Island School

Curriculum Guide
2021-2022
Grades 6-12

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Island School’s mission:
Educating the mind, inspiring the heart. Preparing Kauai’s youth to lead lives of significance.

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

August 2021
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 into two semesters, as shown below. Each semester contains two quarters, for a total of four quarters throughout the year.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 9th, 2021</td>
<td>December 17th, 2021</td>
</tr>
<tr>
<td>2</td>
<td>January 5th, 2022</td>
<td>May 27th, 2022</td>
</tr>
</tbody>
</table>

During the year there are three extended breaks of a week or longer – Autumn Break (October 11th to October 15th), Winter Break (December 20th to January 4th), and Spring Break (March 14th to March 18th).

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 mission is:
*Educating the mind, inspiring the heart. Preparing Kauai’s youth to lead lives of significance.*

There are thirteen *Expected Schoolwide Learning Results (ESLRs)*, as follows:

<table>
<thead>
<tr>
<th>ESLR Students are to . . .</th>
<th>Students will know . . .</th>
<th>Students will be able to . . .</th>
<th>Students will value . . .</th>
</tr>
</thead>
</table>
| 1. Read, write, listen, and present with understanding and effectiveness. | • Rules of grammar and composition.  
• Different genre and styles of literature.  
• How to listen.  
• Varieties of presentations used to inform, persuade, and entertain. | • Write clearly and effectively for different audiences.  
• Read with understanding and enjoyment.  
• Demonstrate listening skills.  
• Make an effective presentation using a variety of media. | • Good writing.  
• Literature that informs, persuades and entertains.  
• Listening as a social and communicative skill.  
• Multi-faceted possibilities of making presentations. |

2. Be able to communicate in a second language and appreciate a foreign culture.

<table>
<thead>
<tr>
<th>ESLR Students are to . . .</th>
<th>Students will know . . .</th>
<th>Students will be able to . . .</th>
<th>Students will value . . .</th>
</tr>
</thead>
</table>
| 2. Be able to communicate in a second language and appreciate a foreign culture. | • Basic vocabulary and structure of a second language as well as major elements of the culture reflected in the language. | • Carry on an informal conversation with a native or near-native speaker.  
• Read and write in the language. | • Contributions and unique aspects of other languages and cultures. |

3. Solve problems and make decisions systematically, using logic and mathematics.

<table>
<thead>
<tr>
<th>ESLR Students are to . . .</th>
<th>Students will know . . .</th>
<th>Students will be able to . . .</th>
<th>Students will value . . .</th>
</tr>
</thead>
</table>
| 3. Solve problems and make decisions systematically, using logic and mathematics. | • Conceptual understanding of numbers.  
• Arithmetic and mental math.  
• Basic operations -- addition, subtraction, multiplication, division on all numbers including decimals, fractions, and integers.  
• Geometric relationships.  
• Applications of math in various disciplines and real-world situations. | • Reason deductively and inductively.  
• Solve problems using mathematics.  
• Symbolically represent word problems.  
• Think algebraically.  
• Apply correct mathematical reasoning to other disciplines.  
• Read, interpret, and produce graphs. | • The ability to think critically, including the use of logical, sequential thought and reasoning as a means of solving problems.  
• The place of mathematics in society. |

4. Recognize, value, and experience techniques and works related to the visual arts.

<table>
<thead>
<tr>
<th>ESLR Students are to . . .</th>
<th>Students will know . . .</th>
<th>Students will be able to . . .</th>
<th>Students will value . . .</th>
</tr>
</thead>
</table>
| 4. Recognize, value, and experience techniques and works related to the visual arts. | • Elements of art;  
• Various uses of art (function);  
• Relationship of art to culture;  
• Relationship of form to feelings in visual representations/creations. | • Use various media to convey their ideas and feelings, from concrete to abstract;  
• Recognize different historical periods and styles of art;  
• Use the elements of art to analyze specific works. | • The rich storehouse and variety of artistic expressions;  
• Skills and imagination of artists;  
• Themselves as creators of art;  
• The relationship of expression to feelings as being central to an aesthetic experience. |
<table>
<thead>
<tr>
<th>ESLR Students are to . . .</th>
<th>Students will know . . .</th>
<th>Students will be able to . . .</th>
<th>Students will value . . .</th>
</tr>
</thead>
</table>
| 5. Know factors important to physical, mental, and social health and how these relate to quality of life. | • Ways to evaluate their level of fitness and design and implement a personal fitness program.  
  • Several recreational sports and games enriching to their lives.  
  • Purposes and factors of nutrition.  
  • Healthy practices regarding their sexuality. | • Determine what constitutes a healthy lifestyle.  
  • Participate in at least one life-time physical activity or sport.  
  • Strengthen their physical skills.  
  • Identify consequences of various choices regarding their sexuality. | • Importance of personal fitness, skill development, and maintaining a healthy lifestyle.  
  • Teamwork.  
  • Good Sportsmanship.  
  • Enjoyment of games and sports.  
  • Overcoming adversity. |
| 6. Appreciate and participate in musical experiences, aware of varieties and uses of different musical techniques and expressions. | • Elements of music and how these affect human emotions;  
  • Styles of music, from Baroque to Modern, classical to jazz, and popular forms;  
  • Different genre, including ballet, musical shows, opera, etc. | • Explain why they like or don’t like particular selections or styles;  
  • Sing in a group;  
  • Distinguish among various kinds of musical expressions;  
  • Respond emotionally to musical techniques. | • Music as a unique and enjoyable experience. |
| 7. Understand and accept responsibilities as citizens in a global society and affirm principles and practices of democracy. | • Basic manners and the rationale for these;  
  • Why and how societies are organized and governed;  
  • Humans as social creatures, meaning that they learn from as well as contribute to others;  
  • Strategies for dealing with conflict. | • Practice courteous behaviors;  
  • Analyze different societies;  
  • Participate in group activities;  
  • Resolve conflicts and learn from the experience;  
  • Explain benefits and drawbacks of a democratic society in comparison with other forms of government. | • Manners as an important facet of civilization;  
  • Diversity as enriching to the larger tapestry of humankind;  
  • Contributions of various individuals to the betterment of the whole;  
  • Tolerance and nonviolence;  
  • Democratic forms of governance. |
| 8. Clarify personal values and assume responsibility for choices. | • Various traditions/approaches to making sense out of life;  
  • Career options available to them;  
  • “Opportunity Costs” and the relationship of choices to consequences;  
  • Purposes and practices of reflection. | • Define their values, indicating their benefit to self and others;  
  • Select career options appropriate to their interests and abilities;  
  • Take time for introspection – i.e., productively use solitude. | • Worth of self and others as individuals;  
  • Opportunities for making choices;  
  • Work as a central activity of humans;  
  • Reflection. |
<table>
<thead>
<tr>
<th>ESLR Students are to . . .</th>
<th>Students will know . . .</th>
<th>Students will be able to . . .</th>
<th>Students will value . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Observe and describe phenomena, make inferences, and develop and test hypotheses designed to explain observations.</td>
<td>• Purposes and steps of the scientific method.</td>
<td>• Apply the scientific method as a means of solving problems and making decisions.</td>
<td>• An objective approach to understanding the world.</td>
</tr>
<tr>
<td></td>
<td>• Physiology and morphology of biological taxonomies.</td>
<td>• Relate form and function from the molecular scale through ecosystems.</td>
<td>• Evolution as a fundamental premise to explain current condition of life.</td>
</tr>
<tr>
<td></td>
<td>• Physical laws governing our physical and chemical world.</td>
<td>• Develop and apply physical laws to predict changes in mechanical, chemical, and ecological systems.</td>
<td>• Qualitative and quantitative expressions relating properties of our physical world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The role of science in shaping our society and its future.</td>
</tr>
<tr>
<td>10. Be proficient and responsible in use of technology.</td>
<td>• How computers work.</td>
<td>• Explain basic units and uses of the computer.</td>
<td>• Advantages that computers bring to information processing.</td>
</tr>
<tr>
<td></td>
<td>• Keyboarding as a basic skill in using the technology.</td>
<td>• Type using the touch-type method at 20 words per minute.</td>
<td>• Systematic approach to using the keyboard.</td>
</tr>
<tr>
<td></td>
<td>• Various programs (e.g., word processing, spreadsheet, data management, graphing, etc.).</td>
<td>• Apply various computer programs to specific situations and problems.</td>
<td>• Computer as a tool.</td>
</tr>
<tr>
<td></td>
<td>• Network ethics and applications.</td>
<td></td>
<td>• The impact of technology on society.</td>
</tr>
<tr>
<td>11. Demonstrate qualities of leadership, perseverance, commitment, and loyalty.</td>
<td>• Personal attributes that affect success in the workplace and the larger society.</td>
<td>• Analyze their own behavior in relation to these attributes.</td>
<td>• Respect for self, others, and the environment.</td>
</tr>
<tr>
<td></td>
<td>• Various approaches to time management, study skills, etc.</td>
<td>• Manage their time effectively.</td>
<td>• Work ethic and the importance of reputations.</td>
</tr>
<tr>
<td>12. Accept responsibility for contributing to the health of the environment and living things and be proficient in skills that support this.</td>
<td>• How and why choices they make help or hinder the environment as a whole.</td>
<td>• Assess the effects of human behavior on the health of the planet.</td>
<td>• Their own responsibilities in maintaining and enhancing the environment.</td>
</tr>
<tr>
<td></td>
<td>• Basic concepts of ecology and environmental science.</td>
<td>• Design and pursue activities in support of a healthy environment;</td>
<td>• The natural environment and living things, whether or not these are directly useful to humans</td>
</tr>
<tr>
<td></td>
<td>• Limitations of resources supporting the quality of human life.</td>
<td>• Analyze various aspects of an ecological system, noting imbalances and offering alternative ways to address these.</td>
<td>• Skills, activities and life choices that support a healthy environment.</td>
</tr>
<tr>
<td></td>
<td>• The role of scientific inquiry in maximizing the health of both humans and the biosphere.</td>
<td>• Operate and maintain systems to meet human needs for food, energy, and waste disposal in environmentally responsible ways.</td>
<td>• Science as a tool for evaluating the validity and importance of data and for informing life choices.</td>
</tr>
</tbody>
</table>
| 13. Perform in a theatrical event before an audience, demonstrate confidence and acting technique/ability, and take direction. | ● How to prepare for a role in a production or a performance.  
● The different areas and functions of Artistic and technical Theater and the roles, relationships, and responsibilities of the production team.  
● Basic stage positions, directions, and acting/technical terminology.  
● How to read, analyze, and score a script.  
● Various acting techniques and methods including those of: Stanislavski, Meisner, Adler, Spolin, & Hagen. | ● Create a believable character from scripts and improvisation intended for performance.  
● Listen and maintain focus and manage time effectively  
● Perform with vocal inflection, projection, clear articulation, and well-paced lines.  
● Memorize lines, cues, and blocking effectively.  
● Use criteria to evaluate and make suggestions for improvement for their own and the work of their peers.  
● Seek and accept constructive criticism of their own work.  
● Contribute successfully to an ensemble  
● Demonstrate the ability to take positive performance risks and to solve problems, individually or collaboratively.  
● Demonstrate appropriate audience manners. | ● Theater Arts as a means of self expression and as an opportunity to experience the diversity of being human.  
● That the function of Theater is to entertain, teach, elicit change, and enlighten.  
● That acting is an art form that is intentional and requires dedicated work and technique.  
● Attending a good performance.  
● Collaboration and the unified nature of Theater.  
● Theater skills as a basis for communication and presentation. |
### 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:

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>REFER TO ESLR</th>
<th>ORGANIZATION OF THE DISCIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>1</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>7, 8, 11</td>
<td>History</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3</td>
<td>Facts and Algorithms</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>9, 12</td>
<td>Physical Science</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>10</td>
<td>Operating – starting up, file management, digital citizenship, etc. Troubleshooting – i.e. Maintenance and repair of equipment on campus.</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>4</td>
<td>Production</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>6</td>
<td>Human Voice and Vocal Expression</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>5</td>
<td>Health (Physical and Mental; Personal and Communal)</td>
</tr>
<tr>
<td><strong>Hawaiian Studies</strong></td>
<td>2, 6</td>
<td>Ethnicity and Culture</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>2</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>Theater Arts</strong></td>
<td>13</td>
<td>Preparation</td>
</tr>
</tbody>
</table>
**REQUIREMENTS FOR GRADUATION**

The 2019-20 school year is divided into two sections of about eighteen weeks each, called semesters.

Students are expected to take a full course load each semester. In other words, to graduate with a diploma from Island School a student must have earned a minimum of **24 high-school credits**. 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 semester course receives 0.5 credits and a yearlong course is 1.0 credit, as indicated below:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NUMBER OF REQUIRED SEMESTERS</th>
<th>TOTAL CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>World Languages (Spanish or Chinese)</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Junior Counseling</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Senior Capstone/College Counseling</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>48</strong></td>
<td><strong>24.0</strong></td>
</tr>
</tbody>
</table>

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 MS/HS Retreats, the Birthday Celebration, Learning Voyages, May Day, and field trips.
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.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td>English 9</td>
<td>English 9</td>
</tr>
<tr>
<td>Modern World History</td>
<td>Modern World History</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Spanish I</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Physical Science, Biology, or Honors Biology</td>
<td>Physical Science, Biology or Honors Biology</td>
</tr>
<tr>
<td>Theater Arts or PE*</td>
<td>Ceramics or PE*</td>
</tr>
<tr>
<td>11TH GRADE</td>
<td>12TH GRADE</td>
</tr>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td>English 11/12 or AP English**</td>
<td>English 11/12 or AP English**</td>
</tr>
<tr>
<td>US History or AP/Honors US History</td>
<td>US History or AP/Honors US History</td>
</tr>
<tr>
<td>Spanish III or Honors Chinese III or IV/V</td>
<td>Spanish III or Honors Chinese III or IV/V</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Physics or Honors Physics</td>
<td>Physics or Honors Physics</td>
</tr>
<tr>
<td>Elective</td>
<td>Junior Counseling</td>
</tr>
</tbody>
</table>

*After School Sports can count towards Physical Education requirements throughout high school.

**2021-2022 English 11/12 will be Language and Composition and 2022-2023 English 11/12 will be Literature 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 3:00 p.m. See the Student/Parent Handbook for a description of the daily schedule.

SENIOR Capstone

Senior Capstone is a culminating experience for Island School seniors. They conduct a research intensive independent study encompassing math, science, the humanities, and/or the arts. In other words, each senior examines a topic or issue of importance to them and to the community. This is done under the guidance of a faculty member and may also include a community advisor. To assist with preparation, each senior receives instruction explaining the separate parts, including a calendar indicating when various parts of the project are to be completed.

Senior Capstone 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.
- An annotated bibliography evaluating the usefulness of each source cited and its relevance to the investigation.
- A detailed outline indicating the depth and breadth of the learning, including a conclusion related to the thesis, hypothesis, or projects.
- A thesis/project defense with faculty.
A public presentation of approximately 30 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.

**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.
- **ISLAND SCHOOL THEATER COMPANY**—an after-school, semester commitment for those interested in being a part of a full-length Theater production. Opportunities are offered in acting, stage management, choreography, lighting and sound tech, costumes, make-up, and set construction. Membership limited to students who have completed or are currently enrolled in Island School Theater elective. (This requirement may be waived by the director if a student has had sufficient outside training.) Participants must maintain a grade of C or better in all classes.
- **MOCK TRIAL**—a team is formed and competes with teams from other schools in defending and prosecuting cases.
- **NATIONAL HONOR SOCIETY**—The Island School Chapter of the National Honor Society is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, service, leadership, and character. Students are selected for membership by majority vote of a five-member principal-appointed faculty council, which bestows this honor upon qualified students on behalf of the faculty of our school each May. Students in grades 10 and 11 are eligible for membership. For the scholarship criterion, a student must have a cumulative, GPA of 3.5 or better on a 4.0 scale. Each spring, those students who meet this criterion are invited to complete a Candidate Application Form that provides the faculty council with information regarding the candidate’s leadership and service.
- **SCIENCE OLYMPIAD**—For students who enjoy science and preparing projects for local and state competition.
- **KALIDASCOPE GSA**—Kaleidoscope GSA is a group of mixed middle and high school students who have discussions and plan activities throughout the school-year to promote their MISSION STATEMENT - Working towards a safer, kinder environment for everyone, regardless of sexual orientation, gender identity, or gender expression. Because everyone deserves an ally.
REGISTRATION FOR CLASSES
Students register for classes prior to the beginning of the semester 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 semester. 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 Tuesday, October 26, 2021. Juniors and seniors are offered 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 120 different institutions across the country, from the East Coast to the West Coast and in Hawaii. These institutions include Massachusetts Institute of Technology (MIT), Columbia, Stanford, Cal Tech, Georgetown, the US Naval Academy, Duke, Wheaton, UCLA, UC Irvine, UC Davis, Cal Poly San Luis Obispo, Ithaca, Rochester Institute of Technology, Cornell, Hampshire College, Pennsylvania State, Syracuse, Tufts, University of Pennsylvania, Lehigh, Wellesley, Virginia Tech, Haverford, North Carolina, South Carolina, Purdue, Michigan, Oberlin, Creighton, University of Denver, Colorado State, Colorado Boulder, University of the Pacific, Pomona, Claremont-McKenna, Concordia, Pepperdine, Westmont, Reed, Oregon State, Lewis & Clark College, Seattle, University of Puget Sound, Gonzaga, Whitman, San Diego, University of Idaho, University of Hawaii (both Hilo and Manoa campuses), Chaminade University, Hawaii Pacific University, and others.
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 eight semesters. Students may choose College or Honors/AP classes starting with English 9. College level classes prepare students for success at four-year colleges, while Honors and 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 Honors/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. In class readings include short stories, the novels Esperanza Rising and Kira Kira, nonfiction and social issue book clubs, and multiple poems. All students are required to read at least one summer reading book: Tangerine by Edward Bloor, Island of the Blue Dolphins by Scott O’Dell, Wringer by Jerry Spinelli, Guts by Gary Paulsen, or Hatchet by Gary Paulsen.

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 will also read multiple short stories and poems throughout the year, the novel The Giver, characterization, fantasy-dystopian, and free-verse book clubs, and conclude with Tales from Shakespeare. All students are required to read at least one summer reading book during the summer prior to entering 7th grade: Out of My Mind by Sharon Draper, Touching Spirit Bear by Ben Mikaelsen, Stargirl by Jerry Spinelli, or Roll of Thunder, Hear My Cry by Mildred D. Taylor.

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. Novels include Flipped and The Boy in the Striped Pajamas as well as poems, short stories, dramas, book clubs,
and other fictional literature. Additionally, students read, study, and practice drafting, revising, and publishing various forms of 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. All students are required to read at least one summer reading book prior to entering 8th grade: *Tuck Everlasting* by Natalie Babbitt, *A Christmas Carol* by Charles Dickens, *A Wizard of Earthsea* by Ursula K. Leguin, or *A Monster Calls* by Patrick Ness.

**English 9**

This course is a year-long study that consists of four components: vocabulary, punctuation/grammar, writing, and literature. Through the study of literature, students will write for a variety of purposes including, but not limited to, personal (journals, responses, poems, narratives) and academic (summaries, analyses, essays). Special consideration will be given to the paragraph and essay structure. 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 *Fahrenheit 451* and *A Midsummer Night’s Dream*. All students are required to read at least one summer reading book prior to entering 9th grade: *Anne Frank: The Diary of a Young Girl* by Anne Frank, *Lord of the Flies* by William Golding, *Out of the Dust* by Karen Hesse, or *The Call of the Wild* by Jack London.

**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.

**Honors Level 9 and 10**

The Honors Level is designed to challenge students to think, read, write, and discuss literature with further depth, complexity, and quality. Furthermore, Honors students have additional, mostly independent, reading and writing exercises and more advanced expectations. Evaluations reflect these higher expectations, so only students who have been successful in previous English classes and receive approval from the English department may participate in this program. The weighted GPA for the Honors level is based on a 4.5 scale as long as the entire course is successfully completed.

**English 11/12: AP Literature and Composition (offered 2022-23)**

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 two semesters in varying lengths, formats and purposes and extensive time in
class will be spent improving the content, structure, and language of student writing. 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: Literature and Composition (offered 2022-23)**
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 two semesters 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 Language and Composition (offered 2021-22)**
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.

**English 11/12: Language and Composition (offered 2021-22)**
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.
FINE ARTS:

PLEASE NOTE: Students in grades 6-8 may elect to participate in the middle school play, while other enrichments are assigned. In grades 9-12, Fine Arts classes can be elected throughout the high school career.

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 be human, 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 refers 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.

High School Music Courses

Beginning Ukulele Ensemble
A one semester course which provides the opportunity for beginning students to acquire and develop skills in playing the ukulele and singing. Students explore techniques of strumming, finger positions, and simple chord progressions. Music genres studied include reggae, jazz, classical, pop, and Hawaiian. Prior knowledge of basic ukulele chords is recommended but not required. Students are expected to participate in in-class performances as well as on campus performances both playing the ukulele and singing.

Advanced Ukulele Ensemble
A one semester performance class for ukulele ensemble. The course is designed to increase the students' knowledge of basic music theory, structure and style of Hawaiian musical compositions, singing, playing, and arranging, through performing and performance preparation. Public performance at May Day is required, and additional public performances may be required. 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.

Middle School Theater Arts Courses

Middle School Theater Arts
Middle School Theatre Arts will have students utilizing theatre activities to develop and build skills in communication, collaboration, and creation. Students will work with many different scripts and using improvisation to build acting and performance skills. Students will also explore technical elements of theatre such as set design, make up, lights, sound, etc. Students will be working together to build and
develop skills in problem solving, flexibility, self-awareness, communication, collaboration, and creation. The main focus in this class are quality performance skills, however, students will also explore other elements of theatre that contribute to consistent quality performances. Students will also be required to attend one live theatrical performance to evaluate the effectiveness of theatrical elements for a live theater production.

**Middle School Play Performance**
Are you interested in acting, lighting, or makeup? Then you don’t want to miss this class opportunity to audition/interview for the yearlong MS play production class! 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 or t-shirt, 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!). There is something for everyone! After enrolling, check MyVoyager Bulletin Board 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, effort, and attitude. Students are required to attend and perform in the show which runs Friday-Sunday, May 17, 18, and 19 for the public and 2 in-school performance times for students. 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. Additional required co-curricular class rehearsal time after-school M-F in May 3 weeks before the production.

**High School Theater Arts Courses**

**High School Theater Arts**
Theatre Arts 1 allows students to practice skills in communication, collaboration, and creation through the use of theatre activities. Students will study story telling, characters, and theatre design utilizing classic, contemporary, and original scripts. Students will work with a Greek play, Shakespeare, contemporary scripts, and create their own scenes. Students will be working together to build and develop skills in problem solving, flexibility, self awareness, communication, collaboration, and creation. The main focus in this class are quality performance skills, however, students will also explore other elements of theatre that contribute to consistent quality performances. Students will also be required to attend one live theatrical performance to evaluate the effectiveness of theatrical elements for a live theater production.

**Visual Arts**

**Middle School Visual Arts Courses**

**Middle School Art**
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.

**High School Visual Arts Courses**

**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, 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. Incorporated into lessons are slides of sculpture and pottery by historical and contemporary artists.

**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.

**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 Technology**
In the first quarter, students will learn the proper use, etiquette, care, protocol, and procedures for using digital technology equipment found at Island School and the Maile computer lab. They will interact and become fluent in the use of the Google suite of software used for producing class assignments as well as means for collaborating in class projects. In the second quarter students will conduct individual and group projects and may be exposed to the following digital technologies related but not limited to spatial
technologies, digital cartography, spreadsheets, databases, digital media/art/photo/video production, digital publications. Students will be permitted and encouraged to select projects throughout the term that can be used as products in other classes provided timing for their projects can be achieved.

Place Based Education
Place-based education (PBE) immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community.

High School Technology

Yearbook
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.

Digital Media
Students will be introduced to the exposure triangle through photography then move into creating videos. Student will shoot, edit and produce stories to be aired on PBS Hawaii’s Hiki No, the nation’s first student-led news network. They will also have the opportunity to create other videos for Student Television Network competitions that include music videos, short films, PSAs and more. In this process, students become competent in using industry standard software such as Final Cut and aim to create high quality videos.

Computer Science: Introduction to Programming
Introduction to Programming is a course that introduces students to core programming concepts through hands-on activities and app projects. Students will consider the impact of computing innovations on society, the intentions of developers, and their own roles as consumers and creators of technology.

PHYSICAL EDUCATION, HEALTH and WELLNESS. 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 semester are subject to change depending upon availability of facilities or other factors affecting the scheduling of such activities.

Physical Education, Health and Wellness (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
● Achieve and maintain health enhancing level of physical activity and fitness
● Responsible personal and social behavior that respects self and others
● Recognize the value of physical activity for health, enjoyment, challenge, self-expression or social interaction.

6th Grade Physical Education, Health and Wellness
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. Health topics covered:
Topic 1) Conflict Resolution and Violence Prevention
Topic 2) Your Body Systems
Topic 3) Building Character and Preventing Bullying
Topic 4) Safety and A Healthy Environment
Topic 5) Nutrition and Physical Activity

7th Physical Education, Health and Wellness
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. Students are exposed to several lifetime/recreational activities. 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 collaborating. Sportsmanship and teamwork are stressed as students are expected to maintain a level of appropriate and acceptable behavior in competitive and cooperative play. Health Topics covered:
Topic 1) Building Healthy Relationships
Topic 2) Preventing Disease
Topic 3) Health During the Life Cycle
Topic 4) Nutrition and Physical Activity

8th Physical Education, Health and Wellness
The impact of exercise, nutrition, relaxation/stress management, proper hygiene and substance abuse on growth is studied. Students design personal plans for a healthy lifestyle through a standardized assessment program. Students are exposed to several lifetime/recreational activities. In addition to physical education, students are involved in a “Team Sports Program” that focuses on volleyball, basketball, soccer, and track. Preparing students for High School Athletics, an
emphasis will be on strength and agility training, conditioning, preparation for competition, knowledge of rules and regulations, and sportsmanship. Students Health Topics covered:

Topic 1) Healthy Relationships and Sexuality
Topic 2) Mental and Emotional Health
Topic 3) Tobacco, Alcohol and Other Drugs
Topic 4) Nutrition and Physical Activity

**High School Physical Education Electives**
Each semester an additional PE elective may be offered such as Ballroom Dancing, Weight Training, Yoga, or Lifetime of Physical Activities: General and Recreational Sports.

**Physical Education, Health and Wellness (Grades 9-12)** –The high school requirement is four semesters of PE. After-school sports may be substituted for PE. A single competitive sport counts for one semester of PE until all requirements have been met. See page 32 for more details.

**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.

**Beginner Yoga and Wellness**
Beginner Yoga and Wellness class is designed to safely introduce students to the basic postures (asanas), breathing techniques (pranayama), and relaxation methods of Yoga. Students will be introduced to a curriculum designed for teens by the Yoga Ed organization. This is an educational program dedicated to changing education through the practice of Yoga. The mission is to empower school communities with Yoga to cultivate health and wellness in children and teens. In this class, students will develop an enhanced appreciation of their own body, and an acceptance of its uniqueness. They will have improved spinal mobility, increased flexibility of movement, increased strength, and improved posture and sitting habits. Their focus and concentration will improve, as will their functional breathing. They will learn to be more in touch with their own needs, and those of others. Students will learn to identify the precursors of stress and use skills from their “yoga toolbelt” to address these situations. They will learn how to relax at will. They will experience the health benefits of Yoga and learn coping skills that will enable them to get more out of everyday life.
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 three years of math while in high school, with a minimum of Algebra I, Geometry and Algebra II being successfully completed.

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:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PATH I</th>
<th>PATH II</th>
<th>PATH III</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>General Mathematics</td>
<td>General Mathematics</td>
<td>General Mathematics</td>
</tr>
<tr>
<td>8</td>
<td>Pre-Algebra</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
</tr>
<tr>
<td>9</td>
<td>Algebra IA</td>
<td>Algebra I</td>
<td>Geometry</td>
</tr>
<tr>
<td>10</td>
<td>Algebra IB</td>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>11</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Honors Pre-Calculus</td>
</tr>
<tr>
<td>12</td>
<td>Algebra II</td>
<td>College Algebra or Honors Pre-Calculus or AP Statistics</td>
<td>AP Calculus AB or AP Statistics</td>
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</tbody>
</table>

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, and an introduction to statistics. 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. Reinforces the basic mathematical concepts and skills learned in General Math allowing students to transition from basic arithmetic to pre-algebra topics. Concentration is
on proficiency in working with decimals, ratios, proportions, percentages, fractions, mixed numbers and solving problems using these concepts. Students learn and reinforce probability, absolute value, operations with integers and simplifying, evaluating, and translating algebraic expressions. New content includes functions, slope, solving multi-step equations and inequalities, square roots. 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. Procedures and vocabulary that students need for upper level courses are emphasized. Prerequisite: knowledge and skill of basic math facts. No calculators allowed.

**Pre-Algebra**
Using Glencoe Pre-Algebra text, prepares students for Algebra 1. Reinforces fundamentals of Math concepts including operations with rational numbers, order of operations, integers and absolute value, rates, proportions and percents. Students solve complex multi-step equations and solve and graph inequalities and explore geometrical concepts including volume and surface area of 3-dimensional figures. New content includes scientific notation, working with algebraic functions, scatter plots, tables, graphs, and equations. Students write equations of lines and work in the coordinate plane. Systems of equations, quadratic functions, operations with monomials, and introduced.

**Algebra IA and Algebra IB – a two-year program**
Taught sequentially, these two courses cover the same content as Algebra I. This two-year program is recommended for students who are having difficulty with the application of numerical operations and are in need of more concrete examples of the abstract concepts in Algebra I. In Algebra IA students learn to abstract algebraic properties from concrete numerical examples. Mathematical skills, both numeric and algebraic, are practiced, illustrated and applied. Concepts of algebraic ideas are learned through group work, the use of manipulatives, and extended practice. The second year completes the algebra I curriculum, again with time to cement the concepts and skills being learned. Prerequisite for Algebra IA: Fundamentals of Mathematics or the equivalent. Prerequisites for Algebra IB: Algebra IA

**Algebra I**
Prerequisite: Pre-Algebra. Any exceptions need department head approval. Using the Glencoe Algebra I text, the course develops the art and craft of using variables to solve numerical problems. The course begins with the study of algebraic properties, the translation of word problems into algebraic expressions, solving linear equations, and equations of linear functions. Then the course moves to the examination of solving linear inequalities, systems of linear equations/inequalities, and the study of exponents and exponential functions. The next portion of the course focuses on quadratic expressions, functions, and equations. In the final portion of the course, students learn to solve problems in statistics and probability including the topics of standard deviation, simulations, permutations, combinations, and compound events. Throughout the year, applications of techniques to solve real-life math and science problems are emphasized and students learn how to interpret, represent, and visualize solutions to both linear and quadratic equations through graphing. Graphing calculator (model TI-84 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 (model TI-84 or higher graphing calculator recommended). 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. TI-84 or higher 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 higher degree polynomial equations, quadratic functions, rational expressions, radical equations, conic sections, and logarithmic functions. Students will be introduced to sequences and series, permutations and combinations. The majority of four year colleges require Algebra II for admissions, regardless of major.

**College Algebra**
Prerequisite: Successful completion of Algebra II. TI-84 or higher graphing calculator required. Students completing Algebra II with a C or D may repeat Algebra II or enroll in College Algebra. Textbook: Pearson Algebra for College Students (8th Edition). 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, roots of polynomial functions, logarithms, conic sections, and an introduction to trigonometry.

**Honors Pre-Calculus & Trigonometry**
Prerequisite: completion of Algebra II with a grade of B or higher or completion of College Algebra. TI-84 or higher graphing calculator is 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, and sequences and series.

**AP Statistics**
AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. A TI-84 or higher graphing calculator is required.

**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.

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. Please Note: high school students must complete three years of lab-based science (biology, chemistry, and physics) to meet graduation requirements.

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<tr>
<th>GRADE</th>
<th>COMMON</th>
<th>HONORS</th>
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<tbody>
<tr>
<td>6</td>
<td>Physical Science</td>
<td>Physical Science</td>
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<tr>
<td>7</td>
<td>Life Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>8</td>
<td>Earth and Space Science</td>
<td>Earth and Space Science</td>
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<tr>
<td>9</td>
<td>Biology</td>
<td>Honors Biology</td>
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<tr>
<td>10</td>
<td>Chemistry</td>
<td>Honors Chemistry</td>
</tr>
<tr>
<td>11</td>
<td>Physics</td>
<td>Honors Physics</td>
</tr>
<tr>
<td>12</td>
<td>Honors Science or Science Elective</td>
<td>AP Science or Science Elective</td>
</tr>
</tbody>
</table>

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

6th Grade Science (Physical Science)
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 four areas of focus are the Properties of Matter, Chemical Interactions, Motion and Forces, and Energy and Waves. This provides students with a broad understanding of various disciplines in science with a focus on Physical Science.

7th Grade Science (Life Science)
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 initiate essential questions, collaborate, make observations, reflect, use microscopes, take measurements, interpret data, and convey their understanding of content in various ways as they discover more about the
living world around them. The Scientific Process will be emphasized as students make adult connections and explore and solve real-world problems in the community.

8th Grade Science (Earth and Space Science)
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.

9th Grade Physical Science Elective
Students will examine key introductory concepts in Physics, Chemistry and Energy. These concepts will be taught through instruction and observation, and be applied in labs, assignments and projects. The Scientific Method will be introduced at the beginning of the course and applied throughout the year. Reading, note taking and study skills will be emphasized throughout the year.

Biology
Students will examine the living world and associated societal issues to include classification, ecology, evolution, systems of the human body, cell biology, microbiology, and simple genetics. Emphasis is placed on the scientific method and explored via laboratory activities and experiments. Co-Requisite: Algebra 1 or Higher

Honors Biology
Honors Biology is a rigorous course in which students are expected to be highly motivated. The living world and associated societal issues will be examined to include classification, ecology, evolution, systems of the human body, microbiology, biochemistry, molecular biology, and genetics. Emphasis is placed on the scientific method and explored via laboratory activities and experiments. This course requires considerable reading, successful completion and documentation of laboratory work, and analysis of current research in biology. Co-Requisite: Algebra 1 or Higher

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 Honors 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.

Anatomy and Physiology
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 Science
Prerequisite: Physics or Honors Physics, and 12th grade. This is a project-based course where students will gain hands-on experience developing collaborative, inquiry-based projects. Students will choose their topics and plan, organize, and complete projects. The course will also include a more traditional classroom component focused on science topics, skills, and careers not covered in the core science courses.

AP Psychology
AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.
**SOCIAL STUDIES.** Relates to ESLR #7, 8, and 11. The purpose of the Island School Social Studies curriculum is to develop students’ awareness of the current status of humans, individually and collectively, through a study of past and present practices, discoveries, inventions, and decisions. These 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.

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

**SAMPLE SOCIAL STUDIES PATHS**
**Curriculum Guide – 2019-20 Grades 6-12**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>6</td>
<td>World Geography</td>
<td>World Geography</td>
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</tbody>
</table>
| 7     | World History I  
The Rise of Civilizations | World History I  
The Rise of Civilizations |
| 8     | World History II  
The Medieval World and Beyond | World History II  
The Modern World |
| 9     | Modern World History*                         | Modern World History*                         |
| 10    | History of Hawaii*                            | American Government*                          |
| 11    | AP/Honors US History or  
US History*  
The Earliest Americans to Post-Civil War Era | AP/Honors US History or US History*  
The Progressives to Post 9/11 Society |
| 12    | Topics in Social Studies (Economics and  
International Relations)* | Elective |

*graduation requirement
6th Grade Social Studies (World Geography)
Semester 1 Oceania, Antarctica, Australia, New Zealand, and Africa
World Geography is a year-long course that introduces students to the process of academic inquiry as it relates to the study of geography. Students will develop the skills and study habits required in the scholarship of Social Studies. Key essential questions addressed in this class include how does geography influence the way people live, how do people adapt to their environment and how does technology change the way people live. Students will also learn about the factors that make a culture unique, why people trade, and how religion shapes a society. This conceptually based curriculum engages students using technology to acquire, organize, and analyze information in order to answer these geographic questions. Focus will be on thinking spatially, using globes, maps, and geospatial technologies as well as exploring human and physical geography to examine the earth’s natural features and the spread of people across diverse regions of the globe. Working effectively in groups, practicing time management, taking efficient notes, using the online curriculum for the class, and developing critical reading proficiency are all skills that will be introduced and utilized in the class. Regions of study include the physical geography, history of the countries, and historical and contemporary life/culture of Oceania, Antarctica, Australia, New Zealand, and Southern, Northern, Eastern, Western, and Central Africa.

Semester 2 Asia, The Americas, and Europe
The second semester of World Geography continues the examination of geographical concepts related to Southwest, Central, and South Asia; the Caucasus; Siberian Russia; South, Southeast, and East Asia; Northeast America and Northwest America; Canada; Mexico; Central America; and the Caribbean Islands; South America; The Tropical North; Andes and the Mid Latitude Countries; Western, Northern, Southern and Eastern Europe; and Western Russia. Using and building upon skills learned in the first semester, students will ask such essential questions as how do governments change, how do new ideas change the way people live, and why does conflict develop. They will also learn about current geographic issues such as pollution, urban sprawl, consumption patterns and population density. Throughout their investigation of these topics, students will continue to develop cultural awareness as they investigate cultural history, and ask questions related to the human and physical geography.

7th Grade Social Studies (World History I - The Rise of Civilizations)
Semester 1
World History 1 is a year-long course that examines the rise of major civilizations in prehistory and protohistory throughout the world, covering the time period of 200,000 BCE to 300CE. 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 three ancient civilizations of Mesopotamia, Egypt, and India. Polytheistic and monotheistic religions will be introduced, along with the the concept of “golden eras”.

Semester 2
During the second semester students will learn about civilizations that span the years from 600 BCE to 1000 CE and continue the examination of the early settlement patterns of major civilizations beginning with the earliest developments of the pan-Asian 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, as well as the pre-modern
Hawaiian civilization. Students will analyze these civilizations in terms of the defining characteristics of a civilization developed and utilized in the first semester of the course.

**8th Grade Social Studies (World History II)**

**Semester 1**

World History II is a year-long course during which the students will analyze 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. Students will also be asked to focus on the increased interactions in Afro-Eurasia and the development of the Eastern and Western hemispheres between 1000-1500 CE. 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. During 1st semester the students will be researching and creating History Day projects on topics of their choosing. Throughout the process, students will be asked to "think like historians," analyzing primary and secondary documents, reading actively and thinking critically, researching and writing essays, familiarizing themselves with world geography, and effectively using technology.

**Semester 2**

During the second semester students will examine 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. Students will also 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.

**9th Grade Social Studies: Modern World History**

**Semester 1**

World History III is a year-long course, the focus of which is an examination of three overarching and interrelated developments: the democratic revolutions in American and France, 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. The course also considers the role of post-industrial revolution technological advancements in the development of European world power. During 1st semester the students will be researching and creating History Day projects on topics of their choosing. Throughout the process, students will be asked to "think like historians," analyzing primary and secondary documents, reading actively and thinking critically, researching and writing essays, familiarizing themselves with world geography, and effectively using technology. Detailed information on History Day will be posted on My Voyager Bulletin boards for World History.

**Semester 2**

In the semester of World History III students will learn the ways in which many societies around the world became more interconnected during the 20th century and how this created trends in global integration.
These developments are contrasted with other regions where economic and territorial rivalries grew harsher and conflicts 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 20th century, students will concentrate their efforts to learn about two major types of development, global warfare and revolution.

**History of Hawaii**
Hawaiian History is a one semester course that examines the development of the Hawaii people from its earliest beginnings into a modern Hawaiian state, dependent economically on tourism and the military. Beginning with the Polynesian origins of the society students will learn about a self-sufficient and culturally rich lifestyle experienced by people across the Hawaiian islands. Drastic changes came about with the arrival of foreign powers in 1778 as disease decimated the population. Later, the Christian missionaries arrived, and they and their progeny exerted increasingly powerful political and cultural influence in the society. The traditional Hawaiian religion was abandoned, the Constitution was written limiting the power of Hawaiian royalty and the land ownership system was changed from communal property to private ownership. Students will learn about the results of these changes including the rise of the sugar plantations, the overthrow of Queen Liliuokalani, the annexation of Hawaii to the United States in 1898 and the creation of the 50th state of the Union in 1959.

**American Government**
American government is a one semester course in which students learn about the structure and function of federal, state, and local governments by examining the responsibilities and procedures of the Executive Branch, Congress, and the Supreme Court. In addition, students study the Hawaii State Legislature, the Office of the Governor and its executive agencies, as well as the courts and judicial system of Hawaii. Included in this study are the Office of the Mayor and County Council of Kauai. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes of political behavior. This course covers topics and a learning format seen in a college course.

**Sophomore Project**
As part of their History of Hawaii and American Governments classes, sophomores will be engaged in a Sophomore Project in which the students will learn about project-planning models and how they can effectively be applied to Social Studies’ issues. After receiving a Social Studies theme at the beginning of the course, students will make an inquiry into a topic related to the theme and then develop a project around that inquiry. Project proposals, including goals and a timeline of deliverables, will be submitted for the instructor’s approval. As they analyze social, economic and political events related to their specific inquiry, students will be encouraged to discover individual interests and talents through the realization of their project. These activities will culminate in a presentation of their learning experience to their peers.

**AP/Honors US History**

**Semester 1 The Earliest Americans to the Post-Civil War Era**
A comprehensive overview of the development of our country, this is a year-long class that examines 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 that are explored during the first part of the course; later in the semester the emphasis shifts to the development of the West and issues relating to slavery prior to the secession of South Carolina. Students will learn about states’ rights vs national unity.
and how that conflict led to The Civil War. While the country endured, it did so at an enormous cost in lives and resulted in decades of hatred and bitterness. Students will learn how military losses impacted the reconstruction era through the promulgation of Black Codes, the establishment of Jim Crow culture and white supremacy over black Americans. As the students pursue their understanding of these topics, the overarching goal of the course is the development of analytical and critical thinking skills. Considerable reading and analysis are required for this course.

**Semester 2 Closing of the Western Frontier to the Post 9/11 Era**

The comprehensive study of US History continues in the second semester with students learning about the closing of the frontier and the new opportunities that developed as a result of it. During the difficult Civil War and Reconstruction era, the nation’s population continued to grow and move west. By the end of the century, Native Americans were totally defeated, and the frontier was closed; there was no wilderness left to conquer. As a result, the emphasis shifts to the technological innovations that led to new industries and the rise of big business as well as the United States developing into a world power on the international stage. Vast wealth was accumulated by the “Robber Barons” during this time, but this also led to deplorable working and living conditions in the cities. Unions and the progressive movements sought to improve American business practices, and society and living standards in general. Students will also learn about Woodrow Wilson’s World War 1 mission to make “the world safe for democracy”, the unfortunate terms of the Versailles Peace treaty that did not support his quest, and a second world war came just twenty years after the end of the first. Before that happens, students will learn about The Roaring 20s, the stock market crash in 1929, and the Great Depression. Students will learn about the attack on Pearl Harbor and World War 2, which brings the US out of economic depression. With the defeat of Hitler, a new threat arose, the spread of Communism led by the United Soviet Socialist Republics (USSR). The US rises to superpower status, even as the social fabric of the country undergoes major upheavals as a result of the civil rights movement and the Vietnam War. With the 1989 collapse of the Soviet Empire, the US is the sole superpower remaining on the world stage but Middle East anger over American hegemony develops, with the eventual result the 9/11 attacks on the US. The course examines the US response to the attack and the new ‘war on terrorism’. The overarching goal of the course is the development of analytical and critical thinking skills. Considerable reading and analysis are required for this course.

**US History**

**Semester 1 The Earliest Americans to the Post-Civil War Era**

US History is a year-long 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 “snapshot” 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 of 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 semester, the development of the West and issues of slavery lead to the secession of South Carolina in 1860 and the Civil War. The semester ends with students learning about Reconstruction and the post-Civil War society. Technology Requirement: Students will use their computers on a daily basis for word processing, presentation software and online access to the textbook and other documents.

**Semester 2**

**Closing the Western Frontier to the Post 9/11 Era**

The survey course of American History continues in the second semester with the closing of the Western frontier to the rise of industrialism, the Progressives’ response to it and the emergence of the 20th century superpower. The students will learn about President’s Wilson’s quest to “make the world safe for
democracy” with the American involvement in World War I, the euphoria of the Roaring 20s followed by the crash of the stock market and the Great Depression. World War 2 brings the US out of the depression, and with our victory, students will learn about our new superpower status but also a new threat, the Cold War. The 60s brings forth the civil rights movement, Vietnam, and tumultuous social change. Students will go on to learn about gas shortages in the 70s, President Reagan’s “Morning in America” and supply side economics in the 80s. As the new century begins, the course examines the 9/11 attack, our response to it and the development of America’s “war on terror.”

**Technology Requirement:** Students will use their computers on a daily basis for word processing, presentation software and online access to the textbook and other documents.

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**Topics in Social Studies—Economics and International Relations**

**Economics**

During the first quarter of *Topics in Social Studies, Economics* introduces students to the concepts of personal finance, investing, and 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 macro- economics. 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 and develop an understanding of the commonly used metrics describing our financial status.

**International Relations**

During the second quarter of *Topics in Social Studies, International Relations* delves into the dynamics of global interactions among nations, the critical issues that arise from these relationships and the role of United States’ diplomacy in resolving different world crises. Students will analyze the historical, political, economic, social, and geographical/environmental components that create the relationships that shape current critical issues, and then will evaluate their solutions through multiple perspectives, including diplomacy, cooperation, human rights, and international law. Although issues can vary by category from extreme weather changes to political upheaval to warnings of pandemics, each dilemma presents a separate challenge in terms of how to manage its effects, minimize its threat or even prevent its onset. Finally, students will also learn about international organizations including the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization.

**Social Studies Elective:**

*Sustainability, Hawaiian Traditional Practices and Social Psychology/Social Marketing*

This one semester elective course will conduct a thorough examination into areas of food production, water use, energy production and use, waste and disposal options, and consumer consumption to understand the impact these issues have on global climate change. While assessing our current level of sustainability in these areas we will contrast our current practices with those from our traditional Hawaiian host culture as we search for areas where we can improve our own sustainable practices. Social Psychology and the impacts our personal behaviors have on sustainability will be examined and Social Marketing will be studied to help
develop plans and projects which will be implemented to increase sustainable activities and personal sustainable behaviors at Island School, the County of Kauai, and in the State.

**WORLD LANGUAGES** 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 III are offered. Middle School Foreign Language is divided into two years beginning in 7th grade. All levels are year-long courses.

**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.

**Honors Chinese IV/V**

The fourth and fifth years in Mandarin Chinese delve 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/V 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.’

**Spanish 1A**

Spanish 1A is a 7th or 8th 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 earn a B- grade or better and a final exam grade of 80% or better as well as the instructor’s recommendation in order to advance to Spanish II.
**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. In order to advance to the next level, students must successfully complete this class with a grade of C- or better and receive the instructor’s recommendation. 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 1 or both Spanish 1A and 1B. It reviews the present tense and covers the preterite and imperfect past tenses, commands, immediate 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 and the instructor’s recommendation 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, preterite/imperfect, the present and past perfect, future, and conditional tenses, and subjunctive mood are studied. Students must successfully complete this class with a grade of B- or better and the instructor’s recommendation to advance to the next level.

**Honors 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, the imperfect subjunctive, and reviewing previously acquired grammar structures in the context of literature (short stories, poetry, and TPRS novels). 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.
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 2018-19 are projected as follows:

**FALL SPORTS**
* Air Riflery (Boys & Girls)
* Cross Country (Boys & Girls)
* Volleyball (Girls)

**WINTER SPORTS**
* Swimming (Boys & Girls)
* Basketball (Boys)
* Varsity Soccer (Boys & Girls)
* Paddling (Boys & Girls & Coed)

**SPRING SPORTS**
* Baseball (Boys)
* 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 and Island School 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 and not have any “F’s”** during the season 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 0.5 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 semester. 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:

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<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>GRADE</th>
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<td>A-</td>
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</table>

- GRADE POINT AVERAGE (GPA): This applies to high school students and those taking high school level courses. For each semester class satisfactorily completed, the student earns 0.5 credits; a year course (2 semesters) counts as 1.0 credit. Yearlong courses (e.g., algebra I) fulfill core requirements for graduation only if the full course has been satisfactorily completed.

To calculate the unweighted GPA, multiply each numerical grade value by the number of credits each class is worth. Then add these numbers together to get a sum. Finally, divide the sum by the total number of credits taken.

Honors and Advanced Placement (AP) courses add to the weighted GPA. For Honors courses 0.5 points are added to each letter grade, and for AP courses 1.0 points are added to each letter grade. For instance, earning a B in an Honors course is worth 3.5 points, while earning a B in an AP course is worth 4.0 points.

- 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** – For each grading period, if the high school or middle school student is to receive an unsatisfactory grade (i.e., below a C), parents may be notified in advance of the actual grade being given. If there is a decreased performance a short time before grades are due, parents may receive only the formal notification when reports are distributed. In **grades 6-12** reports are issued in the middle of each Semester, i.e. after Quarter 1 and Quarter 3. If the student’s progress at this point is at a “C” level or higher, the teacher may omit a comment about the student’s work. If the work is below a “C” average, a teacher’s comment will explain the situation. Report cards are issued at the end of each Semester in grades 6-12 and are accompanied by teacher comments for each student. For grades 9-12 the final semester grade is calculated by weighting each quarter 40% and the final exam 20%. These semester grades become part of the students’ official transcript in grades 9-12.

**Parent Conferences** are scheduled twice a year. These are brief (usually ten 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 quarter, students whose unweighted grade point average for the quarter 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, Theater Arts, or Visual Arts) and made notable artistic contributions to the Island School community.