

### ***Nobel Prize Scientists (Trimester 3)***

What's the ultimate bucket list item for the nerd who has everything? A Nobel Prize in Science! But who are these people who got one? What made them and their research so special that they are given the highest honor in all of Science? Brains? Luck? A bit of both? This class will focus on the lives of 10-12 Nobel Prize Laureates; several of which Dr. Patterson has known in some capacity ranging from simply meeting them briefly to having known one (Linda Buck) pretty well. The class would cover their research, their life, and discuss the legacy of their work. Each week we'll review their biography, their research, and their contribution to our world. When possible, we'll read their writings listen to their lectures and discuss why their work was significant. In many cases their work was controversial; this too will be explored. The Nobel Prize Laureates we will study include: Richard Feynman, Albert Einstein, Stanley Brenner, Rita Levi-Montalcini, Mario Capecchi, David Hubel, Linda Buck, Stanley Pruisner, Christiane Nüsslein-Volhard, and Eric Kandel. We'll also discuss DNA discovery with Crick and Watson, and the creation of the first Atomic Bomb with Linus Pauling, Enrico Fermi and Neils Bohr.

**SOCIAL STUDIES.** This discipline of study relates to ESLRs #7, 8, and 11. The purpose of the Island School Social Studies curriculum is to develop students' awareness and critical learning skills related to the current status of humans, both individually and collectively, through a study of past and present practices, discoveries, inventions, and decisions. These events have led to increasingly diverse and complex political, economic, and social systems that benefit as well as endanger humans. In such a world, an individual citizen's knowledge of alternatives, sensitivity to consequences and willingness to be involved and responsible are essential to the well being of all.

**A SAMPLE SOCIAL STUDIES PATH**

<b>GRADE</b>	<b>1<sup>st</sup> Trimester</b>	<b>2<sup>nd</sup> Trimester</b>	<b>3<sup>rd</sup> Trimester</b>
<b>6<sup>TH</sup></b>	WORLD GEOGRAPHY Tools of Social Studies	WORLD GEOGRAPHY The Americas and Europe	WORLD GEOGRAPHY Africa, Asia and Oceania
<b>7<sup>TH</sup></b>	WORLD HISTORY Rise of Civilizations 1	WORLD HISTORY Rise of Civilizations 2	WORLD HISTORY Rise of Civilizations 3
<b>8<sup>TH</sup></b>	WORLD HISTORY Expanding Networks of Encounter and Exchange	WORLD HISTORY Intensified Hemispheric Interactions	WORLD HISTORY The First Great Global Age
<b>9<sup>TH</sup></b>	WORLD HISTORY Age of Revolutions	WORLD HISTORY The Modern World in Crisis	WORLD HISTORY Accelerating Global Change
<b>10<sup>TH</sup></b>	US HISTORY or HONORS The Earliest Americans to Secession	US HISTORY of HONORS Civil War through WW I	US HISTORY or HONORS Jazz Age to the Present
<b>11<sup>TH</sup></b>	FUNDAMENTALS OF ECONOMICS OR HONORS	AMERICAN GOVERNMENT	INTERNATIONAL RELATIONS AND ECONOMIES
<b>12<sup>TH</sup></b>	HISTORY OF HAWAII	Elective	Elective
<b>ELEC.</b>	Comparative Religions, Contemporary World Crisis, Introduction to Psychology		

The discipline is divided into five areas 1) History; 2) Social organization; 3) Politics; 4) Economics; 5) Personal Values/Ethics.

**For graduation, all high school students are required to complete one year of both World History and United States History. In addition, they must also complete each of the following: History of Hawaii, Fundamentals of Economics, American Government and either International Relations & Economies or Contemporary World Crisis.**

**GRADE 6**

***World Geography: Tools of Social Studies***

This first trimester of a 3-trimester course introduces students to the process of academic inquiry as it relates to the study of geography. Students will explore human and physical geography as they examine the earth's natural features and the spread of people across diverse regions of the globe. Acquiring, organizing, and analyzing information in order to answer geographic questions, students will develop the skills and study habits required in the study of Social Studies. Focus will be on using different types of maps, discovering how information is displayed, understanding why a variety of different maps are used to represent the world, and investigating the early human settlement of each region. Working effectively in groups, practicing time management, taking efficient notes, and developing critical reading proficiency are all skills that will be introduced and utilized in the class.

***World Geography: The Americas and Europe***

This is the second part of a three -trimester course that explores concepts related to world geography, with specific focus on the Americas, Europe and Russia. Using skills learned in the first trimester, students will examine current geographic issues such as pollution, urban sprawl, consumption patterns, and spatial inequality. Throughout their investigation of these topics, they will continue to develop cultural awareness through the study of human and physical geography in the featured regions.

***World Geography: Africa, Asia and Oceania***

In the third and final trimester of this 3- trimester course, students will turn their attention to the study of geographic topics related to Africa, Asia; Australia, Oceania and Antarctica. Key questions addressed in this class will include the impact of diminishing oil and water resources, globalization, climate change and the ascendancy of women’s roles. Building on the skills learned in the first two trimesters, students will continue to develop cultural awareness as they ask and answer questions related to the human and physical geography in the highlighted regions of the world.

**GRADE 7**

***World History: Rise of Civilizations 1***

This first class in a 3-trimester course examines the rise of major civilizations in pre-history and proto-history throughout the world, covering the time period of 200,000 BCE to 600 BC. Beginning with the initial appearance of sedentary societies, the development of agriculture, and social stratification in the world’s first societies, students will learn to identify the defining characteristics of a “civilization”. In doing so they will explore and recognize early settlement patterns, and analyze the development of the various stages of a civilization. These characteristics will provide a framework from which to study the rise and development of the two ancient empires of Mesopotamia and Egypt. Polytheistic and monotheistic religions will also be introduced.

***World History: Rise of Civilizations 2***

This second segment in a three-trimester course spans the years from 600 BCE to 300 CE and continues the examination of the early settlement patterns as well as the rise of the world’s first major civilizations. In India, students will learn about empires such as the Mauryan, Gupta, Harappa and Mohen-jodaro and in China, the Shang, Zhou, Qin and Han dynasties, among others, will be explored. These golden eras of India and China will be investigated in terms of the conceptual definition of a civilization acquired in the first trimester of this course. As part of this historical survey, Hinduism, Buddhism, Confucianism, Daoism, and Legalism will be introduced.

***World History: Rise of Civilizations 3***

The final portion of this third 3-trimester course (approximately 550 BCE to 500 CE) begins with the study of the earliest developments of the Silk Road. Connecting the Han Chinese and Roman empires, this trade route linked the peoples of the East and West for more than a thousand years and provided a vibrant and enduring pathway for cross-cultural exchange. The course continues with an examination of the early settlement patterns and the rise of the ancient Greek and Roman empires. Students will analyze these empires in terms of the defining characteristics of a civilization developed and utilized in the first two trimesters of the course. Trade, the rise of Democracy and Christianity will also be introduced.

## GRADE 8

### ***World History: Expanding Networks of Encounter and Exchange***

This first class in a three-trimester course (550 CE – 1000CE) analyzes the European search for political, social, and cultural redefinition after the fall of Rome. Exploring the foundations of a new civilization in Western Christendom, students will learn about the coalescence of political and social order in Eurasia. The class will also investigate the causes and consequences of the rise of Islamic civilization in the 7th and 10th centuries, focusing on the emergence, expansion, and interactions between Islam and neighboring states.

### ***World History: Intensified Hemispheric Interactions***

In this second part of a three-trimester course (1000 CE – 1500 CE) students will examine the increased interactions in Afro-Eurasia and study the further development of the Eastern and Western hemispheres.

Students will further delve into topics such as China’s economic growth and its influence on neighboring states, Japan’s cultural developments, and Mongolian dominance in Asia. In addition, students will learn about European expansion to the Americas, the political and cultural aspects of indigenous Americans, and the impact on Native American society by Spanish conquests.

### ***World History: The Emergence of the First Great Global Age***

This third class in a three-trimester course examines the acceleration of change in the way people lived, worked, and thought throughout the world during the years of 1450 to 1770 CE. Students will identify key periods in European history, such as the Renaissance, Reformation, Scientific Revolution, and Enlightenment, and learn about the philosophies and practices generated during these periods. The course goes on to chronicle and investigate the influence of Europeans on the world at large including the demographic, social, and cultural consequences of European expansion as well as the process and result of globalization in Afro-Eurasia.

## GRADE 9

### ***World History: An Age of Revolutions***

This first part of a three trimester course covers the period of 1750-1914, an era of bewildering change in innumerable contexts and situations around the world. Three overarching and interrelated developments constitute the focus of study for the class: the democratic revolution, the industrial revolution, and the establishment of European dominance over most of the world. Students will examine the American and French revolutions and their far-reaching impact on global affairs, the application of mechanical power in production and distribution of goods, and by 1900, European control over much of the world.

### ***World History: The Modern World in Crisis***

Encompassing the years 1900-1945, this second part of this three -trimester class looks at technological advancements of the industrial revolution, the different expressions and realizations of these advancements, and their contribution to the growing complexity and unpredictability of human affairs throughout the world. Students will learn the ways in which certain people of the world became more interconnected and how this enabled global integration to move forward during this period. Yet in other regions, students will discover that as economic and territorial rivalries among nations became harsher, division and conflict multiplied. Large quantities of lethal weapons were produced, and people rose up against autocratic governments across the globe contributing to this new social and political dynamic. Among the many turbulent trends of the era, students will concentrate their efforts to learn about two major types of development, global warfare and revolution.

### ***World History: Accelerating Global Change***

The era after World War II has been one of tensions, paradoxes, and contradictory trends, all of which are explored in this final segment of this three-trimester course (1945 to the present). Students will examine various



aspects of the modern world, including democracy and tyranny, war and peace, global links and local identities. Topics of special focus include the development of new sovereign states after World War II, the breakup of the Soviet Union, nationalism, the Cold War, decolonization, and the revolution of global communication in the 20th century.

## GRADE 10

### ***United States History: The Earliest Americans to Secession.***

This is the first trimester of a three trimester course that explores the events, people, and activities that have created the United States of America. It begins with a geographical, demographic, economic, and political “snap-shot” of the nation today. The question is, “How exactly did the United States arrive at this point in its history?” Beginning with the earliest evidence of civilization in North America, students will learn about the country’s evolution as the first truly democratic government and the risks facing the new nation. During the latter part of the trimester, the development of the West and issues of slavery bring the students up to the secession of South Carolina in 1860.

### ***Honors United States History: The Earliest Americans to Secession.***

A comprehensive overview of the development of our country, this is the first trimester of a three trimester course that considers the events, people and activities that have shaped our nation. Making extensive use of primary source documentation, students will develop analytical and conceptualization skills as they relate to the story of America, beginning with the earliest evidence of civilization in North America. The evolution of democracy and the risks related to this experiment are key topics during the first part of the course; in the latter part of the trimester, the emphasis shifts to the development of the West and issues relating to slavery, up to the secession of South Carolina in 1861. The overarching goal of the course is the development of analytical and critical thinking skills. Considerable reading and analysis are required for this course.

### ***United States History: From the Civil War to World War I.***

This is the second trimester of a three trimester course that explores the events, people, and activities that have created the United States of America as it exists today. Beginning with what many consider to be the most horrific and defining event in America’s history, the Civil War, trimester two examines the specifics relating to the destruction of the South and issues the country faced in the aftermath of the conflict. The defeat of the Native Americans, closing the Frontier, the rise of big business, the development of unions and Progressivism are major topics covered during trimester 2. The course concludes with President’s Wilson’s quest to “make the world safe for democracy” and American involvement in World War I. As part of their Sophomore Project, research for a US History Position Paper will commence.

### ***Honors United States History: From the Civil War to World War I.***

A rigorous study of the events bookmarked by the horrors of two wars, trimester 2 begins with an examination of the social, political and economic issues that gripped the nation as a result of the tragedy of the Civil War and its tumultuous aftermath. Students will analyze social, economic and political events leading up to the turn of the century, including relevant Supreme Court decisions, with the goal of developing critical thinking skills. The course concludes with President’s Wilson’s quest to “make the world safe for democracy” and American involvement in World War I. Several small research projects will be completed and, as part of their Sophomore Project, research for a US History Position Paper will commence. Considerable reading skills will be necessary for the course.

***United States History: From the Jazz Age to the Present.***

This is the third and last trimester of a three-trimester course that explores the events, people, and activities that have created the United States of America as it exists today. Modernization in the 1920s begins the contemporary study, giving way to the Great Depression, World War II, and the Cold War, followed by the Civil Rights Movement, Vietnam and the confrontational 1960s. The final phase of the course explores issues related to oil, economic development, 9/11, the Great Recession and American's first black president, Barack Obama. As part of the Sophomore Project, students will complete a US History Position Paper and participate in a Round Table Discussion with their peers.

***Honors United States History: From the Jazz Age to the Present.***

Implementing an analytical approach to more recent issues in American history, students examine topics such as modernization, the Great Depression, World War II, and the Cold War, followed by the Civil Rights Movement, Vietnam and the confrontational 1960s. In the final phase of the course students consider issues related to oil as scarce resource, economic development, 9/11, the Great Recession and American's first black president, Barack Obama. As part of the Sophomore Project, students will complete a US History Position Paper and participate in a Round Table Discussion with their peers. Considerable reading skills will be necessary for the course.

## **GRADE 11**

***Fundamentals of Economics***

Economics is a one trimester course that introduces students to the concepts of personal finance, investing, micro- and macro-economics. The course begins with a comprehensive survey of personal finance, where students will learn about budgeting, savings, loans, insurance, taxes, and personal credit by creating a fictional family of four and devising a household budget for them. As part of the budgeting exercise, students will also learn about investing, stocks, mutual funds, bonds, and other basic investment instruments. Using the understanding of personal finance and investments as a backdrop, the focus of the course then shifts to micro- and macroeconomics. In microeconomics, concepts related to the world of markets, different types of economies and businesses are presented. In macroeconomics, we will learn about our national economy by examining both fiscal and monetary policy.

***Honors Economics***

One-trimester in duration, this course is a rigorous examination of the fundamental concepts of personal finance, investing, macro- and micro-economics. Beginning with personal finance, the students will create a household budget for a fictitious family of four. As part of this project, students will acquire spreadsheet skills and conduct online research to learn about different sources of income, investing, savings, loans, insurance, taxes, mortgages and other expenses. The area of investing will include topics on banking, stocks, bonds, 401(k) s and mutual funds as well as concepts such as diversification return on equity and investment (ROE, ROI), initial public offerings (IPOs) and bankruptcy. The area of investing will also include survey topics such as a condensed history of capitalism, Wall Street and the role of Glass-Steagall. In micro-economics, students will learn about markets, their different segments and the decisions of companies regarding the allocation of limited resources. As part of this area, students will create a research project on a Fortune 500 company. Macro-economics looks at the economy as a whole, as well as fiscal and monetary policies, and will utilize a problem-solving approach to understanding these concepts. Considerable reading is required for this class.

***American Government***

Investigates the structure and function of federal, state, and local governments. Students review responsibilities and procedures of the U.S. Congress, the Executive Branch, the Supreme Court, and the federal judiciary. In addition, students study the Hawaii State Legislature, the Office of the Governor and its executive agencies, and

the courts and judicial system of Hawaii. Also noted are the Office of the Mayor and County Council of Kauai. Materials provided by the instructor.

### ***International Relations and Economies***

*International Relations and Economies* considers countries and economies at the international level. No government or economy functions in isolation and an understanding of the basic elements of world commerce and international relations are critical for the success of nations and individuals. This course studies U.S. foreign policy and diplomacy and investigates international organizations including the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization. Students will examine world markets for goods and services, international trade regulations, international debt, multinational corporations, non-government organizations (NGOs), interest groups, international law and enforcement, and treaties.

## **GRADE 12**

### ***History of Hawaii***

Examines modern Hawaii as a democratic and ethnically diverse society, economically dependent on tourism and the military. Shows how Polynesian origins reflect a self-sufficient and culturally rich lifestyle. Drastic changes came about with the arrival of foreign powers in 1778. All the islands were united under Kamehameha I and his lineage; at the same time, diseases brought by the Europeans began to take a drastic toll on the native population. At Kamehameha's death, in 1819, the traditional Hawaiian religion was overthrown. Then Christian missionaries arrived, and they and their progeny exerted increasingly powerful political and cultural influence. Constitutions were written limiting the power of Hawaiian royalty. The land system changed from a communal system to private ownership. First sugar and later pineapple became the dominant products of the economy. Laborers, predominantly from China, Japan, Portugal, and the Philippines, were imported to harvest the fields. Eventually a struggle for control between the sugar planters and Queen Liliuokalani led to her being overthrown, in 1893, and the establishment of the Republic of Hawaii. It was annexed to the United States in 1898 and remained a territory until becoming the 50<sup>th</sup> state of the Union, in 1959. Resources: *Hawaii and Its People*, by A. Grove Day; *A Hawaiian Reader*, Volume I, by A. Grove Day, et al.

## **ELECTIVES**

### ***Contemporary World Crisis***

On any given day, our headlines are littered with the latest news and analysis of crises throughout the world. Although these can vary in category from extreme weather changes to political upheaval to warnings of pandemics, each one presents a separate challenge in terms of how to manage its effects, minimize its threat or even prevent its onset. This course will be a hands-on survey of the major critical international issues of our time and the possible responses to them.

### ***Introduction to Psychology***

A one trimester overview of the basic elements of the field of psychology. Psychology is an empirical examination of human behavior based in scientific observation, research, and experimentation. Its goals are to describe behavior, understand its causes, predict its occurrences, and control the conditions that affect it. Students will examine key areas: physiology of sensation and perception, brain function, conditioning and learning, memory, and motivation and emotion. The course requires considerable reading, critical thinking, and active participation. Text: Dennis Coon, *Psychology: A Journey*, 2nd Edition.

### ***Comparative Religions***

A survey of major world religions concentrating on questions of why they exist, how they are structured, and what their basic tenets and practices are. Students build a paradigm to compare and contrast religions under study, develop criteria for evaluating belief systems, distinguish religious thought from that of science and

philosophy, see the relationship of natural to supernatural phenomena, and apply the foregoing information to the study of a cult of their choosing. In the process they should better understand the role of religion in society and the effects of particular beliefs upon personal and collective outlooks and behaviors. Resource: *The World's Religions: Our Great Wisdom Tradition*, by Huston Smith.

**TECHNOLOGY**. Refers to ESLR #10 Students are to be proficient and responsible in the use of technology.

***Please Note: Students are expected to demonstrate knowledge and proficiency in the following areas by the time they complete eighth grade:***

- *Demonstration of basic knowledge of most commonly used software applications.*
- *Understanding about how to use the Internet for research.*
- *Adherence to all safety and security guidelines related to usage of computers and tech/media equipment.*

**These are to be satisfied through testing. Arrangements are to be made with the computer instructor. After eighth grade, students deficient in any of the above areas will be offered workshops to obtain the knowledge and skills. Enrollment in other technology courses is dependent upon the successful passing of each of the above areas.**

***Middle School Digital Media (one trimester enrichment class)***

Students learn the fundamentals of video production, from developing an initial concept to storyboarding, writing, scripts, filming, and editing. They will provide newscast videos for Middle School meetings and have the opportunity to participate in STN, Student Television Network, contests. Students will create a website portfolio to showcase their work.

***High School Robotics (three one-trimester courses)***

High school students compete in “First Tech Challenge” (FTC) program during the first trimester. Students will be traveling to Oahu at the end of the first trimester to participate in the FTC tournament. During the second trimester students will work on the “First Robotics” (FIRST) program. During the third trimester students will work on the underwater ROV robotics program. They learn basic mechanical skills and computer software programming skills using the “C” language through which they program and operate the robots. In addition, students solve problems, work together, and manage their time. The students working in “First Robotics” are mentored by engineers from corporate sponsors. Students may take this with instructor approval.

***Yearbook (year-long course)***

Students on the yearbook staff choose a theme and design the layout for the school yearbook. Students use publishing software to produce this book, including desktop publishing and photo editing. Both digital and scanned images are used and modified using specified standards. Students take photographs, design and layout pages, write copy, sell advertising and edit pages.

***Video Production***

Students learn the fundamentals of digital video production and have an opportunity to share their work with various audiences. Other activities include school promotions and documentaries of school events. Students learn fundamentals of video production, from developing an initial concept to storyboarding, writing scripts, filming, and editing.

### ***Computer Science in the Modern World (three one-trimester courses)***

Students acquire a fundamental understanding of the operation of computers and computer networks. Also, they create programs using simple algorithms and develop web pages that include images, sound, and text. Through this, they acquire a working knowledge of the Internet and of common formats for data transmission, and gain insights into the design of the human-computer interface. In addition, students consider career possibilities in computers and discuss ethical issues relating to computers and their usage. The three trimesters are divided into three primary areas of study: 1) Programming using Python 2) Web Design 3) 3D printing and design.

### ***Digital Media***

The focus is on creating web and digital video media for Island School. Students shoot, edit and produce stories to be aired on PBS Hawaii's *Hiki No*, the nation's first student-led news network. In addition, they create and sell DVD's of school events such as May Day and choral concerts. In this process, students become competent in using industry standard software such as Final Cut and the Adobe Suite.

### ***Digital Photography***

Students learn how to use a DSLR camera. They will capture photos using a variety of aesthetic and technical techniques. Topics include shot composition, exposure triangle (Aperture, ISO, Shutter Speed), and lighting. \* Course requirements: DSLR Camera

### ***Graphic Design***

This class teaches the elements, principles, and theories of graphic design. Students will learn to create visually appealing web and print designs by considering layout, typography, color basics, and images and illustrations. This class will help the school by creating posters and other print material for events.

## **ATHLETICS**

Island School is a member of the ***Kauai Interscholastic Federation (KIF)***. Our athletes regularly compete in scheduled events and are expected to follow all KIF rules and regulations. Teams to be fielded for 2016-17 are projected as follows:

### **FALL SPORTS (1<sup>st</sup> Trimester)**

- \* Air Riflery (Boys & Girls)
- \* Cross Country (Boys & Girls)
- \* Volleyball (Girls)

### **WINTER SPORTS (2<sup>nd</sup> Trimester)**

- \* Swimming (Boys & Girls)
- \* Exhibition Basketball (Boys & Girls)
- \* Varsity Soccer (Boys & Girls)
- \* Wrestling (Boys & Girls)

### **SPRING SPORTS (3<sup>rd</sup> Trimester)**

- \* Golf (Boys & Girls)
- \* Tennis (Boys & Girls)
- \* Track (Boys & Girls)
- \* Volleyball (Boys)

**Letters and Jackets**

**Varsity letters** are awarded to athletes under the following conditions: (1) participates in all competitions; and (2) does not miss more than 5 practices. Students who complete a minimum of three varsity sports in the course of one academic year may be eligible for a letter jacket. **Commitment, dedication, discipline, and sportsmanship** are qualities that Island School athletes are expected to demonstrate. Students may still be eligible for a letter and/or letter jacket under unusual circumstances subject to the approval of the athletic department. The student athlete is required to fill out a waiver and application to support the special circumstance. This needs to be given to the athletic director for a decision to be made by the athletic committee.

**Eligibility**

In accordance with KIF rules, to be eligible to compete in any event, a student must have practiced for a minimum of 10 days prior to the competition, have been in classes at least ½ day the day of the event, maintain a **minimum grade-point average of 2.0** during the trimesters of the sport and have a **satisfactory conduct record**. In addition, *each year* student athletes are required to obtain a **physical examination** certifying their good health and ability to withstand the rigors of sports in which they participate.

**Substitution for PE Credit**

Participation in competitive athletics may be substituted for required PE credits at .3 credits per sport. At the end of the season the credit will be reviewed by the coach and athletic director to see that standards have been met.

***ACADEMIC POLICIES AND PRACTICES***

**SCHEDULE CHANGES** including withdrawals. As long as there is good cause and space elsewhere, schedule changes are to be made ***during the first week of each trimester***. Generally, changes will not be allowed after this time. All requests for changes must be cleared with the administration. A change of course form is available in the office.

**GRADING** – There are two kinds of grades 1) achievement; 2) citizenship. They are not the same. Achievement reflects the degree to which the student has mastered the content of a course. Citizenship means behavior, i.e., the attentiveness, industry, and courtesy of the student, to fellow students as well as to the teacher. “E” = Excellent, “S” = Satisfactory, “U” = Unsatisfactory. Any student receiving a “U” in conduct for any class will not be eligible for honors designation. In short, students should show respect for self, for others, and for the equipment and facilities.

Grades for achievement are as follows:

GRADE	POINTS	GRADE	POINTS
A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

- **GRADE POINT AVERAGE** (applies to high school students and those taking high school level courses). For each trimester class satisfactorily completed, the student earns .33 credits; a year course (3 trimesters) counts as 1.0 credit. Year courses (e.g., algebra I) fulfill core requirements for graduation ***only*** if the **full course** has been satisfactorily completed. Partially completed year courses will be given credit as electives.

To calculate the grade-point average, multiply the number of credits by the letter-grade points for each course; next, in two columns, add the total number of credits and the total number of calculated points, respectively; then divide the total calculated points by the total credits. The result is the grade-point average. On the trimester report card, this is figured for the student on a trimester basis. The student's Island School cumulative GPA starts in the freshman year and is calculated on the student's transcript.

- **OTHER GRADING MARKS**

- **CREDIT/NO-CREDIT.** Some courses are graded on a credit/no-credit basis. A credit means that the course has been satisfactorily completed. Credit/No-Credit courses are not included in calculating grade-point averages;
- **INC-**Stands for incomplete. It means the student has not completed work upon which the grade is based.

**NOTE: Incomplete work must be completed and submitted to the teacher within two weeks after the end of the grading period. If this is not done, unfinished assignments will be recorded as "F" and averaged with completed assignments to determine the student's grade.**

- **EXT.** This stands for extension. It *requires administrative approval* and is granted when the student needs more than two weeks to complete the course requirements. Extensions may be granted in situations where there has been extended illness, serious injury, a family emergency, or similar unplanned events.

**NOTE: Students granted an extension will be expected to complete their work in a specified time period, to be arranged with the teacher when the extension is granted. If the work is not completed in this time period, unfinished assignments will be recorded as "F" and averaged with completed assignments to determine the student's grade.**

- **W.** This stands for withdrawal. It means that a student has withdrawn from a course and will not be given a grade or receive credit for the course;
- **ME.** This stands for medical excuse. It indicates that a student was unable to complete the course due to medical disability.

**REPORTS** - Formal Reports are made at the end of each trimester. Teacher comments usually accompany these reports. Exceptions are made when conferences with parents are scheduled. Mid-Term Reports are provided at the mid-point of each trimester.

Parent Conferences are scheduled twice a year. These are brief (usually fifteen minutes per teacher) and are intended to keep parents informed of the student's progress. Students are invited to attend these conferences with their parents. As needed, longer conferences may be scheduled at the request of teachers and/or administrators and/or parents and students.

**HONORS** – Each trimester, students whose unweighted grade point average for the trimester is 3.0 or higher, with no grade lower than a C-, and whose conduct has been satisfactory (i.e., no "U's") receive awards as indicated below:

- Head of School List – GPA of 3.75 and above
- High Honor Roll – GPA of 3.33 to 3.74
- Honor Roll – GPA of 3.00 to 3.32

**AWARDS AT GRADUATION** – There are several awards for which graduating seniors are eligible:

- Board of Directors Award – Presented to the senior who over the entire high school years has consistently demonstrated scholarship, leadership, and concern for others.
- Head of School Award – Presented to the student who has distinguished himself or herself in academics over the course of his or her high school career; also, one who has gone beyond expectations in community service and has taken advantage of opportunities of the institution.
- Founders' Spirit Award – Comes from the seven women who started Island School and recognizes traits essential to achieving the vision of the founders. These traits are caring about others; being creative and inspiring, committed, and a team player; being persistent in the face of disappointments; having a sense of good will and humor.
- Sons and Daughters of Island School – Recognizes longevity, the students who have been at Island School the longest.
- Scholar Athlete Award – Sponsored by Island School's Booster Club, the Scholar Athlete Award recognizes an individual who has participated in Island School athletics and at the same time has demonstrated his or her abilities as a scholar.
- Voyager Artist Award – Presented to the senior who has distinguished himself or herself in one or more areas of artistic pursuit (Hawaiian Studies, Music, Theatre Arts, or Visual Arts) and made notable artistic contributions to the Island School community.



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	Sun	Mon	Tues	Wed	Thurs	Fri	Sat		Sun	Mon	Tues	Wed	Thurs	Fri	Sat
July	3	4 4th of July	5	6	7	8	9		1	2	3	4	5 R	6 V	7
	10	11	12	13 Online Bookstore Opens	14	15	16		8	9 O	10 Y	11 A	12 G	13 E	14
	17	18	19	20	21	22	23		15	16 ML King	17 R	18 V	19 O	20 Y	21
	24	25	26	27	28	29	30		22	23 A	24 G	25 E	26 R	27 IS B-day	28 SAT
August	31	1	2	3	4	5	6		29	30 V	31 O	1 Y	2 A	3 G	4
	7	8	9	10	11	12	13		5	6 E	7 R	8 V	9 O	10 Y	11 ACT
	14	15	16	17 9-12 Orientation	18 PK-8 Orientation	19	20		12	13 A	14 G	15 E	16 R	17 V	18
	21	22 V TRI 1 Elem Assessment	23 O	24 Y	25 A	26 G	27		19	20 Pres Day	21 O	22 Y	23 A	24 G	25
September	28 KFBF	29 E	30 R	31 V	1 R	2 V	3		26	27 E	28	1	2	3	5th gr Play
	4	5 Labor Day	6 O	7 Y	8 A	9 G	10 ACT		5	6 Teach Work Day	7 R	8 V	9 O	10 Y	11
	11	12 E	13 R	14 V Picture Day	15 O	16 Y	17		12	13 A	14 G	15 E	16 R	17 V	18
	18	19 A	20 G	21 E	22 R	23 V	24		19	20 O	21 Y	22 A	23 G	24 E	25
	25	26 O	27 Y	28 A	29 G	30 E	1 SAT		26	27	28	29	30	31	1
October	2	3 MS/HS Retreat	4	5 O	6 Y	7 A	8		2	3 R	4 V	5 O	6 Y	7 A	8 ACT
	9	10	11	12	13	14	15		9	10 G	11 E	12 R	13 V	14 Good Friday	15
	16	17 G	18 E	19 R	20 V	21 O	22 ACT		16	17 O	18 Y	19 A	20 G	21 E	22
	23	24 Y	25 A	26 G	27 E	28 Art Day	29		23	24 R	25 V	26 O	27 Y	28 A	29
November	30	31 R	1 V	2 O	3 Y	4 A	5 SAT HS Play		30	1 G	2 E	3 R	4 V	5 O	6 SAT
	6 HS Play	7 G	8 E	9 R	10 V	11 Vet Day	12		7	8 Y	9 A	10 G	11 E	12 May Day	13
	13	14 O	15	16	17	18	19		14	15 R	16 V	17 O	18 Y	19 A	20 MS Play
	20	21	22	23	24	25	26		21	22 G	23 E	24 R	25 V	26 Finales	27
	27	28 Y TRI 2	29 A	30 G	1 E	2 R	3 SAT		28	29 Mem Day	30	31	1	2 Grad Prac Beach Blast	3 SAT Graduation
December	4	5 V	6 O	7 Y	8 A	9 G	10 ACT		4	5	6	7	8	9 KAM Day Obs	10 ACT
	11	12 E	13 R	14 V	15 O	16 Y	17		11 KAM Day	12	13	14	15	16	17
	18	19 A	20 G	21 E	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	1

Instructional Days = 173